

# Introducing Women's and Gender Studies: A Collection of Teaching Resources

Edited by  
Elizabeth M. Curtis

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**THE NATIONAL WOMEN'S STUDIES ASSOCIATION**

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in educational and social transformation

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# Introduction

## **Introducing Women's and Gender Studies:**

### **A Teaching Resources Collection**

**By Elizabeth M. Curtis**

I remember sitting with a mentor discussing my concerns about the discussion sections I would be leading as a graduate teaching assistant in the upcoming semester. I was especially worried the lack of creativity in the syllabus I had crafted. After listening carefully, my mentor shared something with me that an advisor had told her during her graduate career: *Research should be original; teaching should be derivative*. Although there was nothing that was so groundbreaking about this don't-reinvent-the-wheel or if-it's-not-broke sensibility, I had not thought about my academic experience in that way before. While the continuation of scholarly dialogues and the creation of new intellectual conversations depend on a constant evolution of ideas, maintaining rigorous standards for students depends on educators' ability to replicate teaching techniques that prove to be successful and useful. And, as my conversation with my mentor proved, learning what strategies often prove successful does not have to be something that one discovers on one's own.

It is in this spirit of creating a supportive community of praxis for women's and gender studies practitioners that the National Women's Studies Association offers this teaching resources collection of introductory-level materials. *Introducing Women's and Gender Studies: A Teaching Resources Collection* contains 29 syllabi, lesson plans, and other instructional materials that educators are currently using to introduce students to theoretical and practical foundations of women's and gender studies. These materials come from a diverse group of educators who are teaching women's and gender studies in a variety of settings. Some of the practitioners who contributed their teaching resources are working in university women's and gender studies programs while others are offering their classes through other college departments or non-academic institutions. Covering a range of dates from 2001 to 2006, this collection provides a sampling of what is going on – instructionally – in the field today.

In compiling this collection as an editor, I attempted to be as inclusive as possible when determining which submissions would be incorporated here. For the most part, contributions were included when they focused on the wider overview provided in most introductory courses. As you can see from the "Introductory Courses on Special Topics," however, some courses constructed around specific themes were included to show how courses that are structured in this way provide an alternative method to traditional survey method for introducing students to the discipline.

The range of student populations that these teaching materials have been crafted for range from middle school to the graduate level. To help locate the reader who is navigating this wide range of resources, demographic information about courses and their instructor preface each item. Although attempts were made to recruit resources from K – 12 practitioners, only one submission in this area was received. While educators working with these groups may be disappointed, I am hopeful that a future collection focusing on K – 12 could be developed.

Although this collection represents only a small sample of the important work that women's and gender studies practitioners are doing at present in their respective institutions, these resources do reveal trends in the teaching methods utilized in the field. Even though there is a great diversity of pedagogical approaches, there are common syllabus elements and coursework that are evident here.

To allow practitioners to see the many formatting possibilities for syllabi, I maintained contributors' original formatting to the greatest extent possible. While the fonts and alignment deployed in syllabi vary widely, most syllabi included: a summary of the course and its goals or objectives, classroom expectations or guidelines; contact information for the instructors and instructions on finding course materials; required texts and reading schedules; assignments and grading standards; information about ability accommodations, writing support, and other on-campus resources; lists of the requirements fulfilled by the course and information about major or minor declaration; and a statement of an institution's honor code or a professor's policy on plagiarism; important dates, such as the add/drop or midterm period, that students should be aware of. Even though there is no one template for a women's and gender studies syllabus, these inclusion of these common elements provide a good place to start in the construction of new syllabi.

In terms of the type of coursework that professors assign in introductory courses, diversity flourishes again. In general, however, introductory women's and gender studies courses require a high-level of student engagement through assignments that hold students accountable for both their reading, such as quizzes or reading reflection papers, and their participation both in and outside of class. In addition to asking students to contribute to class discussions, many professors utilized online discussion boards and made the attendance of events outside of class meeting time a requirement. Further, many assignments focused on putting theory into practice through civic engagement or activism projects. By far, however, the most popular assignment in introductory-level women's and gender studies are short papers which range from informal journals to formal briefs that ask students to think critically about key concepts and to apply feminist theory to their own experiences. In addition, many of these assignments focus on popular culture analysis and media literacy.

There is less standardization, however, of assigned texts in introductory women's and gender studies courses. Instead of relying on canonized anthologies, practitioners more often opt to create their own course packet. It is highly probable that the interdisciplinarity of the field and the abundance of materials that can be used to illustrate major theoretical foundations lead to this preference. From this collection of syllabi, *Listen Up!: Voices from the Next Feminist Generation* (ed. Barbara Findlen), *Colonize This: Young Women of Color on Today's Feminism* (eds. Daisy Hernandez and Bushra Rehman), *Feminist Frontiers* (eds. Verta Taylor, Nancy Whittier, & Leila Rupp), and *Women's Voices, Feminist Visions: Classic And Contemporary Readings* (eds. Susan M. Shaw and Janet Lee) emerge as commonly utilized texts.

While this teaching resources collection is not complete, definitive, or overly generalizable, it is an invaluable resource for new and seasoned educators alike. I hope that it will assist practitioners who are interested in revising their current courses as well as those who are developing new ones. Further, I look forward to the scholarly dialogue that this collection has the potential to instigate in the women's and gender studies community.



# Pre-K – 12 Lesson Plans

# “I am the Hero of My Life Story” Art Project



**Kesa Kivel**  
Volunteer  
YWCA Santa Monica / Westside

## Contact Information

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## Lesson Information

*Lesson Title:* “I am the Hero of My Life Story” Art Project

*Type of Lesson:* Women’s and Gender Studies

*Student Population:* Middle School

## Biography

Kesa Kivel is a Los Angeles-based artist, activist, and teacher. Since 2003 she’s taught feminist issues to middle school girls, offering a broad-based curriculum in an interactive format. Recent projects at the YWCA Santa Monica/Westside include her “Women on the Underground Railroad Obstacle Course,” “The Girl House Art Project” (inspired by Judy Chicago and Miriam Schapiro’s “Womanhouse” art installation), “Art Workshops on Sexual Harassment,” and a documentary film of *Girl House*, which she produced. Kesa’s projects promote awareness, healing, and social change. She enjoys teaching adolescent girls and helping them use art to educate the public about their concerns.

## Comments

The “I Am the Hero of My Life Story” codices were part of “The Girl House Art Project,” inspired by Judy Chicago and Miriam Schapiro’s 1972 “Womanhouse” art installation, which used a house as the “canvas” to explore feminist issues. Familiar with “Womanhouse,” Kesa Kivel wondered what a “Girl House” would look like. Over a 10-month period from September 2005 to June 2006, Kesa and assistant, Betty Marán, helped a small group of girls aged 12-13 explore feminist issues, express their findings through art, and educate the public. Topics they covered included media literacy, women’s history, self-defense, and the wage gap between women and men.

The girls used a small house on the YWCA Santa Monica / Westside property for their "Girl House" art installation. To find the theme for the installation, the girls wrote and talked about what issues were important to them, SEXUAL HARASSMENT emerged as the most distressing, common problem. In the house the girls created a bedroom of a girl who is being harassed, artistically expressing her worries, fears, and the potential consequences. They named the girl Crystal. The girls created additional projects, including "The Evidence Chart" and the "I Am the Hero of My Life Story" codices, which relate to other gender issues. The Girl House Public Exhibition was held on June 17, 2006. Limited supplies of a FREE seventeen-minute film about "The Girl House Art Project" (showing the "I Am the Hero of My Life Story" codices) are available in DVD format from kesakivel@earthlink.net.



An example of a codice created as a part of this project.

# “I Am the Hero of My Life Story” Lesson Plan

Art Project created by Kesa Kivel

kesakivel@earthlink.net

**Contemporary Issue:** Rampant sexual harassment, gender bias in schools, and degrading media imagery contribute to many adolescent girls' low self-esteem, indecisiveness, and depression. These girls are not speaking their true voices and living authentic lives. And, they are more likely to see themselves as the victims rather than the heroes of their own life story.

**Goal:** The goal of this project is to help girls experience themselves as the hero of their life story through an art project based on Mayan codices. Each girl creates her own accordion-shaped picture book (a codex) depicting one chapter of her life story. She narrates her story through words, images, and photographs of herself in action poses. After listing several current challenges, she chooses symbolic images, like dragons, to represent them. The dragons that she slays are the challenges that she faces in the real-life drama called LIFE.

During the two-part project, each girl will identify her challenges, acquire problem-solving skills, find allies, and witness how problems work out over time. Furthermore, she will imprint the hero's journey on her psyche, and, come away with a memory map of her life at this point of time.

**Project Duration:** **Part One** begins at the start of a school semester, summer camp, or holiday period. Girls identify and confront their challenges and find allies for their heroic journey. **Part Two** occurs at the end of the semester, summer camp, or holiday period. Girls list what's been accomplished thus far and what still remains to be done.

**Teacher's Introduction:** Mayan codices are defined and the teacher's sample codex, listing some of her own challenges, is shown to students. The teacher invites a discussion about the project. Who are some female heroes? Do people have to be famous to be heroes? Do the girls see their life as an adventure story? Do they see themselves as the hero or supporting character? Do the roles we assign ourselves (hero, supporting character) make a difference in how we live our lives? What else influences us? Why? The project ends with “the adventure continues...” instead of “happily ever after”. Is “happily ever after” a realistic ending? Where does the term, “happily ever after” come from? Do our problems end at a particular age? Please explain.

## **Project Description:**

**Part One:** The girls fold their rectangular-shaped paper into accordion-shaped picture books (creating four panels on each side of paper, a total of 8 panels front and back). Each girl is photographed in 8 or more action poses (for convenience, take all photos at the same time). The action poses are for the “I Am the Hero” cover photo, “Defining Challenges” photo, “Confronting Challenges” photo, “Wise Resources” photo, “I Am Victorious” photo, and the “Adventure Continues” photo-one or more photo per codex panel.

Girls glue their photos into the appropriate panel. Girls define and write out their challenges, place of relaxation, and wise resources and paste them in their appropriate panel. The cover plus three inside panels are decorated.

**Part Two:** Girls list their accomplishments thus far in the “I Am Victorious” panel. This panel and “The Adventures Continues” panel are decorated. Each girl shares her codex with the group. The codices are displayed.

### **Panels and Corresponding Photos**

#### **Front Panel-“I Am the Hero of My Life Story”**

“I Am the Hero of My Life Story” is written on the front panel with a photo of how the girl would like to represent herself to the world (a fun, welcoming pose)

#### **First Inside Panel-The Challenges I Face**

Each girl determines her current challenges and lists them. The photo for this panel is of a girl in a thinking posture. The girl is thinking about the challenges she’s defined. Her finger could be resting on her chin or she could be meditating etc.

#### **Second Inside Panel-Confronting Challenges**

The girl confronts her challenges, which are represented by a symbolic image of her choosing, such as dragons, ogres, or comic book villains. In her photo she may be in a fighting pose or pointing her finger. She may be leaning forwards, hands on hips while she’s talking to the villain.

#### **Third Inside Panel-A Place of Relaxation/Wise Resources**

Each girl lists her place of relaxation (under a tree, at her grandparent’s house) and wise resources (her pet, uncle, supportive teacher). This photo shows the girl relaxed and glad to have allies and receive aid.

#### **Fourth Inside Panel-Victory Is Mine!**

Each girl lists her accomplishments thus far. The pose might be with her arms outstretched in the air, big smile, thumbs up etc., representing victory.

#### **Back Outside Panel-The Adventure Continues...**

The pose for “The Adventure Continues...” panel shows the girl stepping forward and looking ahead. She may choose to have an ogre or villain lurking around the corner of this panel.

The two remaining panels can be left blank or, each girl could list her friends, favorite books, movies, or activities in order to document her interests during this time frame.

**Notes:** Using a digital camera and printing the photos on regular paper will minimize the costs of this project.

If being photographed seems too overwhelming, a shy girl can opt to draw herself as a stick figure (or even a flower).

If working with boys as well as girls, make sure both groups use a variety of non-stereotypical ways to challenge their villains, such as verbal skills for boys, self-defense/action poses for girls.

**Supplies Needed:**

Definition of Mayan Codex: A codex is an accordion-shaped **picture book** used by the Maya and Aztec people. Codices (the plural form of codex) showed “the social and political histories, cosmologies, religions, and scientific and medical knowledge and practices of these ancient American people.” ([Chicano Codices Catalogue](#), Mexican Museum). European conquerors destroyed most of the codices when they invaded Central America and parts of Mexico in the 16<sup>th</sup> century. Note: By working on this project, the girls will reclaim a lost art form as well as suppressed female power.

Historic examples of codices (Internet sources)

Stiff paper, so that the codex “stands” upright. Pre-cut the paper into rectangular shape.

Camera to take photos of each girl in action poses.

A variety of decorative materials, scissors, tape, markers, glue, etc.

Symbolic Challenges Cutouts-such as dragons, ogres, goblins, comic book or cartoon characters. Girls can also create their own dragon/villain/monster.

*(Emphasize that these symbolic challenges are complex figures that may not be all evil, and, as we face them, their power may fade)*

**Optional Format:** Instead of codices, students could use a comic book, storyboard, or mural format for the “I Am the Hero of My Life Story” art project.

# Undergraduate Introduction to Women's and Gender Studies Courses

# Introduction to Women's Studies

## Jennifer Cognard-Black

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### Course Information

*Course Title:* Introduction to Women's Studies  
*Type of Course:* Lecture with Discussion Sections  
*Requirements Fulfilled:* Major  
*Student Population:* Undergraduate



**WGSX 200: Introduction to Women Studies  
Policy Sheet**

**Spring 2006  
12:00 – 1:50 MH 101**

*For every girl who is tired of acting weak when she is strong,  
there is a boy tired of appearing strong when he feels vulnerable.  
For every boy who is burdened with the constant expectation of knowing everything,  
there is a girl tired of people not trusting her intelligence.  
For every boy for whom competition is the only way to prove his masculinity,  
there is a girl who is called unfeminine when she competes. . . .  
For every boy struggling not to let advertising dictate his desires,  
there is a girl facing the ad industry's attacks on her self-esteem.  
For every girl who takes a step toward her liberation,  
there is a boy who finds the way to freedom a little easier.*

—Nancy R. Smith, from “For Every”

*If we could free ourselves from slavery we should free men from tyranny.*

—Virginia Woolf, from a letter to Leonard Woolf

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By appointment (email or ask me)

**Required  
Texts**

- Alison Jaggar and Paula Rothenberg, *Feminist Frameworks*, 3rd ed, NY: McGraw-Hill, 1993
- Virginia Woolf, 1929, *A Room of One's Own*, NY: Harvest/HBJ Book, 1981
- Eve Ensler, 1998, *The Vagina Monologues*, NY: Villard, 2001
- Clifton, Lucille. *Blessing the Boats*. NY: BOA Editions, Ltd., 2000
- *Ms.* magazines, three issues from 2005 – 2006
- In-Class Handouts
- Coursepack of Readings
- *Thelma and Louise*, directed by Ridley Scott (film)
- *Girl 6*, directed by Spike Lee (film)
- *Orlando*, directed by Sally Potter (film)
- *Fire*, directed by Deepa Mehta (film)

**Required  
Events**

- SMCM student performance of *The Vagina Monologues*
- Women Studies Colloquium presentations by Ward, Jones, and Smeal

**Contributing Faculty**

This term, we are fortunate to have the chance to exchange ideas with 18 different faculty and WGSX students from across our campus. These contribution faculty include: Mark Rhoda (Theater); Adriana Brodsky (History); Kate Norlock (Philosophy); Andrew Cognard-Black (Sociology); Katherine Socha (Math); Lucille Clifton (English); Carrie Patterson (Art); Joe Lucchesi (Art History); José Ballesteros (International Languages); Joanne Klein (Theater);

Jennifer Tickle (Psychology); Celia Rabinowitz (Library); Jessie Gray, Vera Smiley, and Roya Biggie (SMCM students); Joanna Bartow (International Languages); Cristin Cash (Art History); Sahar Shafqat (Political Science); and Anna Bedford (Women Studies). As part of the Women Studies Colloquium, we will also have the privilege of meeting scholars from across the nation, including Kathryn Ward (a sociologist from Southern Illinois University); Joni Jones (a performance artist from the University of Texas); and Eleanor Smeal (the President of the Feminist Majority Foundation in DC).

## Course Description

“Women’s Studies,” at basic, means the study of women, yet it is a designation that, since its inception in 1970, has evolved to describe courses of study in disciplines as diverse as anthropology, sociology, psychology, history, political science, economics, literature, creative writing, linguistics, biology, chemistry, mathematics, medicine, religion, philosophy, music, theatre, dance, film, pop culture, and the fine arts. Women’s Studies is closely tied to feminist theory (the analysis of gender as a site of difference and inequity), to activism (those who work with the real-world impacts of social practice on the lived experience of women worldwide), and to other cross-disciplinary areas that center on marginalized social groups (queer, multicultural, disability, and international studies). Women’s Studies also encompasses a wide range of approaches, from the gathering and analysis of data to the representation of women in the visual arts of painting, sculpture, and digital imaging. In other words, Women’s Studies covers so much ground that it may seem to be a designation that is almost meaningless—especially over the last twenty years as the study of gender has become more prominent in college classrooms and the basis of much research, writing, art, teaching, and activism.

Part of this turn to gender, by those working in the disciplines listed above, is a distinction that gets made between biological sex and what is termed the “social construction” of gender. Whereas sex is a material distinction (written on the body), gender is made-up of learned representations of “femininity” vs. “masculinity” that we, in North America, have come to use as a way to decide, and often to value, what we think is a “woman” vs. what we call a “man.” Women’s Studies, then, has been a discipline that’s been criticized for essentializing what it means to be a woman. If Women’s Studies teachers are only talking about women, such classes are in danger of only addressing the material differences—not the psychological, emotional, spiritual, behavioral, and (let’s face it) fashionable differences—between women and men.

Moreover, Women’s Studies began in the 1970s, a close cousin of the Women’s Rights Movement in the United States. As a result, much of the early content of Women’s Studies classes was predicated on the fundamental notion that women were oppressed—in their jobs, in the home, on the street. Since then, women have flown into space, become multi-millionaire CEOs, obtained easy access to birth control, won sexual harassment suits, and, be they gay or straight, openly claimed their sexual desires. (Last spring, the second woman in the history of our nation was confirmed as Secretary of State.) Certainly from the early 1990s on, popular and political culture in America has often claimed that “equal rights did its job” or “feminism is dead” (hence the popularity of Rush Limbaugh’s label “Femi-Nazis”). Put simply, if women are now on equal footing with men, what’s the need for Women’s Studies?

While I am certainly one who believes that femininity is learned and performed (a construction), and while I am also someone who thanks her lucky star that she was born in 1969 (and wasn’t fired, like my own mother, for being pregnant while holding a teaching job), I still believe there is a need for Women’s Studies. The majority of people in the United States who live below the poverty line or who are single parents or who are the victims of domestic violence

are women—which means there is still a lived difference between the lives of men and the lives of women in our nation. Women still make only 76 cents to the dollar that men make, and they still take-on the “second shift” of childrearing and housekeeping in families with dual working parents (stay-at-home daddies are still called Mr. Moms). Femininity is still represented—even celebrated—as passive, anti-intellectual, hyper-emotional, domestic, and the object of the media’s gaze (Jessica Simpson case-in-point). And there is still a strong belief that girls should act and look like girls—and if a boy acts or looks like a girl, he may well be the victim of homophobic violence (Matthew Shepherd).

Thus, this course is designed as a collaboratively taught introduction to Women’s Studies as well as other fields that complement it, such as feminist theory, queer theory, and multiculturalism. Both with me and with faculty from across campus, you will discuss the lived experiences of women as well as the operation of femininity as a cultural symbol for defining and understanding “women” in the past, in the now, and across the world. You will benefit from the expertise of a variety of faculty who approach Women’s Studies from different disciplines, utilize distinct methodologies, and analyze gender across multiple forms. And while we will read about and discuss Women’s Studies in a global context, our point of reference will time and again be the literature, media, and culture of the United States—for you should expect to end up questioning and re-examining aspects of your own lives and thoughts about women as well as what it means to be a “woman.”

## Course Expectations

### Being Here—in Body and in Mind

*Attendance in Class.* Because the success of our course depends upon you being here, I expect you to be here. Miss more than two class periods, and I drop your final grade two (2) percentage points for each additional day missed (for instance, miss five classes, and I drop your final grade from a hypothetical 94% to a hypothetical 88%). **Miss more than six (6) class periods—or three weeks of class—and you fail the course.** Be here every day, and you will be a better woman, a better man. I promise.

*Attendance at Films, a Performance, and Lectures.* This course, unlike others, is one that’s inherently cross-disciplinary; thus, in order to experience fully disciplines that work in ways beyond written text, you will be required to attend certain events outside of class time. Specifically, you will watch four films; attend the SMCM student performance of the *Vagina Monologues*; and be present for all three lectures and the roundtable discussion as part of the Women Studies Colloquium that runs the week after Spring Break. In order to facilitate your attendance at these events, I will make the films available for check-out in the library (should you not be able to come to our Sunday evening showings), the *Vagina Monologues* will be offered three times (thus you have three different opportunities to see it), and I am canceling a Thursday class the week of the Colloquium.

*Lateness.* Be on time. Lateness is not the prerogative of the pulled-an-all-nighter-yet-again college student; lateness is disrespect for me, your peers, and yourself. To me, lateness is both arriving late and leaving early. 12:01 is late, and the clock in our classroom is St. Mary’s standard time—set your watches to it.

*Palaver.* Talk. And talk. And then talk some more. Unlike other courses I teach in which students can contribute to the class in ways other than the spoken word, in this class, talk is not cheap but dear. Your success in this class is dependent, in part, on how much and how well

you speak your ideas out loud. “I’m not a talker” or “lunch time is my nap time” is not a viable excuse for sitting in your chair, comatose. (If your blood sugar drops at noon, then for heaven’s sake, bring something to eat.) Believe me, I’d rather take a siesta over the noon hour too, so we’re in this together—and you have my word that I will keep up my end.

### Reading Assignments

After being here—both in body as well as in mind—the second most important requirement for this course is that you read every assignment: read it with care and on time. If you do not keep up with readings and contribute to class discussion about those readings, you can expect that I will lower your final grade. Be forewarned: often in-class exercises will be based on out-of-class readings. Stay current. And bring your readings with you; don’t be so foolish as to misplace, lose, or forget readings that I and my fellow faculty have spent time and energy gathering and preparing for you.

### Writing Assignments

You will write a good deal this term: you will take reading quizzes; you will be responsible for one (1) Blackboard Review paper; and you will be asked to write four Creative Response papers. In addition, you will also do informal writings, i.e., hand-written assignments you will complete either during or for our class meetings. **Note that late or incomplete writing assignments will receive an automatic “F,” and reading quizzes and informal writings cannot be made up.** If you’ve had me for class before, you know that I usually take writing assignments over email. However, due to a nasty virus I got from a student paper last year, I am now requiring that all papers be turned in as hard copies outside my office doors—including the papers due on Sundays. If you have a serious conflict with this requirement (say, if you have an out-of-town regatta), then please talk with me one-on-one. We’ll work something out.

*Quizzes:* I will not announce reading quizzes ahead of time. Quizzes will always be given the first five minutes of class. **If you come in late, you may not take the quiz.** As long as you’ve done the required reading, questions on quizzes will be easy and straightforward. Put simply, I reward those who have done the required work for the day.

*Informal Writings:* When appropriate, you will be asked to do informal writing assignments; we will discuss their specific parameters as they occur throughout the semester. Generally speaking, such informal assignments will go beyond mere touchie-feelie responses to a piece of writing (“I like this essay because . . .” or “I hated the speaker’s ideas because . . .”) and instead will be at the level of idea. **Remember that informal writings may not be made up.**

*Blackboard Review Paper:* Once this semester I will ask you to write a review paper—a two-page review of a guest faculty member or a lecture or performance that we attend as a class. I will be more specific on what I expect from these review papers next week, but, in general, they will review the readings and discussions / events we are engaging and then be posted to Blackboard. We will write these so that: 1) our WGSX faculty can have a sense of what’s going on in our class, and 2) you can have a chance to react to—and think further about—what you’re reading and seeing. And even though these papers will be posted on-line, know that I will expect them to be typed and proofread (especially spell-checked) before you put them on Blackboard. Don’t worry: I’ll give you specific instructions on how to post to Blackboard if you haven’t done so before.

*Creative Response Papers:* Each of you will write four out of five possible creative response papers, offered at the end of every section of the class. Again, I will be more specific on what I expect from these response papers as the semester progresses, but, in general, they will ask you to engage the material and philosophical ideas within the section we're covering in a way that is unconventional—i.e., not a straightforward “response” paper (or argument paper) at all. And as with your Blackboard Review, these creative papers should be typed and proofread (especially spell-checked). I anticipate that they'll be between two and three pages.

### **Other Information on Writing Assignments**

*Meetings about your Writing:* Writing requires patience and perseverance and, often, advice and encouragement. So if you have questions about your writing assignments, you may schedule one-on-one meetings with me. I will also respond to questions over email, although note that I do not read drafts on-line.

*Writing Center:* In addition, you may avail yourself of the services offered by the Writing Center, located in rooms 108, 110, and 115 of the Library, extension 4493, <http://www.smcm.edu/writingcenter/>. The Writing Center offers one-on-one tutoring as well as an extensive reference collection of writing guides and style manuals. While the Writing Center staff will not edit your papers for you, they are happy to work with you at any stage of the writing process: brainstorming, understanding assignment sheets, revising rough drafts, or honing final drafts. They'll also work with you on a specific grammar, spelling, or punctuation difficulty.

*Plagiarism:* Plagiarism means stealing someone else's writing and passing it off as your own, including published pieces of writing, sentences or paragraphs you lift off a webpage, or friends' essays. Plagiarism also means buying an essay off the Internet or allowing your big sister to “help” you write an assignment. Because you will write for me a good deal, I will know how you write, so I highly recommend that you do not engage in plagiarism. If you do, however, and I catch you, you will fail this course and be liable to expulsion from St. Mary's College. I will be merciless with anyone who engages in academic dishonesty. If you are unclear as to what constitutes plagiarism, then please come see me *before* you turn in any writing that you think might fall under the designation of “plagiarism.”

### **Grading**

Written assignments will be graded on the basis of material (creative idea and/or argument), organizational structure (clarity and precision), style (appropriate genre), incisive and idea-generating use of secondary materials, and correctness (grammar, punctuation, and spelling). Note that I am particularly hard on misspelled words (not including homonyms such as “their,” “they're,” and “there”). **Use your spell-checkers.** Hard work will be graded on the basis of your commitment to productive class contribution (attendance, participation, preparedness) and individual progress. Regular attendance without hard work is worth an average or “C” grade as is written work that is turned in on time but without attention to reflective, clear argument or creative risk.

<b>Reading Quizzes and Informal Writings</b>	<b>10%</b>
<b>Blackboard Review Paper</b>	<b>10%</b>
<b>Creative Response Papers (4 out of 5)</b>	<b>40% (10% each)</b>
<b>Hard Work (including class attendance)</b>	<b>25%</b>
<b>Attending the <i>Vagina Monologues</i></b>	<b>5%</b>
<b>Attending the Women Studies Colloquium (all)</b>	<b>10%</b>

Know that I have no qualms about giving every student an “A” if the grade is justly earned. This class is not on a curve-grading system nor do I feel it is my duty to fail a certain percentage of students.

### **Class Rules**

On the question of opinion, let me say this: an opinion is personal and too often indefensible and is not the focus of our class. Just because you are uncomfortable with homosexual films doesn't mean that you are unable to tell effective queer cinema from its flat and uninteresting counterpart; ditto with any texts (whether by Ann Coulter or bell hooks) that to your high-handed self seems brutish or banal. I will not tolerate discussions or critiques about, say, whether it's a sin to write about metrosexuals. I expect you to treat all of our texts (written, visual, and performative) as well as our visiting faculty and each other with deference and respect, regardless of subject matter. I also expect you to voice arguments based on close reading—not merely spout your personal opinions on abortion, AIDS, transgenders, or faith-based initiatives.

Yet I also expect you to be honest. Pretending that you think every idea is a good one or that every position is valid lets the whole class “off the hook,” especially if you're silent or obsequious because you happen to know that a fellow student thinks this or that particular notion about parental consent or genital surgery or rape is true or false. In other words, I am not here to tell you how to think about women or about women studies—I'm not here to push a certain agenda—but I am also not here to offer any sugar-coated lies that come at the expense of honest class discussion about hard, complex, and often contradictory issues. As long as your discussion stays at the level of idea, please know that I expect and encourage debate.

It is quite possible that if you have feelings about these messy issues that we will engage as part of our study of women (as I am sure most of you do), they may be hurt. As Gloria Steinem once said, “The truth will set you free—but first, it will piss you off.” Thus, I will insist that every discussion be centered on the readings at hand, not on individuals in the class. Still, I know you may find yourself upset because we women studies folk put a good deal of ourselves out there, both on the page and in person. Please remember, however, that I will make sure that we do not make comments that are direct reflections about any student's life or personal beliefs. Instead, we will discuss ideas as they are manifested in culture texts of all kinds. Understand, however, that if you do make personal comments—if you insist on questioning or attacking other students in the class on a personal level—then not only will your grade be affected adversely, but I retain the right to remove you from our classroom. Our classroom will be a safe space.

Let me close by telling you how privileged we all are. We are talking about women's experiences and lives, about their art and politics, struggles and joys, limitations and potentials. We are also taking on dominant culture, about the last thing that tends to happen in a corporate, money-making, value-added world. Think, here, of feminist icon Germaine Greer, who wrote, “Security is when everything is settled. When nothing can happen to you. Security is the denial of life.” In this class, it is my aim that we will sometimes sacrifice security—and thus embrace life.

# Introduction to Women's Studies

**Dr. Maria Bevacqua**

Minnesota State University, Mankato

## Contact Information

*Email:* maria.bevacqua@mnsu.edu

## Course Information

*Course Title:* Introduction to  
Women's Studies

**Introduction to Women's Studies**  
**Women's Studies 110-03**

Minnesota State University, Mankato  
Fall 2006

Tuesday/Thursday 12:30-1:45, Morris 103

Professor: Dr. M. Bevacqua

Office: 109 Morris

Phone: 389-5025

E-mail: [maria.bevacqua@mnsu.edu](mailto:maria.bevacqua@mnsu.edu)

Teaching Assistant: Lila Kahmann

Office: Morris 212B

Phone (shared): 389-6818

E-mail: [lila.kahmann@mnsu.edu](mailto:lila.kahmann@mnsu.edu)

About this course

This course is an introduction to understanding the world through diverse experiences of women. Together we will examine gendered experience in both the public and private realms of society, in popular culture, and in institutions such as the workplace, the family, and the state. The course focuses on the social construction of gender, race, class, and sexual identity and the interlocking nature of these forms of oppression. Students will become familiar with women's and gender studies scholarship and attain tools to connect what one learns to one's life and to further academic study. We will pay special attention to how gender and sexuality vary across ethnic, racial, and class lines. Reading assignments cover a wide range of perspectives and attempt to represent both classic writings in women's studies, recent women's studies scholarship, and women's own accounts of their lived experience. Writing assignments will emphasize learning by doing. Students will come away with tools for both critical analysis of gender in society and for creating positive social change.

**Course objectives**

- a) To gain an introduction to the study of gender as a social institution.
- b) To understand the links among systems of gender, race, class, sexuality, ability, and ethnicity.
- c) To think critically about not only the sources of women's victimization in our society, but women's empowerment and the power of individuals and groups to effect social change.
- d) To apply the concepts and theories of women's studies to one's life experiences.
- e) To sharpen our ability to engage in candid, respectful dialogue about subject matter that may be sensitive or controversial.

Required text

Shaw, Susan M. and Janet Lee. 2007. *Women's Voices, Feminist Visions: Classic And Contemporary Readings*, 3d. ed. New York: McGraw-Hill.



Baumgardner, Jennifer and Amy Richards. 2005. *Grassroots: A Field Guide for Feminist Activism*. New York: Farrar, Straus, & Giroux.

### **Students with disabilities**

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me early in the semester to discuss the necessary accommodations, and contact the Disability Services Office at (507) 389-2825 (V/TTY) or (800) 336-2562 (TTY answering machine).

### **About your professor and TA:**

My name is Dr. Maria Bevacqua. Feel free to call me Dr. B. I have lived in Mankato and taught at MSU for seven years. I share a house near Mt. Kato with a partner and two gray cats. I received my Ph.D. in Women's Studies in 1997 from Emory University in Atlanta, Ga. My research and teaching focus on gender-based violence & social movements, public policy, queer studies, and feminist theory. I am the author of a book, *Rape on the Public Agenda: Feminism and the Politics of Sexual Assault* (Northeastern University Press, 2000) and numerous articles and book chapters. Other courses I teach include *Feminist Theories; The Politics of Sexuality; Collective Action; and Violence & Gender*. In addition to my scholarship, I have engaged in various forms of feminist activism, including LGBT Pride organizing, abortion clinic defense, and rape crisis advocacy. When I am not researching, teaching, or chairing the Women's Studies Department, I enjoy attending fitness classes at the YMCA and Sun Moon Yoga Studio. Lila Kahmann is a 2<sup>nd</sup>-year graduate student Women's Studies.

### Course requirements

**Attendance/Participation.** 30 points. The success of the course depends on everyone's readiness and willingness to share ideas and participate in meaningful dialogue. Prompt and regular attendance is required. Please show respect to your colleagues and instructors by arriving to class at the scheduled time. Even though this is a large class, attendance will be tracked and participation noted. You may miss up to two class days without loss of points. Beginning with your third absence, you lose five points per absence. There is no need to explain your absences to us. There are no "excused" or "unexcused" absences. It is your choice whether you save your free absences for emergencies such as illness, or simply enjoy a day off from class. Excessive tardiness and leaving class early will be treated as absence. Both attendance and class participation will factor into final grades. Remember to borrow class notes from a colleague if you miss a day of class. If you miss an in-class video, see Lila about viewing it on your own time.

Expressing one's thoughts, ideas, and opinions can be quite intimidating in the classroom. Some of us might not feel comfortable with self-expression in public. For others, speaking in class comes easily. Given the subject matter of this course, everyone may sometimes find it difficult to join in discussions. It is one of our missions in this class to create an environment in which we can all reach our potential as effective and respectful communicators. Because of this, class participation is very important for our shared success. Everyone's contributions to our discussions will be taken seriously. Remember that you are not being graded on your views, experiences, or politics, but on your thoughtful engagement of the material. The key to successful class discussions is respect. We might not agree with each other all the time (students and instructors alike), but we owe it to each other to listen carefully to each person's perspectives even as we express our own. We will not censor any productive discussion in our classroom, but we will step in if anyone is being disrespectful of a member of our group. Please turn off cell phones and other beeping and ringing devices before class.

**Weekly D2L posts.** 30 points. Beginning Sep 7, and each week thereafter, you will log into the discussion section of our course's D2L site and make at least one contribution to the weekly forum. Your post must be about the assigned reading for the week and must be substantive (for example, "I found the author's argument on ageism to be persuasive because . . ."), not simply exclamatory (for example, "Awesome reading!"). To receive credit, your post must be a minimum of 5 complete sentences. You will receive full credit for following the assignment correctly, and no credit for failing to post or for doing so incorrectly. Each post will be worth 3 points toward the final grade. You may stop submitting posts once you have reached 30 points. You must make your post by class time (12:30 pm) on Thursday to receive credit. No penalty for making more than one post per week—you may use this forum for ongoing conversations related to our class.

**Discussion leadership groups.** 20 points. To help each student take an active role in her or his education, everyone will take part in leading one class discussion. Discussion leaders will work in groups of 6, with each student taking a specific role (see the list of leadership roles on p. 6 of syllabus). The quality of your leadership will reflect how carefully you have read the day's assignment. The leadership team must address the range of assigned readings, not just one or two (unless only one or two are assigned). The team must meet with Dr. B. or Lila no more than two hours before class time to discuss your plans. Sign up for discussion leadership will take place in the second week of class, with groups starting to lead during the third week. Leadership groups must work together to prepare for the class, but each group member will be evaluated individually.

**Learning activities.** 4 @ 15 points. For these short assignments, you will select one "Learning Activity" from the choices given on the syllabus. The learning activities involve thinking (about some aspect of gender in society), doing (an activity that reveals something new to you), reflecting (on what happened, how it makes you feel, or what it tells you), and connecting (what you did to the theories and concepts of women's and gender studies). You will carry out the exercise, then write a 2-3 page (not 1½!) critical paper describing the activity and what you learned from it. Your critical paper should address the questions posed in the text, but be sure to make clear your own response to the exercise. Your paper should also demonstrate your understanding of the material from the chapter on which the learning activity is based. You must make reference to at least two concepts and/or readings from that unit and include page citations. Both structure (organization and grammar) and content will factor into your grade. Plagiarism and cheating of any kind will not be tolerated. Be sure to check grammar and spelling in all your written work. Due dates and activity choices noted on syllabus.

**Outside event.** 20 points. For this assignment, you will attend an out-of-class event that focuses on women, gender, or sexuality. This will be an event of your choice on campus or in Mankato. You will hand in a 2-3 page (not 1½!) critical response paper that summarizes the event in no more than one paragraph; then analyzes the event. We will do our best to announce all events of interest to the class. Your paper must relate the event to at least two readings or concepts introduced in our class. It will be due within one week of the event; for events near the end of the semester, papers are due no later than the last day of class.

**Exam.** 40 points. The goal of the final exam is to help you synthesize and articulate the variety of concepts and themes covered in the course. It will be based on information contained in reading assignments, class lectures, class discussions, and in-class videos. All course materials "count." In terms of format, expect a mixed bag, including such possibilities as short-answer questions, identifications, multiple choice, and essay questions. Please do not request alternative exam times except in the case of an emergency.

**Grading summary:** A=200-181; B=180-161; C=160-141; D=140-121; F=120-0

### Schedule

**29 Aug, Introduction & welcome**

**31 Aug, Women's studies: Perspectives and practices**

Readings: *Women's Voices* chapter 1, overview, 1-21, including all boxes

Adrienne Rich, "Claiming an Education," 22-24

**5 Sep, Women's studies: Perspectives and practices, continued**

Readings: Jennifer Baumgardner & Amy Richards, "A Day Without Feminism," 25-28

Deborah L. Rhode, "Denials of Inequality," 55-56

Anna Quindlen, "Still Needing the F Word," 57-58

**7 Sep, Systems of oppression, privilege, and inequality in women's lives**

Readings: *Women's Voices* chapter 2, overview, 60-75, including all boxes

Marilyn Frye, "Oppression," 84-86

Lois Keith, "Tomorrow, I'm Going to Rewrite the English Language," 86-87

Suzanne Pharr, "Homophobia: A Weapon of Sexism," 87-91

**12 Sep, Systems of oppression, privilege, and inequality, continued**

Readings: Peggy McIntosh, "White Privilege and Male Privilege," 91-98

Gloria Yamato, "Something about the Subject Makes it Hard to Name," 99-101

Baba Cooper, "Voices: On Becoming Old Women," 106-109

Susan Wendell, "The Social Construction of Disability," 110-118

**14 Sep, Learning gender in a diverse society**

Readings: *Women's Voices* chapter 3, overview, 124-138, including all boxes

Anne Fausto-Sterling, "Two Sexes Are Not Enough," 139-141

Judith Lorber, "The Social Construction of Gender," 141-144

Baumgardner & Richards, *Grassroots*, Chapter 1, 3-23

**19 Sep, Learning gender in a diverse society, continued**

Readings: Mariah Burton Nelson, "Boys Will Be Boys and Girls Will Not," 144-149

Nellie Wong, "When I Was Growing Up," 149-150

Judy Wajcman, "Virtual Gender," 151-153

T. Eve Greenaway, "Trans on Campus," 154-157

R.W. Connell, "Masculinities and Globalization," 157-163

**21 Sep, Sex, power, and intimacy**

**First Learning Activity paper due. Select from activities on page 7, 13, 62, 63, 66, 125, or 136.**

Readings: *Women's Voices* chapter 4, overview, 165-179, including all boxes

Pepper Schwartz & Virginia Rutter, "Sexual Desire and Gender," 180-187

Baumgardner & Richards, *Grassroots*, Chapter 2, 25-51

**26 Sep, Sex, power, and intimacy, continued**

Readings: Marcia Deihl and Robyn Ochs, "Biphobia," 191-195

A.E. Berkowitz, "I was a Cosmo Sex Deviant," 195-198

Paula Gunn Allen, "Some Like Indians Endure," 206-207

Gigi Durham Meengleshi, "Girls, Media, and the Negotiation of Sexuality," 217-227

**28 Sep, Inscribing gender on the body**

Readings: *Women's Voices* chapter 5, overview, 229-247, including all boxes

Baumgardner & Richards, *Grassroots*, Chapter 3, 53-89

**3 Oct, Inscribing gender on the body, continued**

Readings: Amy Bloom, "Hermaphrodites with Attitude," 248-253

Joan Jacobs Brumberg, "Breast Buds and the 'Training' Bra," 253-258

Gloria Steinem, "If Men Could Menstruate," 258-259

Lisa R. Rubin, Mako L. Fitts, and Anne Becker, "Body Ethics and Aesthetics Among African American and Latina Women," 259-270

Rose Weitz, "What We Do for Love," 270-282

**5 Oct, Inscribing gender on the body, continued**

Readings: Lisa Miya-Jervis, "Hold That Nose," 282-284

Meredith McGhan, "Dancing Toward Redemption," 284-289

Maya Angelou, "Phenomenal Woman," 289-237

Simone Weil Davis, "Designer Vaginas," 291-299

Baumgardner & Richards, *Grassroots*, Chapter 4, 91-126

**10 Oct, Health and reproductive rights**

Readings: *Women's Voices* chapter 6, overview, 301-331, including all boxes

David Satcher, "American Women and Health Disparities," 332-335

**12 Oct, Health and reproductive rights, continued**

Readings: Vivian M. Dickerson, "The Tolling of the Bell: Women's Health, Women's Rights," 335-341

Selden McCurrie, "Eyes on the Prize," 345-350

Kari Browne, "The Fight Against Fistulas," 351

Margaret Sanger, "My Fight for Birth Control," 352-354

Jael Silliman et al., "Women of Color and Their Struggle for Reproductive Justice," 354-362

Eleanor Cooney, "The Way It Was," 363-370

**17 Oct, Family systems, family lives**

**Second Learning Activity paper due. Select from activities on page 234, 242, 309 ("Bad Science"), or 381.**

Readings: *Women's Voices* chapter 7, overview, 372-388, including all boxes

Emma Goldman, "Marriage and Love," 389-391

Baumgardner & Richards, *Grassroots*, Chapter 5, 127-153

**19 Oct, Family systems, family lives, continued**

Readings: Judith Warner, "The Myth of the Perfect Mother," 395-399

Charlene Gomes, "Partners as Parents: Challenges Faced by Gays Denied Marriage," 400-406

Baumgardner & Richards, *Grassroots*, Chapter 6, 155-201

**24 Oct, Women's work inside and outside the home**

Readings: *Women's Voices* chapter 8, overview, 429-450, including all boxes

Sharlene Hesse-Biber and Gregg Lee Carter, "A Brief History of Working Women," 452-464

**26 Oct, Women's work inside and outside the home, continued**

Readings: Michael Kimmel, "A Black Woman Took my Job," 465-468  
Barbara Ehrenreich, "Maid to Order: The Politics of Other Women's Work," 468-474

Evelyn Hu-Dehart, "Globalization and its Discontents," 474-480

Ellen Hawkes, "What Wal-Mart Women Want," 381-483

Martha Burk, "Power Plays: Six Ways the Male Corporate Elite Keeps Women Out," 483-486

Kimberly Klinger, "Prostitution, Humanism, and a Woman's Choice," 498-501

**31 Oct, Women confronting and creating culture**

Readings: *Women's Voices* chapter 9, overview, 503-517, including all boxes

Susan J. Douglas and Catherine Orenstein, "Pop Culture Is Us: Two Essays on a Theme," 525-527

**2 Nov, Women confronting and creating culture, continued**

Readings: Jennifer L. Pozner and Jessica Seigel, "Desperately Debating *Housewives*," 528-531

Joan Morgan, "From Fly-Girls to Bitches and Hos," 532-534

Shereen Abdel-Nabi, et al., "Pop Goes the Arab World: Popular Music, Gender, Politics, and Transnationalism in the Arab World," 535-541

Jennifer Bleyer, "Cut-and-Paste Revolution: Notes from the Girl Zine Explosion," 541-547

Alison Pollet and Page Hurwitz, "Strip Till You Drop," 548-552

**7 Nov, Resisting violence against women**

Readings: *Women's Voices* chapter 10, overview, 554-577, including all boxes

Andrea Smith, "Beyond the Politics of Inclusion," 578-580

**9 Nov, Resisting violence against women, continued**

Readings: Alice Leuchtag, "Human Rights: Sex Trafficking and Prostitution," 581-587

Mariana Katzarova, "Letter from Juárez," 587-589

Debra Anne Davis, "Betrayal by the Angel," 589-592

Arnold S. Kahn, "What College Women Do and Do Not Experience as Rape," 593-601

Nancy Nason-Clark, "When Terror Strikes at Home," 601-608

**14 Nov, State, law, and social policy**

**Third Learning Activity paper due. Select from activities on page 430, 433, 446, 505, 513, 563,**

Readings: *Women's Voices* chapter 11, overview, 615-636, including all boxes

Susan B. Anthony, "Constitutional Argument," 637-638

Jessica Neuwirth, "Unequal: A Global Perspective on Women Under the Law," 638-640

**16 Nov, State, law, and social policy, continued**

Sharon Hays, "Flat Broke with Children," 641-648

Robin Templeton, "She Who Believes in Freedom: Young Women Defy the Prison Industrial Complex," 649-655

Carol Burke, "Gender, Folklore, and Changing Military Culture," 655-660

Cynthia Cockburn, "The Postwar Moment: Lessons from Bosnia Herzegovina," 661-664

**21 Nov, Religion and spirituality in women's lives**

Readings: *Women's Voices* chapter 12, overview, 666-679, including all boxes

Elizabeth Cady Stanton, "Introduction to *The Woman's Bible*," 680

Kaylin Haught, "God Says Yes to Me," 681

Karen McCarthy Brown, "Fundamentalism and the Control of Women," 681-685

23 Nov, Thanksgiving, no class

**28 Nov, Religion and spirituality in women's lives, continued**

Readings: Paula Gunn Allen, "Grandmother the Sun: The Power of Woman in Native America," 686-689

Asra Q. Nomani, "The Islamic Bill of Rights for Women in Mosques," 689-694

Judith Plaskow, "Standing Again at Sinai," 694-697

Alicia Ostriker, "Everywoman Her Own Theology," 697

Starhawk, "Witchcraft and Women's Culture," 698-702

**30 Nov, Activism, change, and feminist futures**

Readings: *Women's Voices* chapter 13, overview, 704-717, including all boxes

Lisa Maria Hogeland, "Fear of Feminism: Why Young Women Get the Willies," 718-721

Michael Kimmel, "Real Men Join the Movement," 721-726

**5 Dec, Activism, change, and feminist futures, continued**

**Fourth Learning Activity paper due. Select from activities on page 616, 668, 672, 676, or 708.**

Readings: Dazón Dixon Diallo, "Reflections of a Human Rights Educator," 726-728

Suzanne Pharr, "Taking the High Road," 729-731

Ruth Rosen, "Epilogue: Beyond Backlash," 732-738

Jenny Joseph, "Warning," 738-739

Jennifer Baumgardner and Amy Richards, "A Day With Feminism,"  
739-742

Baumgardner & Richards, *Grassroots*, Epilogue, 203-220

**7 Dec, Review, Wrap-up, Celebrate**

**Final exam**



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### Discussion Leader Roles

(all roles are gender-neutral and can be assumed by women, men, or transgender persons)

1. SS, Summarizing Samurai: sums up the main points presented in the reading; SS should be prepared to list the main points for the class. SS should sum up at least 1 main point from each assigned reading.
2. PW, Passage Warrior: selects 4 or 5 passages from the readings to which she or he will direct the class for discussion. At minimum, PW should provide a page citation and paragraph number, offer a reason for choosing each passage, and decide whether to read the passage out loud her or himself, or assign another student in the class to read it.
3. CQ, Connection Queen: offers connections between specific elements of the day's readings to other readings, courses, or experiences. CQ should offer at least 5 connections.
4. AA, Amazon Artist: offers a visual or performative representation of a theme derived from the reading. This can be a painting, a drawing, a collage, a song, a film clip, a poem—anything that captures some aspect of the reading in a creative way. The painting, song, etc., can be of the AA's making or created by someone else. AA should share the art with the class and explain its significance (DD or CQ can make the art a part of the group discussion). AA may need to seek out instructors' help with audiovisual aids in advance.
5. FA, Feminist Activist: using material from the assigned reading, the FA presents a specific plan of action that includes at least one recommendation for change and how it is going to be achieved. FA should decide who is going to be responsible for carrying out the recommendation and how that person or group will be held accountable.
6. DD, Discussion Diva: offers the class questions or prompts to facilitate discussion of assigned readings. DD should pose at least 5 substantive questions (think essay questions, not True/False).

Remember that you must meet as a group with Dr. B. or Lila at least two hours before class time (at least one day before is preferred). Allow extra time for technology that requires advance preparation.

# Introduction to Women's Studies

## **Vivian May**

Assistant Professor  
Women's Studies Program  
Syracuse University

### Contact Information

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### Course Information

*Course Title:* Introduction to  
Women's Studies

## **Introduction to Women's Studies, Fall 2004 WSP 101.1 and WSP 101.8**

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**Dr. Vivian May, Assistant Professor of Women's Studies**

**Email:** [ymmey@syr.edu](mailto:ymmey@syr.edu)

**Office:** 208 Bowne Hall

**Office Hours:** Tuesdays 12:30 – 2:00 & by appointment

**Phone:** (315) 443-2228

**WS Program:** (315) 443-3707 <http://www.womens-studies.syr.edu/>

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### **Teaching Associate Information:**

**Glenda Gross**—[gagross@syr.edu](mailto:gagross@syr.edu)

Ph.D. Student, Sociology & Graduate Certificate, Women's Studies

Office hours: W 10:00 am –12:00 pm

**Sarah Miraglia**—[skmiragl@syr.edu](mailto:skmiragl@syr.edu)

Ph.D. Student, Sociology & Graduate Certificate, Women's Studies

Office hours: M: 12:00-2:00 pm

**Susan Overton**—[soverton@syr.edu](mailto:soverton@syr.edu)

Ph.D. Student, Cultural Foundations of Education & Graduate Certificate, Women's Studies

Office hours: T & TH, 1:00-2:00 pm

**Teaching Associates' Office:** 208 Bowne Hall

**TA Phone:** (315) 443-3484

### **WSP 101.1: LECTURE = Tuesdays, 2:30-3:50—Watson Theatre**

**Discussion sections 2, 3, 4 = Thursdays, 2:30 – 3:50**

- Section 2, Instructor: Susan Overton—Classroom: OG1-A
- Section 3, Instructor: Glenda Gross—Classroom: 205 HL
- Section 4, Instructor: Sarah Miraglia—Classroom: 3-226 Sci-Tech

### **WSP 101.8: LECTURE = Tuesdays, 4:00-5:20—Watson Theatre**

**Discussion sections 5, 6, 7 = Thursdays, 4:00-5:20**

- Section 5, Instructor: Susan Overton—Classroom: OG1-A
- Section 6, Instructor: Glenda Gross—Classroom: 205 HL
- Section 7, Instructor: Sarah Miraglia—Classroom: 3-226  
Sci-Tech

## **WSP 101--Course Description**

Catalog description: “*Gender as a critical inquiry relating to race, class, and sexuality*”

Additional Info:

WSP101 examines the intersections of race, sexuality, & disability with gender across cultural and disciplinary contexts. It introduces the field of Women’s Studies by engaging frameworks for thinking “at the intersections” of identity, politics, culture, and knowledge.

## **Course Objectives**

- To introduce the field of Women’s Studies via critical thinking, reading, and writing.
- To acquaint students with intersectional approaches to identity, politics, knowledge, and social change across disciplinary contexts.
- To distinguish between individual attitudes and institutionalized forms of discrimination.
- To understand how seemingly “different” forms of domination interconnect—and to therefore question everyday categories of analysis and identity.
- To introduce core concepts and vocabulary (see partial list below).
- To identify how violent ways of thinking (e.g., objectification) connect to political, economic, and physical forms of violence/violation.
- To begin to think about what it means to seek change and “talk back” from an *intersectional* approach rather than from single-issue approaches.

### **Course Vocabulary (not an exhaustive list):**

Meritocracy—Myth of  
 Conferred Dominance  
 Privileges vs. Unearned Advantages  
 Institutionalized Oppression

“universal” subject vs. particular  
 Norm Standpoint  
 Transparency Phenomenon  
 Body-coding

Cooptation

Social presence  
Heteronormativity

Biological Determinism  
Eugenics, Social Darwinism  
Scientific racism-sexism-ableism

Visual Tropes  
Controlling Images  
Ethnic Notions

Objectification

- exoticism
- Orientalism

Intersectionality  
Coalition Politics  
Colonized Mentality, Internalized

Oppression

- infantilization

Simultaneous Privilege &

Oppression

- fragmentation/dismemberment
- animalization
- eroticized domination

Internalized Dominance  
“both/and” thinking

## **Course Policies**

1. The TAs and I encourage a classroom of open intellectual inquiry and rigorous reflection. The course centers on the premise that starting from the intersections of race, class, sexuality, disability and gender is important for understanding the dynamics of discrimination and for envisioning practices for change.

This “thinking at the intersections” is not always easy, nor is it always comfortable. Nonetheless, you are expected to become familiar with various feminist theoretical analyses and to demonstrate your knowledge of course readings and materials.

If you have any questions or concerns, you are **always welcome** to contact me, or any of the TAs, by email, during office hours, or by phone.

### **2. Exam & Final Project policy:**

- **No** late exams or final projects.
- All exams and final projects **MUST** be typed, spell-checked, grammar-checked, and double spaced for legibility. They must also be stapled with your name on the front page, section number, and TA.
- It will be up to the instructor [Professor May] to decide whether a make-up examination will be given: in other words, permission will be at the **instructor's**

**discretion.** You must have a documented and true emergency in order for another exam to be considered.

### 3. Plagiarism Policy:

Your midterm exams, final projects, and papers should be your **own work**. It is not OK to copy information, parts of papers, or entire papers from a friend, a roommate, a website, a magazine, a book, a newspaper, a database, etc. and present it as your own work. Nor is it OK to mix up the words a bit, recombine them, and present it as your own work.

If you use an author's ideas, even without a direct quote, you must still *cite* the source—the author's name and the page number of the book, journal, magazine, newspaper, or website address, etc., from which you found the information should be included in a footnote, parenthetical citation, and/or bibliography. You are using someone else's ideas to build your own ideas, but you still need to give credit to the other person for coming up with the ideas you are using.

Don't hesitate to ask for help or clarification! If you do not know what plagiarism is, be sure to refer to your SU student handbook <http://students.syr.edu/handbook/>, ask questions, and make sure you understand it so that you will not face undue penalty. ***Please be advised: plagiarism will result in a failing grade for the entire course. No exceptions.***

### 4. Paper/Written Assignment Policy:

- No late papers, no making up missed work.
- Papers should be, *at minimum*, 2 pages of thoughtful reflection and careful analysis that go beyond mere summary of the readings or core concepts. As this is a writing-intensive class, both your writing style and the nuance of your paper's content/analysis will be assessed. Papers must be your own work.
- All papers must be **typed & stapled** with **your name, TA & your section #** at the top.

### 5. Participation/Attendance Policy

- a) Please make every effort to attend class & to be on time. It is **your** responsibility to attend regularly & to be prepared. There will be materials covered in class, including films, slides, and terminology, for which you are responsible.
- b) **Absences will result in grade penalties:** More than TWO absences (lecture & recitation combined) will result in *a lowered participation grade as well as 2 points per additional absence taken off your total final grade at the end of the course.*

- c) To participate fully in class, you should read **BEFORE** class so that you may discuss readings with insight and ask questions about the materials to ensure your understanding of them. I encourage you to ask questions in lecture, by email, or in discussion group.
- d) Learn to debate and discuss with **mutual respect and with an open mind**. We will inevitably cover materials in this class that may make you uncomfortable or that you haven't thought of before—do not let that stop you from learning and participating.

#### **Office of Disability Services—804 University Ave., Suite 309**

SU is committed to full compliance with Section 504 of the Rehabilitation Act of 1973 as amended and with the Americans with Disabilities Act (1990). Our community values diversity & seeks to promote meaningful access to educational opportunities for all students.

To be eligible for disability-related services, students must 1) meet the definition of disability as stated in the ADA and 2) have a disability-related impairment that prevents academic success.

For further information regarding disability support services or to register for assistance, please contact the office @ 443-4498 or on the web

<http://disabilityservices.syr.edu/>

#### **Other Academic Support Services**

The **Writing Center**, HBC 101 or <http://wrt.syr.edu/wc/wcintro.html>

The **Learning Resource Center** offers tutoring, facilitated study groups, and study skills workshops. They can be reached @ 443-2005 or <http://tutoring.syr.edu/>

**Other support services** can be found @ <http://studentsupport.syr.edu/>

**WSP 101 Course Requirements****1. Midterm Exam: 40 %**      *Handed out 10/5 in lecture—due 10/19 in lecture.*

The midterm will be a take-home multiple essay exam. It should be your own work and your own words: your phrasing should differ from your classmates' as well as from your textbook and/or lecture handouts. Plagiarism will not be tolerated. Your exam must be typed, double-spaced, spell- and grammar-checked, stapled, and handed in on time.

It is **due** at the beginning of class on **Tues. October 19**. Please arrange for writing center sessions, tutoring, and any other necessary help well in advance.

**2. Final Project: 25 %**      *Presentations & project due on Thurs. December 9 in class.*

We will discuss this project in further detail as the end of the semester approaches. You will receive an **overview handout explaining the project in lecture on November 16**.

For this project, you will combine creative work with critical thinking. A short paper will be due with your project and you will also give a brief oral presentation about your project. If you will need audiovisual or other materials to help present your project, please let your T.A. know well in advance so we can make arrangements. You may choose to work collaboratively with others in your discussion section if you desire. We strongly recommend you discuss your project ideas with your T.A. and/or with Dr. May.

**3. Active participation: 17 %**

Active participation means the following: attending class regularly and on time; asking and answering questions in class thoughtfully; reading before class; respecting your peers & their ideas but also showing a willingness to challenge and think critically; if you are a talker, learning to listen—if you are a listener, learning to talk.

**4. Short Papers: 18 %**

You will be asked to do three reflective writing assignments as well as occasional in-class writing assignments across the semester. The three assigned papers should be typed, stapled, turned in **on time** and have your name and section number on them.



The papers are due in lecture to your TA's corresponding folder. Paper due dates are the following: Paper # 1—9/21/04; Paper # 2—10/5/04; Paper # 3—11/16/04.

***Demonstrating your thoughtful engagement with the class materials is essential in all of these assignments.***

### **Required Texts**

- **Reading Women's Lives: An Introduction to Women's Studies (Fall 2004 Edition)** *Please be sure to buy the correct textbook for WSP 101.1 & WSP 101.8-- Dr. Vivian May and NOT the textbook for other WSP 101 courses (taught by Instructor Tina May)*
- **WSP 101 Course Reader** ( buy at Marshall Square Copy Center, **READER # 20043-1018**)

Devon Carbado, excerpt from Epilogue--"Straight Out of the Closet"  
 Judith Katz, "Heterosexual Privilege"  
 John Berger, excerpt--"Ways of Seeing" chapter 3  
 Linda Nochlin, "Eroticism & Female Imagery in 19<sup>th</sup> Century Art"  
 Akuyoe Graham, "The Remembering"  
 Joanna Kadi, "Frightening Bedfellows: Pop Culture and Imperialism"  
 Carla Trujillo, "Chicana Lesbians"  
 June Jordan, "Nobody Mean More to Me than You"  
 June Jordan, "Poem Because the 1996 U.S. Poet Laureate...."  
 bell hooks, "Talking Back"  
 Zadie Smith, "You Are in Paradise"  
 bell hooks, "Aesthetic Interventions" (Emma Amos)

### **Tentative Reading/Lecture Schedule**

(changes will be announced in class: it is YOUR responsibility to note changes as announced).

**August**

***INTERSECTIONALITY AND SIMULTANEOUS PRIVILEGE & OPPRESSION***

**T 31**

Introduction: syllabus and course overview  
 Read in class: Yamato, “Something about the Subject” **handout**  
**FILM:** “*Skin Deep*” [excerpt]

**September****Th 2**

Discussion group introductions  
 Readings: bell hooks, “Men in Feminist Struggle”  
 Alice Walker, “Womanist”

**T 7**

Elizabeth Martínez, “In Pursuit of Latina Liberation”  
 Gloria Anzaldúa, “Preface” to *Borderlands/La frontera*  
 Barbara Smith, “Introduction” to *Home Girls*  
 Audre Lorde, “Age, Race, Class, Sex—Redefining Difference”

**Th 9**

Discussion: intersectional models of feminist theory and action, overview of vocabulary

**T 14**

Peggy McIntosh, “White Privilege”  
 Devon Carbado, “Straight Out of the Closet” **reading packet**  
 Judith H. Katz, “Heterosexual Privilege” **reading packet**

**Th 16**

Discussion: conferred dominance/unearned privileges—in-class brainstorming & work on lists of unearned privileges/conferred dominance not modeled in readings (Christianity, Able-Bodied, and Middle-Class)

**ART & MEDIA—UNPACKING VISUAL TROPES & STEREOTYPES****T 21**

Therese Schwartz, “The History of Women’s Art: The Sins of Omission”  
 Linda Nochlin, “Eroticism & Female Imagery in 19<sup>th</sup> Century Art” **reading packet**  
 John Berger, Chapter 3 from *Ways of Seeing* **reading packet**  
**ART SLIDES** in class

**Paper # 1 due: reflecting on and identifying multiple “backpacks” of privilege**

Based on the McIntosh, Carbado, and Katz readings, please write thoughtful, detailed lists [yes, you have to use full sentences] of “unearned

privileges/conferred dominance” for the following **six** areas: whiteness, heterosexuality, able-bodied [non-disabled], masculinity, middle-class status, Christianity. Don’t replicate the lists from your readings, but do build on the model of critical thinking and analysis they provide.

**Th 23**

All discussion groups: *Meet in lecture hall for continued art slides and art vocabulary.*

2:30-3:50 sections: **meet in GRANT AUDITORIUM (law school)**

4:00-5:20 sections: **meet in MAXWELL AUDITORIUM**

**T 28**

Nellie Wong, “When I was Growing Up” (poem)

Anonymous, “Asian is not Oriental” (poem)

Judith Ortiz Cofer, “The Myth of the Latin Woman”

Akuyoe Graham, “The Remembering” **reading packet**

Joanna Kadi, “Frightening Bedfellows” **reading packet**

**FILM:** *Killing Us Softly 3* & TBA

**Th 30**

Discussion Groups: **FILM:** TBA (*Ethnic Notions* or *Color Adjustment* or others). Connect readings about objectification, stereotypes, and the media to this week’s films.

**October****THE IMPACT OF CULTURAL ASSUMPTIONS ON SCIENCE & MEDICINE****T 5**

**Midterm handed out in class: Due at the beginning of class on Tuesday October 19**

Emily Martin, “The Egg and the Sperm”

Anne Fausto-Sterling, “The Five Sexes Revisited”

Nancy Krieger and Elizabeth Fee, “Man-Made Medicine and Women’s Health”

**Paper # 2 Due: Written analysis of magazine or internet advertising**

Required: analyze an advertising image. Minimum 2 pp. analysis: full sentence structure, clear thesis/argument and paragraph structure required. Staple analysis to image. Be sure to pay attention to *multiple* aspects of the imagery—how notions of race and gender overlap or intersect, for example. Draw connections, where possible, to assigned poetry/essays and films from last week.

**Th 7**

Discussion Groups--continued discussion about how “science is inside culture”

**T 12**

Martha Coventry, "Making the Cut"  
 Ruth Hubbard, "Sexism and Sociobiology"  
 Dorothy Roberts, "From Norplant to the Contraceptive Vaccine"

**Th 14**

Discussion Groups: eugenics, scientific racism-sexism, and biopolitics

## **BODY POLITICS**

**T 19**

**Midterm due at the BEGINNING of lecture: put in appropriate section/TA**

**folder**

Heather Ramsay, "Lesbians and the Healthcare System"  
 Villarosa and Villarosa, "Coming Out"  
**FILM:** "Living with Pride: Ruth Ellis"

**Th 21**

Discussion Groups—film analysis and discussion of readings

**T 26**

Carla Trujillo, "Chicana Lesbians" **reading packet**  
 Dana Y. Takagi, "Maiden Voyage"

**Th 28**

Discussion Groups—the interconnected politics of race-ethnicity & sexuality

## **November**

**T 2**

Abra Chernik, "The Body Politic"  
 bell hooks, "Straightening Our Hair"  
 Nancy Mairs, "Carnal Acts"  
 Audre Lorde, "Breast Cancer"

**TH 4**

Discussion Groups--embodiment, normativity, and difference  
 In-class writing/reflections on readings.

## **VIOLENCE**

**T 9**

Myrna Zambrano, "Social and Cultural Reasons for Abuse"

Allen and Kivel, "Men Changing Men"  
 Debra Michals, "Cyber-Rape"  
**FILM:** "Defending Our Lives"

**Th 11**

Discussion Groups: continued discussion of violence  
 (additional FILMS possible)

**"TALKING BACK": THE ARTS & SOCIAL CHANGE****T 16**

**Final project info handed out.**

June Jordan, "Nobody Mean More to Me than You" **reading packet**  
 Alice Walker, "In Search of Our Mothers' Gardens"  
 Maxine Hong Kingston, "No Name Woman"  
 Gloria Anzaldúa, "How to Tame a Wild Tongue"

**Paper # 3 Due: Journal reflection or letter about the impact of violence**  
 Minimum 2 page reflection about how violence impacts your life and the lives of others—how does violence impact perceptions of self and other, shape our desires and fears, permeate the basic structures of thought and language, or generally influence how we live our lives? Full sentence structure required, however, more informal writing voice/style can be used for this assignment as this is a personal reflection/analysis.

**Th 18**

Discussion Groups: discussion of readings and final project workshop/brainstorming.

**T 23**

Audre Lorde, "The Transformation of Silence into Language and Action"  
 June Jordan, "Poem Because...." **reading packet**  
**FILM:** "A Place of Rage"

**Th 25**

THANKSGIVING

**T 30**

bell hooks, "Talking Back" **reading packet**  
 Zadie Smith, "You Are in Paradise" **reading packet**  
 Jamaica Kincaid, from "A Small Place"  
 bell hooks, "Aesthetic Interventions" **reading packet**

**FILM:** Emma Amos/Anna Deveare Smith “Action Lines”

**December**

**Th 2**

TA/discussion section evaluations  
Possible FILM TBA—the arts and social change  
Final project—last minute questions & concerns workshop

**T 7**

Final lecture  
Course evaluations—Dr. May

**Th 9**

FINAL PROJECT SYMPOSIUM/PRESENTATIONS  
**Final projects and accompanying papers are due today in class.**

# Introduction to Women's Studies

## Jeannette E. Riley

Associate Professor; Director  
Department of Women's Studies  
University of Massachusetts, Dartmouth

### Contact Information

*Street:* 285 Old Westport Road  
*City, State, Zip Code:* North Dartmouth, MA 02747  
*Email:* j1riley@umassd.edu  
*Website:* www.umassd.edu/wms

### Course Information

*Course Title:* Introduction to Women's Studies  
*Type of Course:* Lecture with Discussion Sections

## Biography

Jeannette E. Riley is Associate Professor of English and Director of Women's Studies at UMass Dartmouth. Riley's research interests focus on women's literature, with an emphasis on contemporary women writers and feminist theory, and she has published articles on Eavan Boland, Terry Tempest Williams, Adrienne Rich, and Toni Morrison. Riley teaches the introductory course in Women's Studies online and face-to-face, as well as courses in feminist theory, ecofeminism, and women's literature.

## Comments

This course syllabus represents the standardized introduction to Women's Studies curriculum at UMass Dartmouth. While faculty have choice over the readings and texts, there are central concepts and topic areas that the course must cover, among them:

- 19<sup>th</sup> century women's movement, with a focus on the Seneca Falls Convention
- 20<sup>th</sup> century women's movement
- social construction of gender and essentialism
- race, class, age, ethnicity, nationality
- definitions of racism
- multiplicity of oppression (also known as simultaneity of oppression)
- issues of sexuality and homophobia
- body politics (the beauty myth; eating disorders; media/advertising impact on body image)
- reproductive rights and women's health (history of Roe v. Wade; reproductive health issues such as pre- and post- natal care; STDs; AIDS; sex education)
- violence against women, as well as hate crime violence
- women and labor (pay equity issues; welfare)
- family and marriage as social institutions

In addition, each instructor is asked to create an assignment that involve examining one's politics of location, a project that involves research and learning to use library databases, and a team based project that requires cooperative learning.

### WMS 101.01: Introduction to Women's Studies

“Gender can be defined as the way society organizes understandings of sexual difference. Women's studies explores our gendered existence: what it means to be feminine and masculine and how this interacts with other aspects of our identity, such as our race, ethnicity, socioeconomic status, and sexuality” (1).

Susan M. Shaw & Janet Lee

*Women's Voices, Feminist Visions: Classic and Contemporary Readings* (2001)

#### Dr. Jeannette E. Riley

**Office:** Group 1-339 **Office Hours:** MW 12:00-1:00; T 12:00-2:00; By appointment

**Email:** [jl1riley@umassd.edu](mailto:jl1riley@umassd.edu)

**Online Office Hours:** I am often online and accessible via AOL instant messenger during my office hours, as well as during other times throughout the week and on the weekends. If I am online, feel free to contact me via AIM to discuss questions, readings, and assignments. **AIM**

**Name:** Professor JRiley

**Course Description:** This course will begin with a number of questions:

- What is Women's Studies?
- What is feminism?
- How do we define gender?
- How do constructions of gender affect women and men?
- How does gender intersect with race, ethnicity, sexuality, and class?
- Why is Women's Studies important for men?
- What are the current issues affecting women today?

These questions will remain with us throughout the semester as we examine women's lives, experiences, and issues. Through the class readings, videos, and discussions, we will explore a number of different perspectives about women and men ranging from gender roles to economics and workplace issues to sexual politics and reproductive rights. Our goals in the course are to:

- gain an understanding of how the field of Women's Studies has evolved;
- learn feminist approaches to academics and world issues;
- analyze the intersections of gender, race, ethnicity, sexuality, class, religion, and age on women's identities and issues;
- reflect critically about the materials we read and view;
- communicate effectively through verbal discussion and written work;
- recognize the value of personal experience and activism;
- develop our own informed perspectives on the course materials.

Keep in mind that discussions of gender and gender constructions will concern women and men of all races, classes, sexual orientations, ages, and abilities. Women's Studies strives to be inclusive and to critique the societal structures and expectations that affect all women. Readings will be drawn from both popular and scholarly presses and will cover historical, political, sociological, and literary approaches. Also, our focus for this course will primarily be on issues in the United States, with some readings exploring global perspectives.



**Texts:**

Kesselman, Amy, et al, Eds. *Women, Images & Realities: A Multicultural Anthology* (3<sup>rd</sup> Ed.). Boston: McGraw Hill, 2003.

**Handouts:**

Rich, Adrienne. "Notes Toward a Politics of Location." *Arts of the Possible: Essays and Conversations*. New York: W.W. Norton & Company, 2001. 62-82.

**(Note:** one could also use the Combahee River Collective "A Black Feminist Statement," Minnie Bruce Pratt's "Who am I if Not my Father's Daughter?", or another reading that examines identity politics in order to vary the handout and approach)

**Note:** There is also a course website we will be using for this class. We will be conducting what is called a **blended** classroom, which means we will be conducting class face to face and online. The website provides us with areas to hold discussions, post our work, and use the internet to develop our ideas and discussion topics. You have received an email about this site in your UMass Dartmouth account. Please review that email.

**You have the opportunity to earn 550 points in this class. Here's how:**

**Politics of Location Statement (50 points):** Your first assignment in this class is to write what is called a "politics of location" statement. This 3- page statement (**no longer!**) will explain who you are at this particular moment in time. Such a statement examines your self-identity—who are you and how did you become this person? In explaining your self, you need to address issues of class, race, gender, and age, among other things. For example, how has your class background influenced your identity? How has gender and ideas about gender influenced who you are and how you think about your self? How does your race affect you and position you in this world? In many ways, Rich's essay offers you a model to follow and draw upon as you construct your own statement.

You are expected to post a copy of your statement to the class website on the due date, as well as submit a copy to me in class. Then, everyone will be required to read each other's statement so that we all have an understanding of the various experiences each of us operates out of in this class. We will follow up our readings with an online discussion about which factors emerge as the most influential forces on people's identities as explained by these statements. Since you will be sharing your ideas and thoughts, make sure that you don't write anything in your statement that you aren't prepared to share with others. Your grade for this assignment will be based upon how well you express your identity in writing. Pay attention to grammar, punctuation, paper format, and overall sentence execution.

**Response Papers (100 points):** You will write two response papers for this class (each response is worth 50 points). This response paper will allow me to hear what you have learned from the class readings for a particular topic. Each response paper should consider what you gained from the readings, how the readings increased your knowledge about these contemporary issues that women and men face in our world today. What do you see as significant about the topic at hand? Your goal is to create a response that examines the issues and draws upon the reading for the topic effectively to support your discussion. While you will want to focus primarily on your own

evaluation of what you read and learned, keep in mind that you will need to refer to specific texts (give examples/use some quotations) in order to create a detailed and well-supported response. The response should be 3 pages typed—no more, no less. You will post your response papers to the class website for others to read and provide me with a copy in class as well.

**Online Discussions (100 points):** We will be holding 4 class days via our course website. You are expected to post to the class discussion board in response to an assigned activity. Then, you are expected to respond to classmates' postings. Full details are provided on our website.

**Research Investigation (100 points):** Working in teams of five that we will determine during a class period, you will complete a research investigation into a topic important for women in the 21<sup>st</sup> century. For example, a group could research women and the welfare system. Who are the women on welfare? What opportunities are available to them? Is welfare working or not? As a team, a one page topic proposal will be written and turned into me for approval. Then, each person in the team will carry out research, locating **three** sources that provide interesting and relevant information about the issue. The emphasis of this assignment is on learning and understanding the research process, generating appropriate research reports, and presenting research findings to the campus community.

This assignment will take shape in the following ways:

- 1) one page explanation of research question/issue (25 pts.);

**Note: this part of the assignment is done as a team. Your team will have some class time to meet, and you will also need to communicate via email or hold your own meetings in person. I will create team chat rooms and discussion areas in our class website so you can meet as a group there virtually if you like.**

**The following steps (2-3) are to be completed by each individual in the team:**

- 2) annotated bibliography of sources located (50 pts.);
- 3) self and group evaluation (25 pts.);

**A more detailed assignment sheet is in our class website.**

**PowerPoint Presentation (100 points):** Working in these teams, a 12-15 minute PowerPoint presentation will be created and presented to the class drawing upon the research located by each individual in the team. Please check out the class website for a more detailed assignment sheet.

***Please note:*** At times, team projects are difficult due to people's individual schedules and commitments. It is up to each team to negotiate these issues and to work toward the final product, which is the PowerPoint presentation explained below. At times, situations may arise wherein, for various reasons, team members fail to handle their "fair share" of the work. Most times, I am hopeful that these instances can be handled by the team without my intervention. However, if a situation cannot be resolved by the group, the majority of the team members may present a case for a member's dismissal to me for review. This petition must take place at least two weeks prior to the PowerPoint presentation date. If the case is valid, the member will be dismissed. That member will retain points for the assignment earned prior to the dismissal. The member may also petition the other groups for permission to join them. If the member cannot find a new group, s/he will not be provided with other assignments to earn the

remaining points. Depending on the time of the dismissal, the member in question may exercise the option of withdrawing from the course or continuing.

**Politics of Location Statement Revision (100 points):** Your final assignment is a rewrite of your politics of location statement with which you began the class. Your rewrite needs to include a one page explanation about what has changed since your first statement; in other words, what have you learned? See separate assignment sheet posted in the website for more details.

**Schedule of Events (subject to change)**  
**No late assignments accepted. Ever.**

**Week One: Introductions**

- W Review of syllabus; overview of texts; pass out Rich handout  
F Race, Class, Gender, Age activity

**Week Two: Locating Ourselves**

- M **What is Women's Studies?**  
Christ, "The American University and Women's Studies," p. 35  
Kimmel, "Men and Women's Studies: Premises, Perils, and Promise," p. 24  
Lennon, "Why Women's Studies," p. 33  
Weissman, "Women's Studies: A Man's Perspective," p. 34
- W **Locating Ourselves**  
Rich, "Notes Toward a Politics of Location"
- F Writing our own politics of location statements  
Creating Teams and Topics

**Week Three: 19<sup>th</sup> & 20<sup>th</sup> Century Women's Movement**

- M **19<sup>th</sup> Century: The Legacy of Seneca Falls**  
Kesselman, "History of Feminist Movements in the U.S.," p. 509  
*The Seneca Falls Women's Rights Convention, 1848*, p. 514
- W **20<sup>th</sup> Century Women's Movement**  
**Politics of Location Statement Due (statements must be handed in during class AND posted to our class website)**  
Smith, Introduction to *Home Girls: A Black Feminist Anthology*, p. 524  
Garcia, "The Development of Chicana Feminist Discourse," p. 530  
Shanley, "Thoughts on Indian Feminism," p. 538  
Equal Rights Amendment: <http://www.equalrightsamendment.org/era.htm>
- F Prof. Riley away for conference; **Online discussion #1** – site introductions; questions to date; our politic of location statements

**Week Four: Markers of Identity**

- M Lorde, "Age, Race, Class, and Sex: Women Redefining Difference"  
Henley & Freeman, "The Sexual Politics of Interpersonal Behavior," p. 89

W **TEAM TOPIC PROPOSALS DUE**  
 Gould, "X: A Fabulous Child's Story," p. 110  
 Older Women's League, "Older Women: The Realities," p. 412

F Library and Team Work Day

**Week Five: Racism, Privilege, & You**

M McIntosh, "Unpacking the Invisible Knapsack," p. 424

W Tatum, "Defining Racism: Can We Talk?," p. 360  
 Majaj, "Boundaries: Arab/American," p. 439

F **Online Discussion #2: Privilege and You**

**Week Six: Homophobia & Sexism**

M Pharr, "Homophobia and Sexism," p. 394  
 Trujillo, "Chicana Lesbians: Fear and Loathing in the Chicano Community," p. 402  
 McGuire, "Livin' in a Gay Family," p. 406-8

W **Video:** Kilbourne, *Killing Us Softly III*

F **Annotated Bibliographies due;** post online to team area and emailed directly to me as a word document attachment ([jl1riley@umassd.edu](mailto:jl1riley@umassd.edu)). You should also use this period to meet with your team members and come up with a plan for developing your PPT presentation.

**Week Seven: Body Politics**

M Wolf, "The Beauty Myth," p. 123  
 Delgado, "Arroz Con Pollo vs. Slim-Fast," p. 141

W Rhode, "Media Images, Feminist Issues," p. 99  
 Higgenbotham, "Teen Mags: How to Get a Guy, Drop 20 Pounds, and Lose Your Self-Esteem," p. 96

F Walker, "Beauty: When the Other Dancer is the Self," p. 144  
**RESPONSE #1 DUE....on one of the following topics: Markers of Identity; Racism and Privilege; Homophobia and Sexism; or Body Politics.** You choose the topic....you must refer to the readings and use quotes. See response paper explanation page in course resources section of our website.

**Week Eight: Reproductive Health & Rights**

M The Health Care System, p. 312  
 Hammonds, "Missing Persons: African-American Women, AIDS, and the History of the Disease," p. 323

W Leonard, "Safer Sex is Real Sex," p. 164  
 Ms., "Breast Cancer: Is it the Environment?," p. 328

F Reproductive Freedom, p. 332  
 Willis, "Abortion: Is a Woman a Person?," p. 333

**Week Nine: Reproductive Rights & Health cont.; then Women and Work**

- M Roberts, "Killing the Black Body," p. 349  
 Kolbert, "Developing a Reproductive Rights Agenda for the Next Century," p. 351  
**handout in site:** Boston Globe Editorial on Men's Rights
- W Bravo & Santa Anna, "An Overview of Women and Work," p. 188  
 National Committee For Pay Equity, "Questions and Answers on Pay Equity," p. 192
- F Team Work Day

**Week Ten: Women and Work cont.; then Women and Violence**

- M Jensen, "Exploding the Stereotypes: Welfare," p. 231  
 Burnham, "Welfare Reform, Family Hardship, and Women of Color," p. 242
- W Griffin, "Rape, the All-American Crime," p. 469  
 Sanday, "Naming and Studying Acquaintance Rape," p. 481
- F **No classes; Veterans' day**

**Week Eleven: Women and Violence continued**

- M Jones, "Battering: Who's Going to Stop It?," p. 448  
 Lin & Tan, "Holding Up More Than Half the Heavens," p. 464  
**Handout:** Pelka, "I Never Called it Rape"
- W Lehrer, "Family and Women's Lives," p. 251  
 Jordan, "Don't You Talk About My Mama!," p. 267
- F **Online Discussion #3:** Reviewing the Issues

**Week Twelve: Women and Family**

- M Washington, "Working at Single Bliss," p. 271  
 Shulman, "A Marriage Agreement," p. 277  
**RESPONSE #2 DUE....on one of the following topics: Reproductive Rights & Health; Women and Work; Women and Violence; or Women and Family.**  
 You choose the topic....you must refer to the readings and use quotes. See response paper explanation page in course resources section of our website.
- W **Online Discussion #4:** Family & You
- F **NO CLASS. THANKSGIVING HOLIDAY.**

**Week Thirteen: Considering Women's Studies**

- M Faludi, "Blame it on Feminism," p. 542  
 Baumgardner & Richards, "Manifesta: Young Women, Feminism, and the Future," p. 598  
 Gesier, "Why I Am an Activist," p. 572
- W **Revising your Politics of Location Statement**

F **Team Work Day...presentations due on Monday!**

**Week Fourteen**

M **Team Presentations Due**

W Presentations

F Presentations

**Week Fifteen**

M Presentations

W Last day of classes; **Revised Politics of Location Statements due; Self and Team evaluations due;** Student evaluations. PRESENTATION IF NECESSARY.

# Perspectives on Women's Studies

## Dr. Ann Burnett

Associate Professor, Director of Women's Studies  
 Departments of Communication and Women's Studies  
 North Dakota State University

### Contact Information

*Street:* 200 Minard  
*City, State, Zip Code:* Fargo, ND 58105  
*Email:* Ann.Burnett@ndsu.edu  
*Website:* [www.ndsu.edu/womens\\_studies](http://www.ndsu.edu/womens_studies)

### Course Information

*Course Title:* Perspectives on Women's Studies  
*Type of Course:* Other  
*Requirements Fulfilled:* General Education  
*Student Population:* First Year, Sophomore

### Biography

Dr. Ann Burnett was born in Colorado, attended Colorado College for her Bachelor's degree in Economics, and the University of Northern Colorado for her Master's degree in Communication. She received her Ph.D. at the University of Utah, with a focus on jury decision-making. With the first year of law school under her belt from the University of Nebraska, Dr. Burnett continues her research in jury behavior and is pursuing her interest in law through a legal consulting business. She specializes in running jury focus groups and mock trials, helping prepare witnesses for trial, creating and analyzing jury questionnaires, and conducting post-trial interviews. In addition to her interest in legal communication, Dr. Burnett also pursues research in interpersonal communication in terms of how our fast-paced lifestyles impact marital relationships. Currently half time in the Communication department, Dr. Burnett is also the Director of Women's Studies at NDSU. She enjoys teaching Women's Studies and enjoys the Women in Action and NEW Leadership programs. She resides in Moorhead with her husband, Mark, daughter, Carolina, and dogs, Paula and Nichols.

Women's Studies 110  
PERSPECTIVES ON WOMENS' STUDIES  
Spring, 2005

Dr. Ann Burnett  
231-7290  
Minard 200  
Ann.Burnett@nds.u.edu

Class meets: T R 12:30 – 1:45  
Music 111

Office Hours: W 10:00 - 11:00, R 10:00 - 11:30 and by appointment

Required Texts: You are required to read a great deal in this class so that you get to know the field of Women's Studies as best as possible. Therefore, please purchase the following book:

*Women's Voices, Feminist Visions*, 2<sup>nd</sup> ed., by Susan Shaw and Janet Lee, Mayfield Publishing, 2004

***Also, please get a copy of the readings from the Copy Center in the union or on reserve in the library.***

Ground Rules: In order to get the most out of this course, we begin with the following ground rules: 1) do all of the readings 2) come to class promptly and consistently 3) be courteous and respectful of one another, even in cases of disagreement, and 4) keep your sense of humor.

This course deals with subjects that many people find sensitive and highly charged. Some of the readings contain strong language and graphic descriptions of violence and sexual situations, and many of the authors take political stances with which you might personally disagree. Please keep an open mind both to the readings and to the views of your classmates with whom you might have differences. Also, please remember that in a university classroom, you must be able to differentiate between emotions and personal opinions on the one hand, and reasoned analysis of the course material on the other.

Course Objectives: This course is concerned with promoting an understanding of the lives of women and the institutions that shape women's lives. Specifically, you should be able to

1. increase your knowledge of the lives, contributions and roles of women
2. respond thoughtfully and critically to ideas, issues and attitudes the course introduces
3. understand theories and scholarly research central to Women's Studies
4. grow as a person



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Course Requirements: The following assignments are the minimal course requirements:

- 2 exams – 75 points each
- 1 group presentation – 50 points
- 2 short papers – 50 points each
- 1 activism project – presentation and paper – 100 points
- participation – 50 points

Clarification of all assignments will be provided during the semester.

Breakdown of grades is as follows (note this isn't the traditional 90% etc format):

- 410-450 = A
- 370-410 = B
- 330-369 = C
- 290-329 = D
- below 290 = F

Attendance: The philosophy of this class is that you will learn best by listening to the contributions of other class members and reflecting on your own position on a variety of issues. For this reason, consistent and regular attendance is expected. Participation in exercises and discussion groups also is highly encouraged. If class roll has been taken when you enter class, you are responsible for getting credit for attending.

Participation: In addition to attendance, your participation in this class is based on the frequency AND, more importantly, the quality of your responses (relevance, insight, etc.). It is initially assumed that you will be an average participator; i.e., your participation grade is a "C." Throughout the course of the semester, that initial grade may be raised, lowered, or maintained.

Written Work: The paper and short assignments should be typed (double-spaced), turned in on time and clearly identified by your name. Papers will be graded on content and style. It is expected that the work you turn in will be polished and neat. Unless I tell you to do so, please do not send me your assignments as attachments.

Cell Phones: Turn them off – need I say more?

Plagiarism or cheating or any sort will not be tolerated in this class. Ignorance of what constitutes plagiarism is not an excuse. All work in this course must be completed in a manner consistent with NDSU Senate Policy, Section 335: Code of Academic Responsibility and Conduct (<http://www.ndsu.nodak.edu/policy/335.htm>).

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Late Work: The paper and short assignments must be completed on time. Ten (10) points will be taken off for each day that an assignment is late. Make-up exams will only be given in cases of documented emergency.

Special Needs: Any students who need special accommodations for learning or who have special needs, including those with disabilities, are invited to share those concerns with me. All students are encouraged to use my office hours for interaction or for clarification on assignments.

General Education Requirements: This course has been approved for the Humanities category in general education because it “systematically explores cultural and intellectual forces shaping events, individual expression, and social values.” The General Education Outcomes that students should expect to meet as the result of this course are Outcomes 1 “Communicate effectively in a variety of contexts and formats,” and 6 “Integrate knowledge and ideas in a coherent and meaningful manner.”

The readings and lectures for this course will help students to meet Outcome 1 by allowing them to communicate their ideas both in writing and orally. Students will demonstrate their oral communication skills during group presentations, class discussion and the outrageous act assignment. They will demonstrate their written communication skills on the exams and in the two short papers.

The readings and lectures for this course will help students to meet Outcome 6 by providing examples of integrating knowledge and ideas. We will integrate knowledge with ideas in class discussion. Students will demonstrate their abilities to integrate course material on the exams and in two short papers.

Cultural Diversity Requirements: The course also meets the requirements for Cultural Diversity because it “focuses on the social, personal, and interpersonal effects of variety and differences among cultures.” Courses focused on cultural diversity in which students learn to comprehend how the behaviors, perspectives, and values of the cultures of various groups differ. Examples of cultural comparisons include, but are not limited to, those based on ethical systems, ethnicity, gender, languages, nationality, race, religion, sexual orientation, spirituality, and worldview. The focus of the course should be on the comparison between two or more groups as defined above.

In this course, we consider male and female “cultures” to be different. Throughout the semester, we compare male and female cultures through discussion, the readings, tests, and papers. In addition, we will learn about religious, political and societal differences between women in different cultures. The second paper allows students to examine the lives of women in different cultures.

## TENTATIVE CLASS SCHEDULE (syllabus is very subject to change...)

<u>Topic</u>	<u>Readings</u>
Jan 11 – Introduction to the class	
Jan 13 – Perspectives and Practices	WVFFV Ch 1, “Becoming a Feminist”
Jan 18 -- Perspectives, con't	
Jan 20 – Privilege and Inequality	WVFFV Ch 2
Jan 25 -- Privilege, con't	
Jan 27 – Learning Gender	WVFFV Ch 3, “Damned If You Do,” (ch 8, <i>You Just Don't Understand</i> ), “Male Handbag Stigma”
Feb 1 -- Learning Gender, con't PAPER # 1 DUE	
Feb 3 – Sex, Power and Intimacy	WVFFV Ch 4, “Sex,” (ch from the <i>Beauty Myth</i> )
Feb 8 – Sex, Power and Intimacy, con't	
Feb 10 -- Inscribing Gender on the Body	WVFFV Ch 5, “The Empire of Images...,” “Feminine Critique”
Feb 15 -- Inscribing Gender, con't	
Feb 17 – EXAM # 1	
Feb 22 -- Health and Reproductive Rights	WVFFV Ch 6, “Female Genital Circumcision,” “Governments Fail Women's Health Needs”
Feb 24 – Health, con't	
Mar 1 – Family Systems, Family Lives	WVFFV Ch 7, “Why I Want a Wife”
Mar 3 -- Family Systems, con't	

Mar 8 – Women's Work	WVFFV Ch 8, "DC Tops Nation in Women's Pay, "Work" (ch from <i>The Beauty Myth</i> )
Mar 10-- Women's Work, con't	
SPRING BREAK!!!	
Mar 22-- State, Law and Social Policy	WVFFV Ch 11, "Aim High Unless You're Female," information sheets on Indonesia, Roma, and Dominican Republic, "A Dangerous Surplus of Sons?"
Mar 24 – State, Law, con't	
Mar 29 – Resisting Violence Against Women	WVFFV Ch 10, <i>One Red Eye</i> , "Violence" (ch from <i>The Beauty Myth</i> )
Mar 31 – Resisting Violence, con't PAPER # 2 DUE	
Apr 5 -- Religion and Spirituality	WVFFV Ch 12, "The Cult of the Fear of..." (ch from <i>The Beauty Myth</i> )
Apr 7– Religion, con't	
Apr 12 – Confronting and Creating Culture	WVFFV Ch 9, "This Time the Blonde is Dumber"
Apr 14 – Confronting and Creating Culture, con't.	
Apr 19 – Activism, Change and Feminist Futures	WVFFV Ch 13, "Everytime I Move, I Make A Woman's Movement (Ch 8, What is Activism, <i>ManifestA</i> )
Apr 21 – Activism, con't	
Apr 26 – EXAM # 2	
Apr 28 – work day	
May 3 – ACTIVISM PRESENTATIONS	

May 5 – ACTIVISM PRESENTATIONS

May 10 – FINAL OUTRAGEOUS ACT REPORT DUE by 5:00 pm

# Introduction to Women's Studies

## **Dr. Lynda McBride**

Instructor

College of Human Sciences

Texas Tech University

### Contact Information

*Street:* Human Development & Family  
Studies, College of Human  
Sciences, MS1162

*City, State, Zip Code:* Lubbock, TX 79409

*Email:* Lynda.mcbride@TTU.edu

### Course Information

*Course Title:* Introduction to  
Women's Studies

*Type of Course:* Lecture

*Requirements Fulfilled:* Minor, General  
Education

*Student Population:* Undergraduate

## TEXAS TECH UNIVERSITY

### WS 2300 - INTRODUCTION TO WOMEN'S STUDIES

**Instructor:** Dr. Lynda McBride  
213 Administration Building & 503-A Human Science Building  
742-4335 ext 394 & 742-2404 ext. 245  
e-mail: [Lynda.mcbride@TTU.edu](mailto:Lynda.mcbride@TTU.edu)

**Office Hours:** Mon .1:00 - 1:50 p.m., Tue. 11:30 – 12:30 p.m.  
Other times by appointment

**Teaching Assistant:** Radhica Ganapathy  
213 Administration Building  
742-4335  
e-mail: [radhica.ganapathy@ttu.edu](mailto:radhica.ganapathy@ttu.edu)  
Office Hours: 11:00 – 12:30 T & T

#### **Course Description:**

This course surveys the concepts and theories related to the study of women and to the analysis of gender roles. This course introduces the student to feminist theory, sex/gender systems, gender inequality, feminist activism, and women's contributions to cultural institutions. This course is required of all students earning a Women's Studies minor. This course fulfills Core Curriculum humanities requirement.

#### **Course Purpose:**

The aim of this course is to introduce the student to the discipline of Women's Studies and through it to the study of women's lives, viewpoints, and forms of expression. Our focus will be largely on the diverse experience of women in the United States, although we will briefly explore the situations of women elsewhere in the world. While the assumption of the course is that gender permeates every aspect of our lives and that gender hierarchy often accompanies gender divisions, we will also look for overlapping discriminations and hierarchies based on class, race, and nationality.

#### **Expected Learning Outcomes:**

Upon **successful** completion of this course, students should be able to:

1. Analyze contemporary Women's Studies issues affecting women and men.

##### **Methods of Assessing Expected Learning Outcomes:**

- a. Participation in class discussion
- b. Performance on written open-ended questions—composed by the instructor—based on assigned readings
- c. Oral presentation over the contribution and life of a notable woman
- d. Research paper detailing three generations of women in the student's family—described in detail below
- e. Reflective papers

2. Identify and describe gender and gender hierarchy and its manifestations in culture and society.

**Methods of Assessing Expected Learning Outcomes:**

- a. Participation in class discussion
- b. Performance on written open-ended questions—composed by the instructor—based on assigned readings
- c. Oral presentation over the contribution and life of a notable woman
- d. Research paper detailing three generations of women in the student's family—described in detail below
- e. Reflective papers

3. Demonstrate critical reading and thinking skills with regard to gender, race, and class.

**Methods of Assessing Expected Learning Outcomes:**

- a. Participation in class discussion
- b. Performance on written open-ended questions—composed by the instructor—based on assigned readings
- c. Reflective papers

4. Utilize feminist scholarship in an assessment of women's lives, viewpoints, and expression.

**Methods of Assessing Expected Learning Outcomes:**

- a. Participation in class discussion
- b. Performance on written open-ended questions—composed by the instructor—based on assigned readings
- c. Oral presentation over the contribution and life of a notable woman
- d. Research paper detailing three generations of women in the student's family—described in detail below
- e. Reflective papers

5. Identify, outline, and discuss connections between her/his own experience and observations and the world of scholarship.

**Methods of Assessing Expected Learning Outcomes:**

- a. Participation in class discussion
- b. Performance on written open-ended questions—composed by the instructor—based on assigned readings
- c. Research paper detailing three generations of women in the student's family—described in detail below
- d. Reflective papers

**Methods for Assessing Expected Learning Outcomes:**

Explicitly and in detail the expected learning outcomes for the course will be assessed through:

1. Class discussion. Feminist pedagogy supports collaborative interaction between student and teacher with an emphasis on shared experiences and reflective appraisal of those experiences. Open discussion is key to the process.



2. Each class will begin with written, open-ended questions—prepared by the Instructor—that cover the assigned reading. This determined reading practices of the students and encourages the student to consider the issues prior to lecture and class discussion.
3. Five reflective papers are required over the course of the semester—detailed below—where the student will demonstrate critical reading and thinking skills and the ability to make connections between the issues and their own experiences.
4. An oral presentation over the contribution and life of a notable woman is required where students will focus on identifying and describing gender and gender hierarchies or gender, race and class associations.
5. A research paper—described below—is required detailing three generation of women in the student's family. (There is an alternate option detailed below.) The purpose is to connect feminist issues and scholarship in an assessment of the lives of the women they know well.

**Text:**

Johnson, A. G. (2005). The gender knot: Unraveling our patriarchal legacy. Indianapolis: Temple University Press

Kirk, G. & Okazawa-Rey, M. (2007). Women's lives: Multicultural perspectives (4th Ed.). Boston: McGraw Hill.

A required reading packet at Copy Tech.

**Course Format:**

Classes will include lecture, in-class writing, viewing of relevant videos, and discussion of assigned readings. Reading assignments for each class are listed in the course outline. Please read designated portions of the text and other required readings before the class period in which the material will be discussed. You are expected to demonstrate familiarity with and give thoughtful consideration of the readings during the class discussion.

**Class Attendance and Participation:**

Regular class attendance is expected, and attendance will be taken for each class.

**Written Assignments:**

Each student will complete five (5) reflection papers and one research assignment in addition to the daily in-class writing assignments. These assignments are described below.

**1. Reflective Papers**

During the semester you will complete 5 reflection papers in lieu of examinations. These exercises are intended to:

- a. give you practice in summarizing the main point of an article or video,

- b. enable you to use the readings to rethink their own experience or perceptions of the world and to gauge the accuracy or utility of the readings based on your own experience,
- c. aid you in making connections between the readings and other sources of knowledge.
- d. encourage critical reading and thinking

All reflective papers must make specific reference (by author and/or title) to of the readings (or videos where applicable) assigned in connection with the reflective questions. Each paper should include the following:

- a. A two to three sentence summary of the central ideas of the readings/ video on which the student has decided to focus. Do not simply restate what is in the article/video. Draw out the main points (which are not necessarily the points you find most memorable), and explain them in a terse and concise manner. What are the most important points that the articles/video specifically attempts to make?
- b. A response to the specific articles/video. Here is where the student can focus on what most interested them about the selection. Look at the topic to which the readings/video pertain, as well as the reflection question, and frame your response within those guidelines. Your response may be based on your own experience or on information that you have learned somewhere other than in this course. Make references to the articles/video specifically; don't just refer to "this week's reading" or indicate simply that, "I agree with Steinem about ads." What reading? With what specifically do you agree/disagree? Why do you agree/disagree?
- c. A specification of links between the two pieces that you are summarizing. What connects them? Why should these two articles/video be discussed together and in relation to one another?

**USING ANY AUTHOR'S EXACT WORDING WILL RESULT IN A ZERO ON THAT PAPER.**

The dates on which these papers are due are listed in the course outline. Papers must be turned in on the dates when they are due. **Late papers will not be accepted.**

Reflective papers should be three to five pages in length, typed, double-spaced, and STAPLED (failure to staple the cover sheet to the paper will result in one (1) point deduction from your grade), and prepared in an academic style. Write in an easy, conversational style, as if you were speaking with a friend.

You may find this task time-consuming at first. However, once you get the hang of it, you will find that these reflections help you to be an active rather than a passive reader, and they will keep you up-to-date with the reading.

**Research Assignment: A Portrait of Three Generations of Women in Your Family. (Service Learning Interview Option, described below)**

One of the purposes of this course is to enable you to see your own experience not only in individual terms, but also within a larger context. The course also is intended to help you understand changes in how women live their lives, especially those changes that have occurred in the last 50 years. To achieve these goals, this assignment asks you to write an oral history of three generations of women in your family, using as a framework the topics that we explore in this course.

The three generations could be your grandmother, your mother, and yourself (or if you are male, a female relative of your generation). If you have a grown child of your own, you may prefer to study your mother, yourself (or your wife), and your daughter.

To the degree that the subjects of your study are alive and available, you are expected to conduct oral or written interviews with them. If that is not possible, then getting information about them from other relatives or friends may be plausible. Failing all of that, you will need to depend upon your own memory. You may also use written family records where pertinent and available, such as marriage, birth, divorce, and death certificates, immigration records, letters, diaries, newspaper articles, and family photographs.

Before you conduct the interviews or undertake historical investigations, prepare a schedule of questions to be asked in interviews or answered through other sources. The topics included in the course outline will provide you with guidelines for questions for your respondents and yourself. The following list of questions may be helpful to you in designing your interview schedule, though you are not limited to these questions.

1. How do/did the women in your study place themselves in terms of racial, ethnic, social class, national and religious identification, physical or other disability, etc.?
2. What are/were their educational and employment histories? What were their expectations versus their realities in these areas?
3. What are/were their marital or partnership histories, including age at marriage and ages at the time of birth of their first and last children? Were there separations, divorces, and/or widowhoods? What factors affected the satisfactory or unsatisfactory nature of their marriages and /or partnered relationships?
4. What were the conditions under which your respondents kept/keep house and care (d) for children?
5. What sexual mores, including use of birth control and attitudes toward sexuality of all kinds, affect(ed) their intimate personal relationships?
6. In what ways do/did they experience violence?
7. What are/were your respondents' feelings about their bodies and physical appearance?
8. What activist experiences have your respondents had in any capacity (association with, participation in)?
9. What are/were your respondents' expectations for themselves and their daughters (or daughters-in-law)?

Some of your female relatives may be reticent to talk about these topics. You may assure

them that only you and your instructor will read your paper. If necessary, do not ask questions that you have included in your interview schedule. For those who seem eager to share their life histories, you might ask them whether they would feel comfortable in your sharing your finished paper with other members of the class. If they are not, be sure that you keep the information they share in confidence. Under any circumstances, do not share the information from the interviews with people outside this class, not even with other members of your family. In all cases, offer to share a copy of your finished paper with your respondents. They can share the information with others if they choose to do so.

Conduct your personal interviews in an informal conversational manner. Listen carefully and let your respondents talk about the things they believe are important and interesting about their lives. You may want to tape-record the interviews and listen to or transcribe them before writing your paper. At the very least, you should take notes during the interviews to use for reference in writing your paper. If you are a respondent in your study, tape-record or make notes of your own responses to the questions you have asked of the other respondents. Be sure to erase the tapes and shred interview notes after the paper is completed.

After you have collected all of your data from three generations within your family, write a paper that includes the following components:

1. Name, year and place of birth, and relationship to you of each respondent. Be sure to ask the respondent if she objects to being identified by name, and if so, use a pseudonym. State in the introductory paragraph of the paper who the respondents have agreed may have access to the document. Also indicate the source of information about each respondent (interview, documents, personal recollection, etc.).
2. The family history that you have obtained through your study.
3. A contextual commentary on the history of the women in your family. This course should enable you to put all of your relatives' experiences in a larger context and to explain that context in your paper. For instance, if your grandmother had eight children in the U. S. in the 1930s and 1940s, you will know from readings and discussion that this experience was not "typical." If your grandmother was an African American working as a domestic in 1948, you will be able to tell us that domestic service in those years was the single largest occupation for African American women at that point in history. If your mother was a college student in the 1960s, you will know that she was a part of the gradual increase in the number of American females seeking university education in the years following World War II. If you or one of your respondents has experienced a rape or attempted rape, you know that this experience has been shared by 25% or more American women. You can reflect upon—and explain in your paper where relevant—the cultural tensions between becoming an American and keeping values from other cultures, the mixed messages that females in many cultural groups receive about female beauty, and the function that married women's wages have played in the past 25 years in maintaining family economic status, the ways that new technologies and new laws are affecting health, work, etc. This commentary should be integrated with your presentation of historical information.
4. Your own conclusions regarding the changes that have (or have not) occurred in the



Research Assignment	50 points	_____
Attendance & Class Participation	50 points	_____
Oral Presentation	25 points	_____
Total	175 points	_____

**Points:**

- 175 - 158 = A
- 157 - 140 = B
- 139 - 123 = C
- 122 - 105 = D
- 104 & below F

**Note: PARTICIPATION INCLUDES:**

**I come to class having read all the assigned readings**

**I always arrive for class on time**

**I contribute by speaking up and offering my opinion on the topics proposed by Dr. McBride**

**I listen attentively when others speak**

**I give respectful, thoughtful responses to the comments made by others (I do not necessarily agree with others, but offer my opinions RESPECTFULLY!)**

**I always contribute actively during group activities.**

**Assumptions for a Feminist/Inclusive Classroom**

(Adapted from: S. B. Lord (1982). Teaching the psychology of women: Examination of a teaching-learning model. *Psychology of Women Quarterly*, 7, 71-80.)

**The course should be a laboratory of feminist principles**

**The traditional patriarchal teaching-learning model is dysfunctional in the development of healthy women and men.**

**Every individual in the class is a potential teaching resource.**

**The female should be treated as a normal human model**

**The subjective experience of women and men is valid and important**

**The student should ultimately assume responsibility for her or his own learning and growth.**

**Cooperation among students in pursuing learning objectives creates a more positive learning climate than does competition**

**The generic use of terms such as *woman* and the female pronoun to refer to humans is an effective teaching-learning tool.**

**Classroom Conduct:**

Please arrange your schedule so that you will arrive in the classroom prior to the time that the class begins. Take care of personal needs before class so that it will not be necessary for you to leave the room during a lecture or other activity. This type of disruption is distracting to me and to other students. If you must leave a class session early, please see me before the beginning of the period.

Do not plan to read a book or newspaper, study for an exam in another course, polish your finger nails, carry on a conversation with another student, or 'rest your eyes' during the class period. Engaging in these types of activities during class will affect the number of points you earn for class participation.

Any cheating will result in an automatic "0" on the assignment involved. Review the University's Code of Student Conduct for specifics regarding actions that constitute cheating.

**Students with Disabilities:**

Any student who because of a disability, may require some special arrangements in order to meet course requirements, should contact the instructor as soon as possible to make necessary accommodations. Students should present appropriate verification from Disabled Student Services, Office of the Dean of Students. No requirement exists that accommodation be made prior to completion of this approved university process.

**General Information:**

You are responsible for all announcements concerning changes in the course outline, assigned readings, etc. made during class periods, even if you are not in attendance when the announcements are made.

If you should elect to drop the course, please go through formal channels. Otherwise, you may find an unexpected "F" on your transcript.

The issues covered in this course are linked to every aspect of human living, including sex and sexuality, and many of the topics we will discuss are sensitive and emotionally charged. Some materials and topics covered in this course will deal with sexual behaviors, situations, and language, and with religious, racial, and spiritual concerns. Addressing such issues and topics is an essential aspect of a college education designed to broaden students' knowledge about and understanding of the world in which they live.

Nevertheless, if you are easily offended by such discussions, you may want to reconsider your enrollment in this course.

If you find yourself having difficulty with any aspect of the course, please discuss the problem with me immediately. Most difficulties can be resolved easily once the door for discussion has been opened. This approach will assist me in responding to your needs and in improving the course now, rather than following your final course evaluations. Feel free also to point out those things about the course that you like.

I am glad you have enrolled in this course and look forward to becoming acquainted with you during the next few weeks.



## Tentative Schedule

Week 1 Aug. 28	<p><b>What is Women's Studies</b> First Day Exercise – Before you do the reading for this class, write a one-page essay indicating what you think about Women's Studies</p> <p><i>The Gender Knot</i>, A. G. Johnson. Part 1</p>
Week 2 Sept. 4	<p><i>The Gender Knot</i>, Part 2 &amp; 3 <i>Holiday</i> Sept. 4<sup>th</sup></p> <p><b>Question 1 Due 9/11 (MW) 9/12 (TT)</b> <u>Women's Lives</u> (WL) 2-9, 11-27 &amp; 38-43 From the Reading Packet Weisman "Women's Studies: A Man's Perspective" Kimmel "Men &amp; Women's Studies"</p>
Week 3 Sept. 11	<p><b>Identities</b> WL Chapter 2 Identities pp. 61 - 119 RP "Skins" RP "Moving from Cultural Appropriation"</p>
Week 4 Sept. 18	<p>The Female Body WL Chapter 3 Women's Bodies pp.121 - 162</p>
Week 5 Sept. 25	<p><b>Female Body in Society</b> "Women's Biology" (Hubbard) "Men &amp; Women in Prehistory" (Conkey) "Women &amp; Men Elsewhere" (Renzetti) "Who Are You" (Madrona)</p> <p><b>Question 2 Due 9/27 (MW) 9/28 (TT)</b></p>
Week 6 Oct. 2	<p><b>Women's Sexuality</b> WL Chapter 4 Sexuality pp. 165 - 201 "Having It All" (Hewlett) "Making Time for a Baby" (Gibbs)</p>
Week 7 Oct. 9	<p><b>Women's Health</b> WL Chapter 5 Health Issues pp. 203 - 247</p>
Week 8 Oct. 16	<p><b>Violence</b> WL Chapter 6 Violence Against Women 249-289 "Sexual Terrorism" (Sheffield)</p> <p><b>Question 3 Due 10/18 (MW) 10/19 (TT)</b></p>

Week 9

**Family**

Oct. 23

WL Chapter 7 Family & Relationships pp. 291-337

Week 10

**Work**

Oct. 30

WL Chapter 8 Work, Wages, Welfare pp. 339-385  
"Pastoralization of Housework" (Boydston)

Week 11

**Global Economy**

Nov. 6

WL Chapter 9 Living in a Global Economy 387-437  
**Question 4 Due 11/8 (MW) 11/9 (TT)**

Week 12

**Criminalization**

Nov. 13

WL Chapter 10 Women & Crime pp. 439 - 481  
Guerrilla Girls <http://www.guerrillagirls.com>

Week 14

Look at the Feminist Majority Foundation web site:

Nov. 20

(<http://www.feminist.org>)

WL Chapter 11 Women & the Military

*Holiday 11/22 – 11/26*

Week 15

**Environment**

Nov. 27

WL Chapter 12 Women & Environment 533-567  
**Question 5 Due 11/29 (MW) 11/30 (TT)**

Week 16

**Citizenship**

Dec. 4

WL Chapter 13 Creating Change pp. 569-610

**Research Assignment Due: (MW) 12/6 (TR) 12/5**

# Introduction to Women's Studies

## Jocelyn Stitt

Professor

Department of Women's Studies

Minnesota State University, Mankato

### Contact Information

*Street:* 109 Morris Hall

*City, State, Zip Code:* Mankato, MN 56001

*Email:* [jocelyn.stitt@mnsu.edu](mailto:jocelyn.stitt@mnsu.edu)

### Course Information

*Course Title:* Introduction to Women's Studies

*Type of Course:* Seminar

*Requirements Fulfilled:* Minor, Major, General Education

*Student Population:* First Year, Sophomore

## Biography

Jocelyn Fenton Stitt is an assistant professor of Women's Studies at Minnesota State University, Mankato. As a graduate student she was a fellow at Michigan's Institute for the Humanities, and has held positions as a postdoctoral lecturer at the University of Michigan and as a Fellow at the International Museum of Women in San Francisco. Her research interests include the literature and culture produced in and about the Caribbean from the nineteenth-century to the present, British and Caribbean women's responses to the slave trade and globalization and feminist mothering. She teaches both graduate and undergraduate courses on Global Feminism, and lower division courses such as Introduction to Women's Studies. Stitt recently taught an upper division seminar, *Good Mother/Bad Mother: Interdisciplinary Approaches to Mothers in Popular Culture*.

## Comments

*Introduction to Women's Studies* at Minnesota State Mankato is primarily taken by first year and sophomore students. The class is capped at 40 students, and usually 3-5 of the students might be majors or minors in Women's Studies. It has been a wonderful class to teach at our university, not least because of a high proportion of non-traditional students in the course who bring their life experiences into our class discussions. In this course I try to cover major concepts in feminist theory, such as essentialism and the social construction of gender. The course also provides a basic grounding in U.S. women's history from the nineteenth-century to the present. Another key component of the class is the incorporation in almost every unit of contemporary young women's perspectives, especially writings by women of color. The course ends with students presenting their research and analysis of a feminist activist group.

**Introduction to Women's Studies, WOST 110**  
**Spring 2006 MWF 12-12:50**  
**Minnesota State University, Mankato**

**Professor Jocelyn Fenton Stitt**

**Department of Women's Studies**

**Office: 221G Morris Hall (2<sup>nd</sup> floor on the side facing the parking lot)**

**Office Hours: M: 10-11, 2-4, W 10-11, F 10-11, 1-4 and by appointment**

**Office Phone: 5026**

**Jocelyn.stitt@mnsu.edu**

Introduction to Women's Studies is an exciting opportunity to learn about the world from women's perspectives. In this class we will explore women's history, issues of sexuality, women and work, gender and the family, health issues, violence against women and feminist activism. We will also learn about the formation of women's studies as an academic field of inquiry and the current state of feminist scholarship. For a final project, students will perform an analysis of an activist organization and make a presentation to the class.

**Course Objectives:**

- Students will learn to engage with theories of gender and sexuality
- Students will acquire a knowledge of the history of the struggle for women's rights
- Students will gain the ability to think critically about the way sexism, racism, classism and homophobia (among others) function in our society
- Students will develop speaking skills through required class participation and presentations
- Students will learn "seminar skills," the ability to engage in respectful debate – through speech and writing
- Students will apply their new knowledge of feminist theory to an analysis of a feminist activist organization

Required Course texts: please bring all assigned materials to class

(IF) *Issues In Feminism: An Introduction to Women's Studies*, 5th Edition, Sheila Ruth, 2001, ISBN 0767416449

(CT) *Colonize This: Young women of color on today's feminism* ed. Hernandez and Rehman New York: Seal Press, 2002

(CP) Course pack: on reserve at the library

**Requirements:**

Weekly Journal - "Claims and Strikes": 30 points

Exam #1: 12 points

Exam #2: 12 points

Oral History Project: 10 points

Activism Project Proposal: 2 points

Activism Project Presentation: 10 points

Activism Project Final Paper: 14 points

Midterm Participation Assessment: towards final grade

Final Participation and Attendance Grade: 10 points

**100 points total**

## Schedule of Readings and Assignments

<p><b>WEEK 1</b></p>	<p>January 18 Introduction</p>	<p><b>What is Women's Studies?</b></p> <p>(CT) "Heartbroken: Women of Color Feminism and the Third Wave" Hurdis p. 279-292</p> <p>(CT) "Chappals and Gym Shorts" Sayeed p. 203-214 (first "Claims and Strikes" Due)</p>
<p><b>WEEK 2</b> January 23</p> <p><b>What does it mean to be a "girl"?</b></p> <p>(IF) "Myth America Grows Up" Freedman p. 138-147</p> <p><b>Keyword:</b> social construction of gender</p> <p><b>Discussion of response papers</b></p>	<p><b>What does it mean to be a "boy"?</b></p> <p>(IF) "What Are Little Boys Made Of?" Kimmel p. 75-78</p> <p>(IF) "The Gender Knot: What Drives Patriarchy?" Johnson 94-105</p> <p><b>Keyword:</b> essentialism</p>	<p><b>What does it mean to be "white" ?</b></p> <p>"White Privilege"</p> <p>Macintosh (online)</p> <p><a href="http://64.233.167.104/search?q=cache:yOvjPIfnuEsJ:www.cwru.edu/">http://64.233.167.104/search?q=cache:yOvjPIfnuEsJ:www.cwru.edu/</a></p> <p><b>What does it mean to be "straight"?</b></p> <p>"Unpacking the Invisible Knapsack II Sexual Orientation"</p> <p>(online)</p> <p><a href="http://64.233.167.104/search?q=cache:IdYYoA5Y8EwJ:www.cs.earlham.edu/~hyrax/personal/files/student_res/straightprivilege.pdf+unpacking+the+invisible+sexual+orientation&amp;hl=en&amp;ie=UTF-8">http://64.233.167.104/search?q=cache:IdYYoA5Y8EwJ:www.cs.earlham.edu/~hyrax/personal/files/student_res/straightprivilege.pdf+unpacking+the+invisible+sexual+orientation&amp;hl=en&amp;ie=UTF-8</a></p> <p><b>Keyword:</b> unearned privilege</p>
<p><b>WEEK 3</b> January 30</p> <p><b>Early Feminist Movements 18<sup>th</sup>/19<sup>th</sup> Century</b></p> <p>(IF) "Our Feminist Foremothers: Events and Arguments" Ruth p. 505-515</p> <p>(IF) "A Vindication of the Rights of Woman" Wollstonecraft p. 534-538</p>	<p>Video: "One Woman, One Vote" (106 minutes)</p> <p>Keywords: Women's Suffrage First Wave of Feminism</p>	<p>Video: "One Woman, One Vote" (con't.)</p> <p>( IF) "Seneca Falls Convention of 1848: Declaration of Sentiments" p. 541-543</p>
<p><b>WEEK 4</b> Feb 6</p> <p>(IF) "Ain't I a Woman" Truth p. 544-545</p> <p>(IF) "Speech Before the Legislature, 1860"</p> <p>Stanton p. 546-551</p> <p>(IF) "Constitutional Argument" Anthony p. 552-556</p>	<p><b>Women of Color in the 19<sup>th</sup> C.</b></p> <p>Film: Ida B. Wells: A Passion for Justice (53 minutes)</p>	<p>(IF) "The 'Patriarchalization' of Native American Tribes" Gunn Allen p. 228-236</p> <p>Discussion of Gunn Allen essay and Ida B. Wells film</p> <p>Initial discussion of Activism Assignment</p>

<p><b>WEEK 5</b> Feb 13  <b>Overview of 2<sup>nd</sup> Wave Legal Struggles</b>  (IF) “Law and Equality: The Continuing Struggle for Women’s Rights”  Mezey p.408-423</p> <p><b>Keywords:</b> second wave of feminism</p>	<p><b>Work</b></p> <p>Film:  <i>Rosie the Riveter</i> (65 min.)</p>	<p><i>Rosie the Riveter</i> (65 cont.)</p> <p><b>Discussion of article and film</b>  (CP) “ ‘Rosie the Riveter’: Women and War Work during WWII” Evans p. 442-448  Review for Exam #1</p>
<p><b>WEEK 6</b> Feb 20</p> <p><b>Exam #1</b></p>	<p><b>Women and War: Now</b></p> <p>(online) “Our Mothers Wear Combat Boots (and so do our daughters and sisters)”  <a href="http://www.women’spress.com/main.asp?Search=1&amp;ArticleID=23&amp;sectionID=1&amp;SubSectionID=1&amp;S=1">www.women’spress.com/main.asp?Search=1&amp;ArticleID=23&amp;sectionID=1&amp;SubSectionID=1&amp;S=1</a></p> <p>Discussion of Oral History Project</p>	<p><b>Work: 2<sup>nd</sup> Wave</b></p> <p>(IF) “Discrimination: The Effects of Sexism on Public Institutions” Ruth p. 344-354</p> <p>(IF) “Women and the American Economy” Rotella p.383-397</p>
<p><b>WEEK 7</b> Feb 27</p> <p><b>Sexual Harassment: 2<sup>nd</sup> Wave</b>  (IF) “Sexual Harassment: The Nature of the Beast”  Hill p. 405-407</p> <p><b>Sexual Harassment: 3<sup>rd</sup> Wave</b>  (CP) “Becoming the 3<sup>rd</sup> Wave” Rebecca Walker  (CT) “How Sexual Harassment Slaughtered, Then Saved Me” Salaam p. 326-342  <b>Keyword:</b> The 3<sup>rd</sup> Wave of Feminism</p>	<p><b>Work and Family: 2<sup>nd</sup> Wave</b></p> <p>(IF) “The Problem That Has No Name” Friedan p. 570-574</p> <p>(CP) “The Second Shift” – Hochschild p. 13-19</p> <p>In 2005:  (CP) “Helping Women Get to the Top” and “The Conundrum of the Glass Ceiling” <i>The Economist</i> July 23 2005</p>	<p><b>Rethinking Motherhood: 3<sup>rd</sup> Wave</b></p> <p>(CP) “Feminism” from <u>Maternal Desire</u> by Daphne de Marneffe p. 23-56</p> <p>(online) “The Sanctity of Marriage: What is it and What are You doing to corrupt it?”- Ouelette  <a href="http://www.rakemag.com/stories/section_detail.aspx?itemID=13941&amp;catID=146&amp;SelectCatID=146">www.rakemag.com/stories/section_detail.aspx?itemID=13941&amp;catID=146&amp;SelectCatID=146</a></p> <p>Topic Idea for Activist Project Due on D2L</p>

<p><b>WEEK 8</b> March 6  <b>Discussion of activism projects/ Choose groups</b></p> <p><b>Activism Part I:</b>                  (CP) Excerpts from <i>Grassroots: A Field Guide For Feminist Activism</i> Baumgardner and Richards xi-23, Appendix A: "Glossary of Most Common Forms of Activism"  <b>Keyword: feminist activism</b></p>	<p><b>Oral History Project Due – in class presentations</b></p>	<p><b>Gender and Sexuality</b></p> <p>Sexuality and the 2<sup>nd</sup> Wave</p> <p>(IF) "The Lesbian Perspective"                  Penelope, 299-307</p> <p>Sexuality and the 3<sup>rd</sup> Wave</p> <p>(CT) "Femme-Inism: Lessons of My Mother" Austin p. 157-169                  Keywords: queer sexuality</p>
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**Spring Break**

<p><b>WEEK 9</b> March 20</p> <p>Guest Speaker: Jessica Flatequal</p> <p><b>Keyword: homophobia</b></p>	<p>Work on Activism Projects</p>	<p>Group Plan of Action for Activism Project Due – please bring two copies                  In class meetings about Plan of Action</p>
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<p><b>WEEK 10 March 27</b> SCIENCE, REPRODUCTIVE RIGHTS, &amp; HEALTH</p> <p>Begin "Sex Unknown" 2001 (60 minutes)</p>	<p><b>Finish And Discuss</b> <b>"Sex Unknown"</b></p>	<p><b>Feminist critiques of science</b></p> <p>(IF) "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles" Martin p.473-482</p>
<p><b>WEEK 11 April 3</b></p> <p>devoted to group project</p>	<p><b>WOMEN'S HEALTH</b></p> <p>(IF) "The Politics of Women and Medical Care" Salk et. al. p. 355-373</p>	<p><b>VIOLENCE AGAINST WOMEN AS A CONTINUUM</b></p> <p>2<sup>nd</sup> Wave Perspectives: (IF) "Rape" Brownmiller p. 221-222</p> <p>(IF) "Rape: The Power of Consciousness" Griffin p. 329-339</p>
<p><b>WEEK 12</b> <b>April 10</b> <b>3<sup>rd</sup> Wave Perspectives on Violence:</b> (CP) Crenshaw, Kimberlé. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" <b>Keyword:</b> intersectionality GuestSpeaker: MSU Sexual Assault Victims Coordinator</p>	<p><b>BODY IMAGE</b></p> <p>(IF) "The Body Politic" Chernik 289-29</p> <p>(CT) "The Black Beauty Myth" 357-369</p>	<p><b>REPRODUCTIVE RIGHTS</b></p> <p>(IF) "Letters to a Young Feminist on Sex and Reproductive Freedom" Chesler p. 320-324 (IF) "Twenty-seven Years, But Who's Counting? Thoughts on Yet Another Roe V. Wade" Hoffman p.325- 328</p>
<p><b>WEEK 13 April 17</b> <b>3<sup>rd</sup> Wave Perspectives:</b></p> <p>(CT) Nasaan ka anak ko? A Queer Filipina-American Feminist's Tale of Abortion and Self-Recovery" p. 370-381</p> <p><b>(online) "I had an abortion"</b> <a href="http://www.newhavenadvocate.com/gbase/News/content?oid=oid:51071">http://www.newhavenadvocate.com/gbase/News/content?oid=oid:51071</a></p> <p><b>review for Exam #2</b></p>	<p><b>Exam #2</b></p>	<p><b>Activism Part II</b></p> <p>(CP) "Coalition Politics: Turning the Century." Reagon p. 356-368.</p> <p>(IF) "The Transformation of Silence into Language and Action" Lorde p. 188-190</p>
<p><b>WEEK 14 April 24</b></p> <p><b>Activism Part III, THE 3<sup>RD</sup> WAVE (AND BEYOND)</b></p> <p>(CT) "Organizing 101: A Mixed Race Feminist in Movements for Social Justice" Weiner-Mahfuz p. 29-39</p>	<p><b>REPRESENTATION, THE MEDIA &amp; POPULAR CULTURE</b></p> <p>(IF) Teaching Resistance: The Racial Politics of Mass Media" hooks p. 483-487</p> <p>(CT) "I Sold My Soul to</p>	<p>Film: <i>Killing Us Softly</i></p> <p>Discussion of film</p> <p>(please write journal on Wednesday's readings)</p>



(CT) "Thirty-Eight" Balli p. 182-202	Rock and Roll" Gray p. 257-267	
<b>WEEK 15 May 1</b> In class time for working on group projects	Activism Project Presentations	<b>Final Papers Due Last Day of Class</b>

**Attendance and Deadlines:**

Your presence at every class meeting is both eagerly expected and required. Each student should come to class prepared to discuss the assigned reading material, as well as the process of writing. Your assignments need to be completed and turned in on time; learning the fine art of time management is one of the many skills necessary to be successful in college.

However, I also realize that illness and family emergencies are occasionally unavoidable. In order to balance the importance of class attendance and assignment due dates with the difficulties of the "real world," each student will be allowed to miss two classes. This is an excused absence, much as a limited number of sick days are given to an employee of a company. You do not need to discuss the reason for your absence with me, but you will need to keep track of your absences. Any more than two absences without prior consent will result in the lowering of your class participation grade. If you do not use your absences, this will count positively towards your class participation grade (See **Grading**). It is up to you to manage your absences.

Similarly, each student will receive **one green pass**. This pass counts as an automatic 24 hour extension on a Response Assignment. If you need to take an extension, please notify me by email. The purpose of this is to allow each student the comfort of one "reprieve." Again, the use of this pass is totally your discretion. I would advise you not to use this extension lightly, but save it for a real emergency or computer disaster.

**Assignments and Exams**

Make up exams will only be given if you have a doctor's note saying that you were too sick to be in class (simply being seen is not enough) or evidence of some other kind of emergency.

**Journal: Claims & Strikes.**

**No Journal Due Weeks of March 20<sup>th</sup> (Activism Project meeting) and May 1<sup>st</sup> (Activism Essay Due)**

30 points. Every Friday (beginning Jan. 20th), you will complete a journal entry to help you process the readings as you do them and prepare for class discussion, and to help me to know that you're keeping up with the readings. Your journal should focus on *claims* and *strikes*: you should discuss the *claims* that the author(s) make in the first half of your journal; you should discuss the things that *strike* you about the reading(s) in the second half. *Claims* should include the author's main argument, the introduction of terms or concepts, and any argument the author is making or disputing. *Strikes* may include anything you learned from the reading, any points you agree or disagree with (and why), and how this reading compares with others you've done for class. Your journal should address a reading or readings assigned for Friday. If more than one reading is

assigned for Friday you may choose which readings to focus on in your journal. Periodically, I will assign specific questions or topics to address in your journals. Journal must be 350-500 words each week.

**DUE:** Must be submitted every Friday by 10:00 am. You will submit the journal at the Desire2Learn website. We will have a D2L instruction session during the first week of class. I do not accept late response papers beyond the one day extension except in cases of demonstrated emergencies.

Grading: 3 = check plus; 2= check; 1= check minus 0 = no credit (does not fulfill assignment). Only your top ten journal grades will be counted. **Your first journal is graded P/F.**

**Extra Credit:**

Feminist writer and activist Gloria Steinem will be speaking on campus on February 14<sup>th</sup> at 7 pm in the CSU ballroom. (see MSU website for more details) Tickets are available in the Women's Studies department in Morris Hall 109. Students may choose to attend her talk and write an extra journal assignment along the "claims and strikes" model on her talk for up to 4 points extra credit.

**OR**

Students may attend a Marriage Equality Day event sponsored by the LGBT center on Feb. 7<sup>th</sup> and write a similar journal entry for this event. (see MSU website for more details) 4 points extra credit

**DUE:** in class on Feb. 20<sup>th</sup> – paper copy

**The Feminist Activism Analysis Project:** The activism project is an opportunity for students to take the theories of gender and sexuality as well as the history of women's activism that they have learned, and apply that knowledge to an analysis of a contemporary activist group or organization. While being able to visit the organization is often very helpful, students may pick groups from farther away. This project raises several questions that are central to our course: What counts as "feminist"? What counts as "activist"? Does the organization need to focus on women to be "feminist?" For example, a group of students proposed doing their Feminist Activism Analysis Project on Habitat for Humanity. Since Habitat does not focus on finding housing for women, it seemed unclear if they were a feminist organization. This group did some research and discovered that a large proportion of the clients were indeed low-income women and single mothers, thus impacting positively the lives of women, and that many of the aims of Habitat are were compatible with the student group's understanding of feminist activism.

After an initial exercise to determine students' interests, each student will be placed in a group. Each will consist of roughly 3 students who will jointly decide the direction of their project. Students will investigate their organization, learning who they serve, what the organization does, when it was founded, where it is located, why it is successful or unsuccessful, and if they are fulfilling their mission. Students will evaluate the organization based on these criteria, but also based on terms and theories we learn in class. For example, using the theory of intersectionality, students will need to decide what kind of women are being served, and who are being excluded based on issues of language, race, sexuality and other intersecting identities that are all part an individual woman's identity.

**Student Presentations:** Students will present their findings on a poster board, such as is often done at social science conferences. You will receive detailed instructions about making the poster. We will divide the class period into two halves. In the first half, one student from each project will stand with their poster board and be prepared to discuss their work with the rest of the class who will have the opportunity to walk around and see each other's projects. In the second half of the class period the students will switch.

Proposal = 2 points, Presentation = 10 points, Final Paper = 14 points

**Project Schedule:**

February 10- Initial discussion of Activism assignment

March 3 - Post your idea for a topic or a group on our class website

March 6<sup>th</sup> – Choose groups and discuss activism project

March 22<sup>nd</sup>- Entire class to work on Group Plan of Action

March 24 – Group Plan of Action Due – in class meetings to discuss Plan

April 3<sup>rd</sup> – Entire class to work on group project

May 1<sup>st</sup> – Entire class to work on group project

May 3<sup>rd</sup> – Project Presentation

May 5<sup>th</sup> – Project Paper due in class

**Accommodations**

MSU provides students with disabilities reasonable accommodation to participate in educational programs, activities, or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the Office of Disability Services, located in 0132 Memorial Library, telephone 389-2825, TDD 711, and then contact me as soon as possible.

**Academic Honesty**

Students are responsible for understanding and adhering to university policy concerning plagiarism, cheating, and collusion. Please read the appropriate section of your student handbook and approach us concerning any questions or potential problems at the earliest opportunity. Students found in violation of university policy will typically receive 0 on the assignment and in many cases will fail the course.

## Tentative Schedule

Week 1 Aug. 28	<p><b>What is Women's Studies</b></p> <p>First Day Exercise – Before you do the reading for this class, write a one-page essay indicating what you think about Women's Studies</p> <p><i>The Gender Knot</i>, A. G. Johnson. Part 1</p>
Week 2 Sept. 4	<p><i>The Gender Knot</i>, Part 2 &amp; 3</p> <p><i>Holiday</i> Sept. 4<sup>th</sup></p> <p><b>Question 1 Due 9/11 (MW) 9/12 (TT)</b></p> <p><u>Women's Lives</u> (WL) 2-9, 11-27 &amp; 38-43</p> <p>From the Reading Packet</p> <p>Weisman "Women's Studies: A Man's Perspective"</p> <p>Kimmel "Men &amp; Women's Studies"</p>
Week 3 Sept. 11	<p><b>Identities</b></p> <p>WL Chapter 2 Identities pp. 61 - 119</p> <p>RP "Skins"</p> <p>RP "Moving from Cultural Appropriation"</p>
Week 4 Sept. 18	<p>The Female Body</p> <p>WL Chapter 3 Women's Bodies pp.121 - 162</p>
Week 5 Sept. 25	<p><b>Female Body in Society</b></p> <p>"Women's Biology" (Hubbard)</p> <p>"Men &amp; Women in Prehistory" (Conkey)</p> <p>"Women &amp; Men Elsewhere" (Renzetti)</p> <p>"Who Are You" (Madrona)</p> <p><b>Question 2 Due 9/27 (MW) 9/28 (TT)</b></p>
Week 6 Oct. 2	<p><b>Women's Sexuality</b></p> <p>WL Chapter 4 Sexuality pp. 165 - 201</p> <p>"Having It All" (Hewlett)</p> <p>"Making Time for a Baby" (Gibbs)</p>
Week 7 Oct. 9	<p><b>Women's Health</b></p> <p>WL Chapter 5 Health Issues pp. 203 - 247</p>
Week 8 Oct. 16	<p><b>Violence</b></p> <p>WL Chapter 6 Violence Against Women 249-289</p> <p>"Sexual Terrorism" (Sheffield)</p> <p><b>Question 3 Due 10/18 (MW) 10/19 (TT)</b></p>

Week 9

**Family**

Oct. 23

WL Chapter 7 Family & Relationships pp. 291-337

Week 10

**Work**

Oct. 30

WL Chapter 8 Work, Wages, Welfare pp. 339-385  
"Pastoralization of Housework" (Boydston)

Week 11

**Global Economy**

Nov. 6

WL Chapter 9 Living in a Global Economy 387-437  
**Question 4 Due 11/8 (MW) 11/9 (TT)**

Week 12

**Criminalization**

Nov. 13

WL Chapter 10 Women & Crime pp. 439 - 481  
Guerrilla Girls <http://www.guerrillagirls.com>

Week 14

Look at the Feminist Majority Foundation web site:

Nov. 20

(<http://www.feminist.org>)

WL Chapter 11 Women & the Military

*Holiday 11/22 – 11/26*

Week 15

**Environment**

Nov. 27

WL Chapter 12 Women & Environment 533-567  
**Question 5 Due 11/29 (MW) 11/30 (TT)**

Week 16

**Citizenship**

Dec. 4

WL Chapter 13 Creating Change pp. 569-610

**Research Assignment Due: (MW) 12/6 (TR) 12/5**

# Introduction to Women's Studies

## **Srimati Basu**

Director of Women's Studies, Associate Professor  
Departments of Women's Studies, Sociology, and  
Anthropology  
DePauw University

### **Contact Information**

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### **Course Information**

*Course Title:* Introduction to  
Women's Studies  
  
*Type of Course:* Seminar  
  
*Requirements Fulfilled:* General Education  
  
*Student Population:* Undergraduate

Srimati Basu                      Spring 2001, TTh 10-12am, Asbury 9  
 Office Hours: M3-4pm, W1-4pm, and by appointment  
 Office: AH 108b; Phone: ext. 4714; e-mail: sbasu

### **WMST 140b. Introduction to Women's Studies**

This course is an “introduction” to the challenges of investigating and describing women's lives. To do this, we need to figure out what we mean by “women”: we are trying to find out what, if anything, it has meant to be “women” in diverse historical periods, global locations, socioeconomic classes and racial and ethnic groups. We will do this by analyzing both representations of women and the actual conditions of their lives, contemplating how ideas of femininity operate as a cultural force, and how differences in power and privilege between women complicate definitions of “womanhood.” You will also develop a sense about the academic field of Women's Studies through reading research in important areas such as media, community, sexuality, family, violence, labor, and politics.

#### **. Readings:**

1. Feminist Frontiers (FF), Laurel Richardson and Verta Taylor, McGraw Hill, 2000.
2. Margaret Mead, *Sex and Temperament in Three Primitive Societies*, Perennial 2001.
3. Listen Up, Barbara Findlen, Seal Press, 1995.
4. Bananas, Beaches and Bases, Cynthia Enloe, U of California P, 1990.
5. The Second Shift, Arlie Hochschild, Avon Books, 1997.
6. A Woman Scorned, Peggy Reeves Sanday, U of California P, 1997.
7. Egalia's Daughters, Gerd Brantenberg, Seal Press, 1988.
8. Packet of readings (P)

The books are available at Fine Print Books, on the Square; the packet from the Women's Studies office.

#### **. Course Requirements and Grading:**

Come to class with questions, disagreements, cheers and jeers, or insights, based on your consideration of the readings. Pay attention to what your classmates say and support or challenge their contentions with further evidence. The heart of the course is your analysis of the assigned material; thus, you are expected to attend every class, to have gone over the day's readings thoroughly, and to contribute actively to the class discussion. The class participation grade will be based on attendance and contribution to class discussion, as well as occasional in-class assignments including informal writing, group work, quizzes, film reviews and presentations. Please maintain a folder for saving these writing assignments and reports for class when I hand them back to you; I will collect them at the end of the semester. Any more than three *excused* absences will lead to a lower grade.

There is a midterm and a final exam for this class, typically consisting of some essay and some short-answer questions. There will also be three short papers (about four double-spaced typewritten pages): 1. On girlhood and socialization (comparing Mead and Listen

Up); 2. On the construction of race and media images; 3. On family or individual work histories.

For your research project, you will be divided into groups, each of which will take up a broad question or concern in Women's Studies, based on issues raised in the readings. Each of you will investigate some dimension of the question, and write an eight to ten page individual paper on it. In the last week of classes, you will present your findings as a group to the class, along with a brief (one to two page) report on how your group had answered (or even failed to answer) your question. You will do your research primarily on your own, but you will need to meet with your group, and with me, a few times.

Class Participation	10%
Short Papers	45 %
Midterm and Final	30%
Research Project	15%

It is often very helpful for you to come by and discuss your paper or project or class report with me while you are writing it; I strongly encourage this.

All papers are due at the beginning of class time on their respective due dates and no late papers will be accepted. No exceptions; arrange to have your paper turned in if you are going to miss class for some reason.

You must complete all the assignments to get a passing grade in the class. This applies to students who are taking the class pass/fail as well.

Please familiarize yourself with academic integrity policies at DePauw (Student Handbook p. AmpC1, Cp121); any form of plagiarism on tests and papers carries severe penalties and may result in a failing grade.

My office hours are times I have set aside to sit in my office in case any of you come by with questions; but remember that's not the only time you can stop by! If you know what time you want to stop by, it's usually a good idea to check with me if I'll be there. Also, e-mail is a very good way to make appointments and ask quick questions (remember this too requires some time – I will respond as quickly as is convenient, but responses to late night or early morning queries may take a while).

Attentive and vigorous discussion is essential for the success of the class, as is courtesy to others in the classroom. Listen carefully to what your classmates have to say and respond with your own arguments, but remember you are opposing perspectives, not people. Talk to the whole class when you have a comment, rather than whispering to friends around you. Please be on time for class, and don't enter or leave suddenly in disruptive ways.

### **Readings (due dates for assignments are noted flush right):**

#### **What is Gender? Who is a Feminist?**

1/29 Introduction to the course, ground rules and syllabus

What is Women's Studies? Search the Internet for 5-8 sites relating to Women's Studies (not just "women") or to Feminism and report your conclusions about the



- topics and approaches in the field. What issues appeared to be the “hot topics” of the moment? What did you think the sites conveyed most effectively? What could they have done better? What did you expect to see that you did not?
- 1/31 Gould, “X: A fabulous Child's Story” (P)  
Lorber, “Night to His Day: The Social Construction of Gender” (FF)
- 2/5 Mead, Sex and Temperament in Three Primitive Societies, Part 1  
2/7 Mead, Part 2
- 2/12 Mead, Part 3  
Pogrebin, “The Secret Fear That Keeps us From Raising Free Children” (FF)  
2/14-19 Listen Up, selected essays
- 2/21 Glaspell, A Jury of her Peers (P)  
Frye, “Oppression” (FF)  
Lorde, The Master's Tools Will Not Dismantle the Master's House (FF)  
Walker, Womanist (FF)  
Sojourner Truth, Ain't I a Woman (FF)      Paper 1 due 2/21

### **Language and Representation:**

- 2/26 Richardson, “Gender Stereotyping in the English Language” (FF)  
Steinem, “Sex, Lies and Advertising” (P)  
Film: Still Killing Us Softly  
2/28 hooks, “Selling Hot Pussy: Representations of Black Female Sexuality in the Cultural Marketplace” (FF)  
Ducille, “Multicultural Barbie and the Merchandizing of Difference” (P)  
Bring a print ad or a tape of a tv or radio ad to class, and think about its representation of gender, race and sexuality and its use of language. Where did you find it, and how do you think that context affected the meaning? How might it be trying to appeal to different audiences?

### **Culture/Race/Community:**

- 3/5 Morrison, “Recitatif” (P)  
Film: Illusions  
3/7 Mackintosh, “White Privilege and Male Privilege” (FF)  
Yamato, “Something about the Subject Makes it Hard to Name (FF)  
3/8 International Women's Day Events      Research Project Prospectus due 3/7
- 3/12 Allen, “Where I Come From Is Like This” (FF)  
Anzaldúa, “En Rapport, In Opposition: Cobrando Cuentas a Las Nuestras” (FF)      Paper 2 due 3/12

### **Global and Local Communities:**

- 3/14-19 Enloe, Bananas, Beaches and Bases  
Survey the internet for websites pertaining to women's organizing internationally (e.g. [www.aviva.org](http://www.aviva.org), ). What appear to be some of the most critical issues of the

moment? Who is working on it? What are their strategies? Is there any transnational organizing? (You will work on this project in groups.)

3/21 Midterm

### Spring Break

4/2 Declaration of Sentiments, Anthony, "Guaranteed to Us and Our Daughters Forever"  
Davis, "Class and Race in the Early Women's Rights Campaign" (P)

4/4 Taylor/Whittier/Pelak, "The Women's Movement: Persistence Through Transformation" (FF)

Carroll, "The Year of the Woman, the Angry White Male, and the Soccer Mom: Media Framing of Gender in Recent Elections" (FF)

What kinds of women's movements exist in the US at present? Survey the internet for websites pertaining to women's organizing in the U.S. (e.g. National Organization for Women, Feminist Majority, etc). What appear to be some of the most critical issues of the moment? Who is working on it? Who is excluded?

What are their strategies? Do they have any connections to international groups? (You will work on this project in groups)

### Love and Sexuality:

4/9 Rubin, *Thinking Sex* (P)

Rich, "Compulsory Heterosexuality and Lesbian Existence" (FF)

Film: Juggling Gender

4/11 Smith-Rosenberg, "The Female World of Love and Ritual" (P)

Rupp, "Imagine my Surprise: Women's Relationships in Mid-Twentieth Century America" (FF)

Davis/Kennedy, "Oral History and the Study of the Lesbian Community: Buffalo" (FF)

### Working Within and Outside the Family:

4/16 Glenn, "From Servitude to Service Work: Historical Continuities in the Racial division of Paid Reproductive Labor" (FF)

Reskin/Padavic, "Sex Differences in Moving Up and Taking Charge" (FF)

Statistics from *The World's Women*

4/18 Leidner, "Serving Hamburgers and Selling Insurance: Gender, Work and Identity in Interactive Service Jobs" (FF)

Write down the jobs held by women in your family for three generations (ask the relevant people to be sure). Write down the jobs you have had – how were they gendered? (See Leidner)

Research Paper Bibliography due April 18

4/23-25 Hochschild, *The Second Shift*

Paper 3 due 4/25

**Violence Against Women:**

4/30 Sanday, *A Woman Scorned*

Stoltenberg, "I Am Not a Rapist: Why College Guys are Confronting Sexual Violence"  
(FF)

5/2 Bernard/Schlaffer, "The Man in the Street': Why He Harasses" (FF)

Eisenberg, "Marking Gender Boundaries: Porn, Piss, Power Tools" (FF)

Research Project Presentations: 1&2

**What If..?: Utopian/Dystopian Politics:**

5/7-9 Brantenberg, Egalia's Daughters

5/7 Research Project Presentations: 3&4

Research paper due May 7

**Final Exam**

# Introduction to Women's Studies

## **Susanne N. Beechey**

Teaching Fellow

Women's Studies Program

The George Washington University

### Contact Information

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### Course Information

*Course Title:* Introduction to Women's Studies

*Type of Course:* Seminar

*Requirements Fulfilled:* Major, Minor; General Education; Other

*Student Population:* Undergraduate

### Biography

Susanne Beechey is a doctoral candidate in Gender and Social Policy at the George Washington University.

**Introduction to Women's Studies (WSTU 120 MV), Fall 2006**  
**Monday/Wednesday 2:30 – 3:45, ACAD 100, Mount Vernon Campus**

<p>Instructor Information:          Susanne Beechey          e-mail: <a href="mailto:sbeechey@gwu.edu">sbeechey@gwu.edu</a>          Mailbox: Women's Studies 837 22<sup>nd</sup> St.          NW</p>	<p>Office Hours:          Wednesdays 12:00-2:00pm &amp; by          appointment          Media and Public Affairs Building, Room          610          Office phone: 994-7998 (messages          unreliable)</p>
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Note: This syllabus is a guide to the course for the students. The instructor may at her discretion change content and requirements during the semester. All changes to the syllabus will be discussed in class and posted on Blackboard.

**Description**

The primary objective of this course is to develop a critical lens through which to understand the social forces that shape us as gendered individuals and construct the world in which we live. While we will often begin our discussion in women's lives, it will soon be clear that this is not a singular perspective. We will analyze key social institutions and systems of power and oppression, with emphasis placed on diverse perspectives related to gender, class, race, age, sexuality, ability and nationality. In addition to introducing you to the growing body of women's studies scholarship, this course will emphasize developing key reading, writing and critical thinking skills.

**Required Texts**

- *Women's Voices, Feminist Visions: Classic and Contemporary Readings*, 3rd Edition.  
 Editors: Susan M. Shaw, Janet Lee
- *Listen Up: Voices from the Next Feminist Generation*, 2nd Edition  
 Editor: Barbara Findlen
- *Defending Our Dreams: Global Feminist Voices for a New Generation*  
 Editors: Shamillah Wilson, Anasuya Sengupta, Kristy Evans
- Additional required texts will be posted on Blackboard
- Additional expense: \$6 student admission to the National Museum for Women in the Arts

**Blackboard**

Blackboard (<http://blackboard.gwu.edu>) will be actively used in this class. See handout for instructions. All adjustments to the syllabus and useful supplemental readings will be posted here. Discussion boards will be created for each course section as a space for you to continue our class discussions. Engaging actively can only benefit you and will count toward your participation grade.

**Grading**

Social Location Paper	15%
Final Paper	15%
Paper Sources Post	5%

Group Project	15%
Participation	15%
Weekly Journal	20%
Take-home Final/ Summary of Themes	15%

## Journals

Keeping a reading response journal encourages personal, active learning. Most people learn more, think more clearly, and retain more when they write about new material. Journals help you focus your thoughts on the texts and topics of the day and thus improve class discussion.

As a primary component of this course you will submit a 2 page (double spaced) journal entry each week by \_\_\_\_\_[class choice]\_\_\_\_\_ via the journal tab in Blackboard in Microsoft Word (\*.doc) or Rich Text Format (\*.rtf). **No late submissions**, however you are welcome to submit your entry earlier in the week as you complete the readings. You have one “free pass” to skip a journal entry for the week without harming your grade. Any other missed entry will reduce your journal grade one full letter grade (i.e. a B becomes a C). There is one extra credit journal you may complete to make up for a missed entry or boost your overall journal grade. You will also submit an additional graded entry after visiting the National Museum of Women in the Arts. Periodically, though not every week, I will comment on your journal entries. Significant improvement in your journals will be reflected in your final grade.

The journal is a place to think on paper and experiment with your writing as you make connections between our class texts and your academic, activist, and intellectual interests. This should **not** be a mere summary of the material, but rather your reflections, opinions, questions and observations. While I expect you to write in a coherently organized manner, you do not need to worry about formal citation of texts (naming the text or author will suffice) nor technical aspects of writing. There is no set formula for journal entries. Your entries should show that you have completed the reading for the week, by reacting to the ideas, not summarizing the material. The best journals make connections – among the readings, between the readings and class, between course materials and current events or personal experiences. There are no correct answers or stands to take in the journal, except that you must be attentive to and accurate about what you have read.

Please save a copy of all your journal entries. At the end of the semester, I will ask you to re-read your entire journal and write a summary reflection piece. Details to follow.

## Papers

Class papers will be assigned by separate handouts posted to Blackboard listing specific requirements and due dates. Students are encouraged to consult with the instructor about assignments. All papers should be typed, double-spaced, one inch margins in a font like this one (12 point times new roman). Pay attention to the page limits! Part of learning to write well is learning to meet page limitations. If you find you have written a longer piece, re-read and edit it. The minimum page length means that number of full pages of text. All papers must be submitted both in hard copy and electronically (\*.doc or \*.rtf format) via Blackboard. The grade of any assignment turned in after the deadline will be reduced one letter grade per day.

Papers will be graded for substantive content, style and command of all the technical aspects of writing, including grammar, punctuation, and organization. Remember, spell checking your paper is only the beginning of a proper editing process. Properly cite your

sources, including all images and text from the internet, using a standard academic citation style such as MLA or APA.

You may wish to consult the Writing Center for assistance:

<http://www.gwu.edu/~gwriter/>.



### **Academic Integrity**

Please familiarize yourself with the Code of Academic Integrity (<http://www.gwu.edu/~ntegrity/code.html>). Plagiarism, inappropriate citations, using others' work as your own (including purchasing or downloading essays), fabrications, falsification, and other forms of academic dishonesty are banned in all courses at The George Washington University. Do not attempt to use the internet as an easy source from which to plagiarize. I take this very seriously, as should you.

### **Disability Services**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. Please contact the Disability Support Services office at 202.994.8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: <http://gwired.gwu.edu/dss/>. Class sessions may be taped only in cases of documented necessity. In such cases the class will be notified.

### **Participation and Attendance**

Everyone's presence and active participation is essential for maintaining a successful educational community. I expect to hear from each of you during a discussion. Quality of participation is important. Those of you who find it easy to speak in class should keep in mind we must give everybody equal opportunity to participate in discussions. Those who are less comfortable speaking in large groups should talk to me as soon as possible to develop strategies for full class participation. Class participation may also be augmented through Blackboard discussion boards, though everyone must also speak up in class.

You cannot participate in class discussion if you are in attendance. You are the best judge of when you are unable to attend class. From time to time we all face illnesses or have obligations outside of the classroom which may preclude attendance. I appreciate the courtesy of letting me know in advance when you will be missing a class, though I do not need to know why. After any absence, you are responsible for making up missed work, requesting handouts and borrowing notes from other students. You may miss up to 2 classes without impacting your grade. I believe this to be a generous policy. Use these days wisely as any additional absences will reduce your participation grade: 3=B, 4=C, 5=D, 6=F. Please be on time! Excessive tardiness will result in a warning followed by a reducing in your grade. If you foresee a conflict meeting these expectations – this includes participation in GW sponsored activities – make an appointment to talk with me right away. No accommodations can be made after the fact. Religiously observant students should notify me of the dates they will be absent from class due to religious observance via the practice Blackboard submission during the first week of class.

### **Individual Conferences**

I value individual consultations about all aspects of the class. I am happy to answer questions via email, and will endeavor to reply within 24 hours. If you are having problems with the reading, assignments, class participation, or any other facet of the

course, please come see me. I am on campus during much of the week, so if my office hours are not convenient, please contact me to arrange a meeting at another time.

### Mid-Semester Check-In

There is no formal midterm for this course, but we will take a moment to check in with each other at mid-semester. I will provide you with feedback about your class participation and journal. You will have a chance to give me anonymous feedback about what is or is not working for you in the class and to offer constructive suggestions.

### Ground Rules

The classroom is a space where we must each “claim our education” and endeavor to learn from each other. Everyone brings a unique set of experiences and knowledge to the conversation. One of the premises of Women’s Studies is that “the personal is political,” thus living and learning are inseparable. The ideas and issues we discuss will often have direct bearing on our day to day lives and personal histories. It is appropriate to share these connections, but all discussion must remain connected to our course readings. In this class you are under no pressure to share personal experiences, and should share only those you are comfortable discussing in a public forum such as this classroom. There is no reward or penalty for holding a particular set of beliefs in this class. It is however important that we be clear about what we believe and why, and that we seek to understand alternative perspectives. We are here to take risks, speak up, ask questions, and try out new ideas, but discussion must always remain respectful.

### Course Schedule

Date	Class Focus (see list below for assigned readings)	Due this Week
9/6	Introductions and Expectations	Practice Journal Submission
9/11	Women’s Studies: Perspectives and Practices	
9/13	Sex, Gender and Social Construction	Journal 1
9/18	Learning Gender in a Diverse Society	
9/20	Systems of Privilege and Inequality	Journal 2
9/25	cont.	
9/27	Intersecting Identities	Journal 3
10/2	Language, Silence and Ideology	<b>Paper 1 due</b>
10/4	Sex(uality), Power and Intimacy	Journal 4
10/9	cont.	
10/11	Inscribing Gender on the Body	Journal 5
10/16	cont.	<b>Group project assigned</b>
10/18	Gender and Health	Journal 6
10/23	Reproductive Rights	
10/25	Family and Marriage	Journal 7
10/30	Resisting Violence Against Women	
11/1	cont.	Journal 8; <b>Group project due</b>
11/6	Women’s Work Inside and Outside the Home	
11/8	cont.	Journal 9
11/13	Law and Human Rights	
11/15	Gender, Criminalization and War	Journal 10; <b>Post paper topic</b>
11/20	Poverty and Welfare	

11/22	No Class	Journal 11
11/27	Gender and Technologies	<b>Post paper sources</b>
11/29	Confronting and Creating Culture	Journal 12
12/4	Confronting and Creating Culture	
12/6	Activism, Change, and Feminist Futures	Journal 13; <b>Final assigned</b>
12/11	Wrap up and Evaluations	<b>Paper due</b>
12/18	Finals	<b>Take-home Final due</b>

### Course Readings

KEY: LU = Listen Up!

WV = Women's Voices, Feminist Visions, number indicates reading # in text

DOD = Defending our Dreams (will be on BB until texts arrive in bookstore)

BB = Black board – please bring a copy of all readings to class.

### Introductions and Expectations

Read in class: WV1 Adrienne Rich, "Claiming an Education"

### Women's Studies: Perspectives and Practices

*Skim Chapter 1 intro*

WV2 Jennifer Baumgardner and Amy Richards, "A Day without Feminism"

WV3 Rosalyn Baxandall and Linda Gordon, "Dear Sisters"

WV4 bell hooks, "Feminist Politics: Where We Stand"

WV5 Rebecca Walker, "We Are Using This Power to Resist"

WV6 Estelle B. Freedman, "The Global Stage and the Politics of Location"

WV7 Deborah L. Rhode, "Denials of Inequality"

WV8 Anna Quindlen, "Still Needing the F Word"

LU Barbara Findlen, "Introduction"

LU JeeYeun Lee, "Beyond Bean Counting"

LU Daisy Hernandez, "Bringing Feminism a la Casa"

LU Sharon Lennon, "What is Mine"

LU Veronica Chambers, "Betrayal Feminism"

LU Taigi Smith, "This Place Called Home"

### Gender, Sex and Social Construction

WV20 Judith Lorber, "The Social Construction of Gender"

WV19 Anne Fausto-Sterling, "Two Sexes Are Not Enough"

WV35 Amy Bloom, "Hermaphrodites with Attitude"

BB Jamison Green, "How Do You Know"

WV24 T. Eve Greenaway, "Trans on Campus"

BB GLAAD, "Transgender Glossary of Terms"

BB Emi Koyama, "Guide to Intersex and Trans Terminologies"

### Learning Gender in a Diverse Society

*Skim Chapter 3 intro*

WV21 Mariah Burton Nelson, "Boys Will Be Boys and Girls Will Not"

WV22 Nellie Wong, "When I Was Growing Up"

WV23 Judy Wajcman, "Virtual Gender"

WV25 R.W. Connell, "Masculinities and Globalization"

LU Curtis Sittenfeld, "Your Life as a Girl"

LU Jennifer Reid Maxcy Myhre, "One Bad Hair Day Too Many"

BB Women's Enews, "Holiday Toys Sell Girls on Primping and Passivity"

### Systems of Privilege and Inequality

*Skim Chapter 2 intro*

WV9 Patricia Hill Collins, "Toward a New Vision"

LU Sonja D. Curry-Johnson, "Weaving an Identity Tapestry"

BB Michael Kimmel, "Toward a Pedagogy of the Oppressor"

WV10 Marilyn Frye, "Oppression"

WV13 Peggy McIntosh, "White Privilege and Male Privilege"

### **Systems of Privilege and Inequality, cont.**

BB Lynn Weber, "Defining Contested Concepts"

WV12 Suzanne Pharr, "Homophobia: A Weapon of Sexism"

WV14 Gloria Yamato, "Something About the Subject Makes It Hard to Name"

WV15 Donna Langston, "Tired of Playing Monopoly?"

WV16 Baba Copper, "Voices: On Becoming Old Women"

WV17 Susan Wendell, "The Social Construction of Disability"

WV18 June Jordan, "Report from the Bahamas"

### **Intersecting Identities**

DOD Salma Maoulidi, "Moving the Personal to the Political"

LU Robin M. Neidorf, "Two Jews, Three Opinions"

LU Bhargavi C. Mandava, "Ghosts and Goddesses"

LU Ellen Neuborne, "Imagine My Surprise"

LU Cheryl Green, "One Resilient Baby"

BB Juan-Alejandro Lamas, "GenderFusion"

BB Imani Henry, "If I Should Die Before I Wake..."

Watch Film: "Toilet Training," by Tara Mateik and the Sylvia Rivera Law Project c.2003

### **Language, Silence and Ideology**

WV pages 69-74

WV11 Lois Keith, "Tomorrow I'm Going to Rewrite the English Language"

BB Audre Lorde, "The Transformation of Silence into Language and Action"

BB Suzan Shown Harjo, "What Do You Want to Be Called?"

BB Laurel Richardson, "Gender Stereotyping in the English Language"

BB Sherryl Kleinman, "Why I'm Not A Lady (And No Woman Is)"

### **Sex(uality), Power and Intimacy**

*Skim Chapter 4 intro*

WV26 Pepper Schwartz and Virginia Rutter, "Sexual Desire and Gender"

WV27 bell Hooks, "Romance: Sweet Love"

BB Anne Koedt, "The Myth of the Vaginal Orgasm"

WV33 Pinar Ilkkaracan, Women, "Sexuality, and Social Change in the Middle East"

LU Sonia Shah, "Tight Jeans and Chania Chorris"

DOD Aziza Ahmed, "Channelling Discourse, Effecting Change: Young Women and Sexual Rights"

WV34 Meenglkshi Gigi Durham, "Girls, Media, and the Negotiation of Sexuality"

### **Sex(uality), Power and Intimacy, cont.**

BB Heterosexual Questionnaire

BB Michael Messner, "Becoming 100 Percent Straight"

WV30 Cherrie Moraga, "La Güera"

WV32 Paula Gunn Allen, "Some Like Indians Endure"

WV28 Marcia Deihl and Robin Ochs, "Biophobia"

LU Laurel Gilbert, "You're Not the Type"

LU Anastasia Higginbotham, "Chicks Goin' At It"

BB June Jordan, "A New Politics of Sexuality"

**Inscribing Gender on the Body***Skim Chapter 5 intro*

- BB Susan Bordo, "Unbearable Weight, Preface"  
 WV36 Joan Jacobs Brumberg, "Breast Buds and the "Training" Bra"  
 WV37 Gloria Steinem, "If Men Could Menstruate"  
 WV39 Rose Weitz, "What We Do for Love"  
 WV41 Meredith McGhan, "Dancing Toward Redemption"  
 WV40 Lisa Miya-Jervis, "Hold That Nose"  
 WV43 Jonathan Watts, "China's Cosmetic Surgery Craze"  
 WV44 Simone Weil Davis, "Designer Vaginas"  
 WV42 Maya Angelou, "Phenomenal Woman"

**Inscribing Gender on the Body, cont.**

- WV38 Lisa R. Rubin et. al., "Body Ethics and Aesthetics Among African American and Latina Women"  
 BB Sirena J. Riley, "The Black Beauty Myth"  
 LU Alisa L. Valdes, "Ruminations of a Feminist Fitness Instructor"  
 LU Abra Fortune Chernik, "The Body Politic"  
 LU Nomy Lamm, "It's a Big Fat Revolution"  
 Watch film: "Killing Us Softly 3: Advertising's Image of Women" with Jean Kilbourne, 2000

**Gender and Health***Skim Chapter 6 intro*

- WV45 David Satcher, "American Women and Health Disparities"  
 WV46 Vivian Dickinson, "The Tolling of the Bell: Women's Health, Women's Rights"  
 WV47 Patti Lou Watkins and Diane Whaley, "Gender Role Stressors and Women's Health"  
 WV48 Seldon McCurrie, "Eyes on the Prize"  
 WV49 Kari Browne, "The Fight Against Fistulas"  
 LU Lisa Tiger, "Woman Who Clears the Way"

**Reproductive Rights**

- WV50 Margaret Sanger, "My Fight for Birth Control"  
 WV51 Jael Silliman, et. al., "Women of Color and Their Struggle for Reproductive Justice"  
 WV52 Eleanor Cooney, "The Way it Was"  
 BB Angela Davis, "Reproductive Rights"  
 BB Marsha Saxton, "Reproductive Rights: A Disability Rights Issue"  
 LU Allison Crews, "And So I Choose"  
 LU Inga Muscio, "Abortion, Vacuum Cleaners and the Power Within"

**Family Systems, Family Lives***Skim Chapter 7 intro*

- WV53 Emma Goldman, "Marriage and Love"  
 WV54 Miranda Kennedy, "Cheaper than a Cow"  
 WV55 Judith Warner, "The Myth of the Perfect Mother"  
 WV56 Charlene Gomes, "Partners as Parents: Challenges Faced by Gays Denied Marriage"  
 WV57 Audre Lorde, "Man Child: A Black Lesbian Feminist Perspective"  
 WV29 Eva Feder Kittay, "Maternal Thinking"  
 DOD Indigo Williams Willing, "From Orphaned China Dolls to Long Distance Daughters:"  
 LU Amy Richards, "Immaculate Conception"  
 BB Jennifer Allyn and David Allyn, "Identity Politics"

**Resisting Violence Against Women***Skim Chapter 10 intro*

WV79 Andrea Smith, "Beyond the Politics of Inclusion"

BB Angela Davis, "The Color of Violence Against Women"

WV80 Alice Leuchtag, "Human Rights: Sex Trafficking and Prostitution"

DOD Sushma Joshi, "You'll know what we are talking about when you grow older"

WV81 Mariana Katzarova, "Letter from Juárez"

WV84 Nancy Nason-Clark, "When Terror Strikes at Home"

WV87 Helen Clarkson, "War Crimes"

**Resisting Violence Against Women, cont.**

WV82 Debra Anne Davis, "Betrayed by the Angel"

WV83 Arnold S. Kahn, "What College Women Do and Do Not Experience as Rape"

LU Whitney Walker, "Why I Fight Back"

LU Emilie Morgan, "Don't Call Me a Survivor"

LU Jennifer DiMarco, "Word Warrior"

WV85 Grace Caroline Bridges, "Lisa's Ritual, Age 10"

**Women's Work Inside and Outside the Home***Skim Chapter 8 intro*

WV61 Charlotte Perkins Gilman, "Women and Economics"

WV62 Sharlene Hesse-Biber and Gregg Lee Carter, "A Brief History of Working Women"

WV63 Michael Kimmel, "A Black Woman Took My Job"

WV65 Evelyn Hu-Dehart, "Globalization and Its Discontents"

WV66 Ella Hawkes, "What Wal-Mart Women Want"

WV67 Martha Burk, "Power Plays: Six Ways the Male Corporate Elite Keeps Women Out"

WV68 Jackie Krasas Rogers and Kevin D. Henson, "Hey, Why Don't You Wear a Shorter Skirt?"

**Women's Work Inside and Outside the Home, cont.**

WV64 Barbara Ehrenreich, "Maid to Order: The Politics of Other Women's Work"

WV69 Kimberly Klinger, "Prostitution, Humanism and a Woman's Choice"

BB Hattie Gossett, "the cleaning woman/labor relations #4"

BB Ai-jen Poo and Eric Tang, "Domestic Workers Organize in the Global City"

**Law and Human Rights***Skim Chapter 11 intro*

WV88 Susan B. Anthony, "Constitutional Argument"

BB M. Margaret Conway, et. al., "Women and Family Law: Marriage and Divorce"

BB Anna Kirkland, "When Transgendered People Sue and Win"

WV89 Jessica Neuwirth, "Unequal: A Global Perspective on Women Under the Law"

DOD Zakia Afrin and Amy Schwartz, "A Human Rights Instrument that Works for Women"

DOD Alison Symington, "From Tragedy and Injustice to Rights and Empowerment"

**Gender, Criminalization and War**

WV91 Robin Templeton, "She Who Believes in Freedom"

BB Angela Davis, "Masked Racism"

WV93 Cynthia Cockburn, "The Postwar Moment: Lessons from Bosnia-Herzegovina"

BB Charlotte Bunch, "Whose Security?"

**Poverty and Welfare**

WV90 Sharon Hays, "Flat Broke with Children"

BB Gwendolyn Mink, "Violating Women: Rights Abuses in the Welfare Police State"

LU Maria Christina Rangel, "Knowledge is Power"

**Gender and Technologies**

DOD Ann Elisabeth S. Samson, "Seeking Techno-Justice"

DOD Haidee Swanby with Shamillah Wilson, "Smokescreen or Solution?"

DOD Kristy Evans, "Cyber Girls: Hello ... are you out there?"

**Women Confronting and Creating Culture**

*Skim Chapter 9 intro*

WV70 Virginia Woolf, "Thinking about Shakespeare's Sister"

WV71 Audre Lorde, "Poetry Is Not a Luxury"

WV72 Gloria Anzaldúa, "The Path of the Red and Black Ink"

*Discuss visit to National Museum of Women in the Arts*

**Women Confronting and Creating Culture**

WV73 Susan J. Douglas and Catherine Orenstein, "Pop Culture is Us: Two Essays on a Theme"

WV74 Jennifer L. Pozner and Jessica Seigel, "Desperately Debating *Housewives*"

WV75 Joan Morgan, From "Fly-Girls to Bitches and Hos"

WV76 Shereen Abdel-Nabi, et. al., "Pop Goes the Arab World"

WV77 Jennifer Bleyer, "Cut and Paste Revolution: Notes from the Girl Zine Explosion"

WV78 Alison Pollet and Page Hurwitz, "Strip Till You Drop"

**Activism, Change, and Feminist Futures**

*Skim Chapter 13 intro*

WV103 Lisa Marie Hogeland, "Fear of Feminism: Why Young Women Get the Willies"

WV104 Michael Kimmel, "Real Men Join the Movement"

WV105 Dazón Dixon Diallo, "Reflections of a Human Rights Educator"

WV106 Suzanne Pharr, "Taking the High Road"

WV107 Ruth Rosen, "Epilogue: Beyond Backlash"

WV108 Jenny Joseph, "Warning"

WV109 Jennifer Baumgardner and Amy Richards, "A Day with Feminism"

LU Sarah McCarry, "Selling Out"

DOD Shamillah Wilson, "Feminist Leadership for Feminist Futures"



# Introduction to Women's Studies

## Risa C. Whitson

Assistant Professor

Departments of Geography and Women's Studies

Ohio University

### Contact Information

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### Course Information

*Course Title:* Introduction to Women's Studies

*Type of Course:* Seminar

*Requirements Fulfilled:* Minor, Major, General Education, Other

*Student Population:* First Year, Sophomore

### Biography

I received my Ph.D. in Geography with a minor in Women's Studies from Penn State University in 2004 and am currently working at Ohio University with a joint position in Geography and Women's Studies. My areas of interest include gender and development, global feminisms and gender and work, and I teach courses in these areas as well as Introduction to Women's Studies, Social Geographies, and Introduction to Human Geography. My research is primarily focused on gender and informal work in Latin America, and I am currently conducting a project on informal garbage recyclers in Argentina.

## Introduction to Women's Studies

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### COURSE OBJECTIVES

Introduction to Women's Studies is an exciting course which offers you the opportunity to learn about and examine women's experiences and the ways that sex and gender are important in organizing the social, cultural, and political worlds. As an introductory course, this class will survey a number of key issues, questions, and debates in the field of women's studies. In the first section of the class, we will consider the fundamental ideas central to women's studies and feminism, including the difference between sex and gender, what it means to be a woman and a man, the patriarchal structure associated with privilege and oppression, and differences not only between men and women, but also among women themselves. In the second part of the course, we will focus on the experience of women by looking at how women have experienced and understood their bodies, women's health, reproductive issues, and violence against women. We will connect these issues to larger social structures in the third portion of the class as we consider work, the family, the media and social activism. Because there is much to cover in this course and the academic quarter is short, we will focus the majority of our attention on the experience of women in the United States.

Unlike many other courses which you will take as a university student, this course stresses participation and interaction and as a result we will spend the majority of course time in discussion. Because of the personal nature of the material covered in this class, it will inevitably expose many strong emotions and opinions. Please remember that this can be exciting as long as the material is approached in the proper spirit. You will quickly notice that all feminist thinkers do not agree amongst themselves, and undoubtedly as a class we will not either. However, while you will not all be expected to be "feminist" or to think alike, respect for one another as well as willingness to deal with controversial or uncomfortable issues is essential to the success of this class.

### READINGS

Required readings can be found on the course Blackboard website. The readings for each week are listed in the course schedule and it is your responsibility to access and read these readings prior to the class in which they will be discussed.

In addition to the readings on the Blackboard website, students are required to read the following texts:

Brumberg, Joan Jacobs. 1997. *The Body Project: An Intimate History of American Girls*. New York: Random House.

Gilman, Charlotte Perkins. *Herland*. (Any edition).

These texts are available for purchase at the Little Professor Bookstore.

## **CLASS PARTICIPATION**

The purpose of our classroom work is to help you understand the readings well enough to engage with them critically, to improve your ability to speak articulately and concisely in public settings, and to work collaboratively toward a clearer and deeper understanding of how gender works in our society. Students are expected to attend all class sessions and participate in all class activities and discussions. Because of the nature of the material covered in this class, the course will be run in a seminar-style format, which means that active, thoughtful participation from the class is vital. While in a lecture-style class missing class or not completing the assigned readings may only affect you personally, in this class your preparation and participation will affect the experience of everyone in the class, so it is crucial that all students come prepared to class and participate as actively as possible. The grade for class participation will be based on evidence that you have done the readings ahead of time, level of preparation for and participation in the class discussion, consistency of effort, and willingness to work collaboratively in groups. While good attendance always improves participation scores (as you cannot participate if you do not attend) this is not only a grade for attendance: you must actively contribute to class discussion and activities. Please bear in mind that some of the issues we will examine may be controversial or cause emotional responses. For this reason, it is crucial that we be kind and respectful toward everyone's different experiences and viewpoints. I expect you to listen as carefully as you speak; any type of discourtesy or rudeness toward other students during class discussion will not be tolerated and will be reflected in your participation grade.

## **QUIZZES**

Five quizzes will be given during this class. The dates for these quizzes are shown at the end of the syllabus. The quizzes will be short answer in format and will cover readings as well as material discussed in class. These quizzes will both test your knowledge of the concepts as they have been discussed in the class and your ability to apply this knowledge and synthesize the material. Five quizzes will be given throughout the quarter, and the grade of the lowest quiz will be dropped. Anyone missing a quiz without a medical or documented excuse will receive a score of zero. If you do not have a legitimate excuse for missing a quiz, no makeup quiz will be given. If you do have a legitimate excuse, you must arrange for a makeup quiz immediately. There is no cumulative final exam.

## **RESPONSE JOURNAL**

This assignment gives you an opportunity to reflect on the readings and class discussions throughout the course of the quarter and to consider how these issues relate to other your everyday activities, other material you are learning, or to events that are occurring in the world more generally. This assignment is therefore intended to help you focus your thoughts, come to class ready to participate, and think about the class material in new and different ways.

Completing this journal will also provide you with an archive to use in preparing for other class assignments and quizzes.

The journal will consist of a bound notebook in which you will be expected to prepare one entry of approximately one to two paragraphs in length for each class meeting. I expect each entry to be carefully thought out and directly related to that day's readings and/or class material. Your responses will be given a "1" if they are complete and a "2" if they are above average in terms of thought, analysis, reflection, etc. You must be ready to hand your journal in on any day which I ask for it – late responses will not be accepted and you will not have an opportunity to make up points lost by not having your journal on the day it is requested. An "up to date" journal will have an entry for each class prior to the date that the journal is collected. For example, if I collect your journal on a Thursday, you need to have an entry for all classes up to the previous Tuesday. The journal entries may be either hand-written (legibly!) or typed.

### **ORAL HISTORY PAPER**

This is an individual writing assignment in which you will interview a woman who is at least twenty years older than yourself about their life experiences and how women's role in society has changed. You should may focus your interview around a single topic or a small group of topics, such as the role of women in the family, women and education, paid work experiences, body image (as in *The Body Project*), leisure activities, women's health, reproductive choices, sexual norms, or any other topic that is of interest to you. Your interview should take place in person or over the phone rather than via email, and you may interview a family member. You will need to prepare interview questions in advance and should plan for the interview to take a minimum of 30 minutes. While your interview questions will provide a starting point and structure for the interview, the interview should ideally be open-ended, you should ask follow-up questions when appropriate, and you should let the experiences and perceptions of your interviewee guide the interview itself. After doing the interview, you will write a 4 to 5 page paper which discusses the experiences of your interviewee and places them in the context of the readings that we have done in class. It is important, therefore, that you incorporate course readings and materials into your essay to help analyze and understand the experiences of your interviewee. Along with your essay, you will also turn in your original list of interview questions, and your hand-written interview notes. This purpose of this assignment is to learn more about how the women's movement has changed the everyday life of women and to consider how the expectations of and situation of women change historically over time rather than being "natural" or fixed.

### **GENDER IN THE MEDIA PROJECT**

This group project will require that you read two magazines: one which is aimed primarily at female readers, and one which is directed toward male readers. The group will be responsible for selecting which two magazines to read, and all members of the group will read the same two issues of this magazine. The group will then identify an issue of focus around which to compare the two magazines. This could be something like: how to attract the opposite sex; what it means to be a "real" man or woman; the way in which activities such as grooming, work, sex, or relationships are portrayed; the focus

of advertising images; or another topic of your choice. The group will then present this information to the class in the form of a poster, using text and images from the magazines themselves. The group will also turn in a 2 to 3 page critical reflection paper which summarizes your findings. The purpose of this assignment is for you to explore the way in which print media reinforces or undermines gender stereotypes, helps people learn to “do” gender, and differentially constructs femininity and masculinity.

## FEMINIST ACTIVISM PROJECT

This group project will require that students, working in groups, explore feminist activism in depth throughout the course of the quarter. As a group, you will select an organization, preferably one that works locally, which has a feminist mission or in another way focuses on improving women’s lives. Your goal in this project will be to understand all aspects of the operation of this organization, including the social context which gave rise to the organization, the objectives that they are working to achieve, what population they serve, how they are funded and staffed, and challenges that they face. As a group, you will write a paper which summarizes this information and connects it to material discussed in this course, and you will present this information to your peer through an in-class presentation. The goal of this project is for you to become familiar with the ways that people are practicing feminist activism and to understand this in a larger social context.

## GRADING

Your final grade will be calculated based on the following components:

Quizzes (4 X 10%)	40%
Class participation	10%
Journals	15%
Oral History Paper	12%
Gender and Media Project	8%
Feminist Activism Project	15%

Your final grade will be based on the following scale:

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	59% or below

## POLICIES

Deadlines: Assignments will be due the dates noted. The only exceptions to this policy will be serious illness or emergencies.

Academic dishonesty: Academic dishonesty includes plagiarism (submitting someone else’s work as you own), cheating, and fabrication of information and citations. It will result in a grade of “F” for this course as well as disciplinary action by the university.

Attendance: Students are responsible for all information given during class time, such as changes to the syllabus. Students who miss class are responsible for the material covered during relevant class periods. Students are also responsible for acquiring all class hand-outs in a timely manner.

Special Consideration: Any student requiring special consideration because of any type of learning disability must inform me as soon as possible, preferably within the first week of the course. Documentation of the special need will be required. Accommodations cannot be made retroactively; to protect your legal rights, you need to act before any quizzes or other course requirements are due.

WEEK	DATE	TENTATIVE LECTURE TOPIC	IMPORTANT DATES
1	September 5	Intro to course: What is Women's Studies?	
	September 7		
2	September 12	Learning sex and gender	
	September 14		
3	September 19	Privilege and oppression	9/19 – Quiz 1
	September 21	Sisterhood? Questions of race, class, etc.	
4	September 26	Gender and the media	9/28 – Media project due in class
	September 28		
5	October 3	Controlling our bodies	10/3 – Quiz 2
	October 5		
6	October 10	Eating, control, and body image	
	October 12	Women's sexuality	
7	October 17	Reproductive rights and concerns	10/17 – Quiz 3
	October 19	Violence against Women	
8	October 24	Women's health	10/26 – Oral History Paper due in class
	October 26	Women and the family	
9	October 31	Women and work	10/31 – Quiz 4
	November 2		
10	November 7	Feminist Utopias	
	November 9		
11	November 14	Feminist activism	11/14 – Activism Project due in class
Final Exam	Thursday November 16 2:30 p.m.	Final quiz	11/16 – Quiz 5

**READINGS****September 5: Intro to course: What is women's studies?**

*First day of class, no readings!*

**September 7: What is women's studies?**

Baumgardner, Jennifer, and Amy Richards. 2004. "A Day Without Feminism." Pp. 30-33 in *Women's Voices, Feminist Visions: Classic and Contemporary Readings* edited by Susan M. Shaw and Janet Lee. Boston: McGraw Hill.

National Women's Studies Association (NWSA). 2004. "Constitution: Preamble and Statement of Purpose." Pp. 47-48 in *Issues in Feminism* (3<sup>rd</sup> Edition) edited by Sheila Ruth. Mountain View, CA: Mayfield Publishing Company.

Raphael, Bette-Jane. 1995. "The Myth of the Male Orgasm." Pp. 22-23 in *Issues in Feminism* (3<sup>rd</sup> Edition) edited by Sheila Ruth. Mountain View, CA: Mayfield Publishing Company.

Gould, Lois. 2004. "X: A Fabulous Child's Story." Pp. 127-129 in *Women's Voices, Feminist Visions: Classic and Contemporary Readings* edited by Susan M. Shaw and Janet Lee. Boston: McGraw Hill.

**September 12: Learning sex and gender**

Zuk, Marlene. 2005. "Animal Models and Gender." Pp. 7-15 in *Gender in Cross-Cultural Perspective* (4<sup>th</sup> Edition) edited by Caroline B. Brettell and Carolyn F. Sargent. Upper Saddle River, NJ: Pearson Prentice Hall.

Lorber, Judith. 2004. "The Social Construction of Gender." Pp. 129-132 in *Women's Voices, Feminist Visions: Classic and Contemporary Readings* edited by Susan M. Shaw and Janet Lee. Boston: McGraw Hill.

Angier, Natalie. 2004. "Spiking the Punch: In Defense of Female Aggression." Pp. 138-142 in *Women's Voices, Feminist Visions: Classic and Contemporary Readings* edited by Susan M. Shaw and Janet Lee. Boston: McGraw Hill.

**September 14: Learning sex and gender**

Feinberg, Leslie. 2004. "To Be or Not to Be." Pp. 147-151 in *Women's Voices, Feminist Visions: Classic and Contemporary Readings* edited by Susan M. Shaw and Janet Lee. Boston: McGraw Hill.

Fausto-Sterling, Anne. 1998. "The Five Sexes: Why Male and Female Are Not Enough." Pp. 42-47 in *Women's Lives: Multicultural Perspectives* edited by Gwen Kirk and Margo Okazawa-Rey. Mountain View, CA: Mayfield Publishing Company.

**September 19: Privilege and oppression**



Kimmel, Michael S. and Michael A. Messner. 1995. "Men As 'Gendered Beings'." Pp. 63-65 in *Issues in Feminism* (3<sup>rd</sup> Edition) edited by Sheila Ruth. Mountain View, CA: Mayfield Publishing Company.

McIntosh, Peggy. 2004. "White Privilege and Male Privilege" Pp. 86-93 in *Women's Voices, Feminist Visions: Classic and Contemporary Readings* edited by Susan M. Shaw and Janet Lee. Boston: McGraw Hill.

Frye, Marilyn. 2004. "Oppression." Pp. 6-8 in *Feminist Frontiers* (6<sup>th</sup> Edition) edited by Laurel Richardson, Verta Taylor, and Nancy Whittier. Boston: McGraw Hill.

### **September 21: Sisterhood? Questions of race, class, ethnicity, etc.**

Truth, Sojourner. 1995. "Ain't I a woman?" Pp. 489-490 in *Issues in Feminism* (3<sup>rd</sup> Edition) edited by Sheila Ruth. Mountain View, CA: Mayfield Publishing Company.

hooks, bell. 2000. "Race and Gender." Pp. 55-60 in *Feminism is for Everybody: Passionate Politics*. Cambridge, MA: South End Press.

Bettie, Julie. 2003. "How Working Class Chicas Get Working Class Lives." Pp. 447-464 in *Gender through the Prism of Difference* edited by Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael A. Messner. New York: Oxford University Press.

### **September 26: Gender and the media**

Higginbotham, Anastasia. 2003. "Teen Mags: How to Get a Guy, Drop 20 Pounds, and Lose Your Self-Esteem." Pp. 96-99 in *Women: Images and Realities: A Multicultural Anthology* (3<sup>rd</sup> Edition) edited by Amy Kesselman, Lily D. McNair and Nancy Schniedewind. Boston: McGraw Hill.

Messner, Michael A. and Jeffrey Montez de Oca. 2005. "The Male Consumer as Loser: Beer and Liquor Ads in Mega Sports Media Events." *Signs: Journal of Women in Culture and Society* 30:1879-1909 (selection).

Dominus, Susan. 2006. "A Girly-Girl Joins the 'Sesame' Boys." *New York Times*. August 6, 2006.

Lamb, Sharon and Lyn Mikel Brown. 2006. "How to Get to Stereotype Street." *Boston Globe*. August 10, 2006.

### **September 28: Gender and the media**

No new readings

### **October 3: Controlling our bodies**

Brumberg, Joan Jacobs. 1997. "The Body Project: An Intimate History of American Girls." New York: Random House. Chapters 1-3.

### **October 5: Controlling our bodies**

Brumberg, Joan Jacobs. 1997. "The Body Project: An Intimate History of American Girls." New York: Random House. Chapters 4-6.

### **October 10: Eating, control, and body image**

Chernik, Abra Fortune. 1998. "The Body Politic." Pp. 18-22 in *Women's Lives: Multicultural Perspectives* edited by Gwen Kirk and Margo Okazawa-Rey. Mountain View, CA: Mayfield Publishing Company.

Thompson, Becky Wangsgaard. 2004. "'A Way Outa No Way': Eating Problems Among African-American, Latina, and White Women." Pp. 222-227 in *Women's Voices, Feminist Visions: Classic and Contemporary Readings* edited by Susan M. Shaw and Janet Lee. Boston: McGraw Hill. (or Pp. 353-361 in *Feminist Frontiers*).

Delgado, Linda. 2003. "Arroz con Pollo vs. Slim-Fast." Pp. 141-143 in *Women: Images and Realities: A Multicultural Anthology* (3<sup>rd</sup> Edition) edited by Amy Kesselman, Lily D. McNair and Nancy Schniedewind. Boston: McGraw Hill.

### **October 12: Women's sexuality**

Messner, Michael. "Becoming 100% Straight." Pp. 327-331 in *Feminist Frontiers* (6<sup>th</sup> Edition) edited by Laurel Richardson, Verta Taylor, and Nancy Whittier. Boston: McGraw Hill.

Vance, Carole S. 2002. "Social Construction Theory: Problems in the History of Sexuality." Pp. 28-31 in *An Introduction to Women's Studies: Gender in a Transnational World* edited by Inderpal Grewal and Caren Kaplan. Boston: McGraw Hill.

Blackwood, Evelyn. 2005. "Women's Intimate Friendships and Other Affairs: An Ethnographic Overview." Pp. 268-278 in *Gender in Cross Cultural Perspective (Fourth Edition)* edited by Caroline B. Brettell and Carolyn F. Sargent. Upper Saddle River, NJ: Pearson/Prentice Hall.

Cisneros, Sandra. 2007 (1996). "Guadalupe the Sex Goddess." Pp. 175-177 in *Women's Lives: Multicultural Perspectives* edited by Gwyn Kirk and Margo Okazawa-Rey. Boston: McGraw Hill.

McGhan, Meredith. 2004. "Dancing Toward Redemption." Pp. 232-236 in *Women's Voices, Feminist Visions: Classic and Contemporary Readings* edited by Susan M. Shaw and Janet Lee. Boston: McGraw Hill.

### **October 17: Reproductive rights and concerns**

- Davis, Susan. 2002. "Contested Terrain: The Historical Struggle for Fertility Control." Pp. 106-110 in *An Introduction to Women's Studies: Gender in a Transnational World* edited by Inderpal Grewal and Caren Kaplan. Boston: McGraw Hill.
- Davis, Angela. 2002. "Reproductive Rights." Pp. 110-113 in *An Introduction to Women's Studies: Gender in a Transnational World* edited by Inderpal Grewal and Caren Kaplan. Boston: McGraw Hill.
- National Latina Health Organization. 2002. "Norplant Information Sheet." Pp. 149-151 in *An Introduction to Women's Studies: Gender in a Transnational World* edited by Inderpal Grewal and Caren Kaplan. Boston: McGraw Hill.
- Connecticut State Legislature. 2003. "Testimony of William Bell (on Raised Bill #5447)." Pp. 343-345 in *Women: Images and Realities: A Multicultural Anthology* (3<sup>rd</sup> Edition) edited by Amy Kesselman, Lily D. McNair and Nancy Schniedewind. Boston: McGraw Hill.

### **October 19: Violence against women**

- Boswell, A. Ayres and Joan Z. Spade. "Fraternities and Collegiate Rape Culture: Why are Some Fraternities More Dangerous Places for Women?" Pp. 444-448 in *Women's Voices, Feminist Visions: Classic and Contemporary Readings* edited by Susan M. Shaw and Janet Lee. Boston: McGraw Hill.
- Stoltenberg, John. 2007 (1998). "'I Am Not a Rapist!': Why College Guys are Confronting Sexual Violence." Pp. 267-273 in *Women's Lives: Multicultural Perspectives* edited by Gwyn Kirk and Margo Okazawa-Rey. Boston: McGraw Hill.
- Martin, Dell. 2004. "Letter from a Battered Wife." Pp. 449-451 in *Women's Voices, Feminist Visions: Classic and Contemporary Readings* edited by Susan M. Shaw and Janet Lee. Boston: McGraw Hill.
- Unknown. 1995. "The Rape of Mr. Smith." Pp. 296-297 in *Issues in Feminism* (3<sup>rd</sup> Edition) edited by Sheila Ruth. Mountain View, CA: Mayfield Publishing Company.
- Women in Action. 2004. "Violence Against Women: An Issue of Human Rights." Pp. 440-441 in *Women's Voices, Feminist Visions: Classic and Contemporary Readings* edited by Susan M. Shaw and Janet Lee. Boston: McGraw Hill.

### **October 24: Women's health**

- Harvard Women's Health Watch. 2004. "How Far We've Come." Pp. 260-265 in *Women's Voices, Feminist Visions: Classic and Contemporary Readings* edited by Susan M. Shaw and Janet Lee. Boston: McGraw Hill.
- Rothman, Barbara Katz and Mary Beth Caschetta. 1995. "Treating Health: Women and Medicine." Pp. 65-78 in *Women: A Feminist Perspective* edited by Jo Freeman. Mountain View, CA: Mayfield Publishing Co.

Hammonds, Evelyn. 2003. "Missing Persons: African American Women, AIDS, and the History of Disease." Pp. 323-327 in *Women: Images and Realities: A Multicultural Anthology* (3<sup>rd</sup> Edition) edited by Amy Kesselman, Lily D. McNair and Nancy Schniedewind. Boston: McGraw Hill.

### **October 26: Women and the family**

Lehrer, Susan. 2003. "Family and Women's Lives." Pp. 251-256 in *Women: Images and Realities: A Multicultural Anthology* edited by Amy Kesselman, Lily D. McNair and Nancy Schniedewind. Boston: McGraw Hill.

Kimmel, Michael. 2004. "The 'Constructed Problems' of Contemporary Family Life." Pp. 301-308 in *Women's Voices, Feminist Visions: Classic and Contemporary Readings* edited by Susan M. Shaw and Janet Lee. Boston: McGraw Hill.

Jordan, June. 2003. "'Don't You Talk About My Mama!'" Pp. 267-271 in *Women: Images and Realities: A Multicultural Anthology* edited by Amy Kesselman, Lily D. McNair and Nancy Schniedewind. Boston: McGraw Hill.

### **October 31 and November 2: Women and Work**

Stone, Pamela and Meg Lovejoy. 2006. "Fast-Track Women and the 'Choice' to Stay Home." Pp. 142-156 in *Workplace/Women's Place: An Anthology* edited by Paula J. Dubeck and Dana Dunn. Los Angeles, CA: Roxbury.

Larson, Christine. 2006. "The Penny Pinch." Pp. 77-82 in *Workplace/Women's Place: An Anthology* edited by Paula J. Dubeck and Dana Dunn. Los Angeles, CA: Roxbury.

Crittenden, Ann. 2007 (2001). "The Mommy Tax." Pp. 366-376 in *Women's Lives: Multicultural Perspectives* edited by Gwyn Kirk and Margo Okazawa-Rey. Boston: McGraw Hill.

Hondagneu-Sotelo, Pierrette. 2002. "Blowups and Other Unhappy Endings." Pp. 55-69 in *Global Woman: Nannies, Maids, and Sex Workers in the New Economy* edited by Barbara Ehrenreich and Arlie Russell Hochschild. New York: Henry Holt and Company.

### **November 7 and 9: Feminist Utopias**

Gilman, Charlotte Perkins. *Herland*. (Any edition is fine).

### **November 10: Feminist Activism**

Neuborne, Ellen. 2001. "Imagine My Surprise." Pp. 273-277 in *Our Own Words: Writings from Women's Lives*, edited by Mary Crawford and Rhoda Unger. Boston: McGraw Hill.

Kimmel, Michael. 2004. "What Are Little Boys Made Of?" Pp. 166-169 in *Feminist Frontiers* (6<sup>th</sup> Edition) edited by Laurel Richardson, Verta Taylor, and Nancy Whittier. Boston: McGraw Hill.

Baumgardner, Jennifer and Amy Richards. 2000. "What is Activism?" Pp. 267-314 in *Manifesta: Young Women, Feminism, and the Future*. New York: Farrar, Straus, and Giroux.

# Women: Images and Ideas

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### Contact Information

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*City, State, Zip Code:* Atlanta, GA 30322

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### Course Information

*Course Title:* Women: Images and Ideas

*Type of Course:* Seminar

*Requirements Fulfilled:* Minor, Major

*Student Population:* First Year

### Biography

Angela LaGrotteria is currently a Ph.D. candidate in Women's Studies at Emory University. Her research interests include women's writing, feminist theory, and literary theory. Before coming to Emory, she earned her M.A. in Women's Studies at San Diego State University, where she taught "Women: Images and Ideas" for one year. She tailored this course to be an introduction to feminist theory, with an emphasis on women's literature. She found her first year of teaching to be immensely rewarding.

### Comments

Teaching an introductory women's studies course as a graduate student was an invaluable experience. It was exciting and rewarding to introduce students to subject matter with which many were unfamiliar, yet about which many were eager to learn. I aimed to devise a syllabus that would offer an overview of feminist theory; of course, this is no small task, since I hoped to cover material from 1792 through the present. I struggled with the course's organization and decided to frame it using the waves of feminism as a guide. While this chronological timeline may have its problems, I found that it helped students contextualize this brand-new material. Many were able to link writings and/or theories produced in, for example, the 1900s, to their current positionalities and/or situations. The course was heavily discussion-based. I guided class discussion around questions that I prepared, but oftentimes students would raise their own questions and lively discussion would follow. Audio-visual aids (i.e. films, songs, pertinent contemporary media such as magazines, etc.) enabled students to conceptualize the written material. Students were required to do informal free-writes in class, write three formal reading responses, take a midterm, and write a final paper. I focused on improving their reading, writing, and comprehension skills, since many, but not all, were first year undergraduates. In retrospect, I see ways to improve the course. For example, I might replace a writing assignment with an art project to allow different forms of creativity. Overall, I feel that the class was a success!

Women's Studies 102  
Women: Images and Ideas  
Spring 2006

Instructor: Angie LaGrotteria  
Office: AH 3148  
Office Hours: Wednesday 10-11am and by appointment  
Section 1 #37192: MWF 9-9:50am in AH 2127  
Email: [lagrotte@rohan.sdsu.edu](mailto:lagrotte@rohan.sdsu.edu)  
Office Phone: 619-594-7236

### Course Description

WMNST 102 is the humanities-based introductory course to Women's Studies. We will consider women's issues and feminisms by reading feminist theory and women's writing and by observing images of and by women (i.e. viewing films, photographs, artwork). Since this is an interdisciplinary class, we will incorporate aspects of philosophy, art, psychology, literature, history, etc. from 1792 until the present. We will analyze women's differing situations, positions, and representations across races, ethnicities, classes, ages, nationalities, physical abilities, and others.

### Course Objectives

To be critical and creative thinkers, readers, and writers  
To improve reading and writing skills  
To consider and analyze images and ideas of, by, and about women  
To be familiar with the contributions that women, women's studies, and feminist movements have made and continue to make in our lives  
To recognize why these contributions were and are so important  
To be aware of different forms of feminist activism

### Required Texts

The Guerrilla Girls. *Bitches, Bimbos, and Ballbreakers: The Guerrilla Girls' Illustrated Guide to Female Stereotypes*. New York: Penguin Books, 2003. **(BBB)**

Kolmar, Wendy and Frances Bartkowski, eds. *Feminist Theory: A Reader*. 2<sup>nd</sup> ed. New York: McGraw-Hill, 2005. **(FT)**

LaGrotteria, Angie, ed. *Women's Studies 102 Reader*. (Only at KB Books). **(CR)**

### Class Policies

**ARRIVE ON TIME AND STAY UNTIL THE END OF CLASS.**

**ALL CELL PHONES TURNED OFF.** This also means **NO** text-messaging during class. If you must have your cell phone on for good reason (i.e. if you have children who might need to reach you), please let me know about this during the first week of the semester.

Officially, a three-unit course entails six hours of work a week outside of class. **Expect to read about 45 pages a week.** Some weeks this might be a little less or a little more.

Students are responsible for ALL readings, assignments, and announcements made in class. If you must miss a class, you need to consult with a fellow student.

**Plagiarism will not be tolerated!** Do not copy someone else's work or ideas without giving her/him credit, and do not summarize someone else's ideas without giving her/him credit. Be very careful when researching on the Internet. Always consider the source of the material, and make sure to explicitly cite the website from which you gathered the information. Penalties for plagiarism range from an "F" grade to expulsion from the university. If you have questions about what might be considered plagiarism, please ask. See the SDSU General Catalogue for more information at this website:

<http://coursecat.sdsu.edu/catalog/up.pdf> or SDSU's High Tech Center website: [www.sa.sdsu.edu/htc/Plagiarism.pdf](http://www.sa.sdsu.edu/htc/Plagiarism.pdf)

**No late work accepted.** Reading responses and the final paper will not be accepted after the due date, unless there is a proven emergency. There will be no make-up exam for the mid-term unless there is a proven emergency. NO make-ups will be given for pop quizzes.

If you have a physical or learning disability that may make this class challenging or which will require special accommodations, please contact Disabled Student Services (Student Services West 1661; 619-594-6473). Please come to my office hour to discuss how your learning environment might be improved.

This syllabus is subject to minor changes and revisions with advanced notice.

Most importantly, this class may make you feel uncomfortable at times due to the content of the readings, films, discussions, etc. The important thing to remember is that you do not have to agree with everything we read, watch, discuss, etc. However, I do ask that you all consider it with an open mind. I expect that your comments, reading responses, and overall participation in this class demonstrate that you have carefully considered these concepts – whether you agree with them or not – and do not simply react to them. I expect you all to respect each other and me. **Crude, inappropriate, and/or offensive remarks will not be tolerated.**

That said, this class doesn't have to be all seriousness and no fun. Let your individual personalities and creativity come through!

**Thinking about a Major or Minor in Women's Studies?** The program offers exciting courses, is committed to women's issues and social justice, and is adaptable to your



interests and concerns. *Women's Studies is **not** impacted!* For more information contact:  
**Dr. Doreen Mattingly, 594-8033, mattingl@mail.sdsu.edu**

### Class Requirements

#### Attendance and Participation – 10%

I will take attendance each class. You may miss 3 classes before your grade is penalized. After that, I will deduct 1% from your final grade for each class session missed. Please talk with me if you have a documented illness or emergency. I realize that some students are shy and would rather not speak much in class, but I ask that you try. Classes are much more interesting and we all learn more when we all contribute.

#### Pop Quizzes on the Readings – 15%

There will be 5 quizzes throughout the semester, each worth 3 points. These will be unannounced. You will be required to demonstrate that you have read the material for that day and have considered its main points. If you are absent on the day of a pop quiz, you will get a zero for that quiz grade.

#### Reading Responses – 30%

There will be 3 reading responses throughout the semester, each one worth 10% of your final grade. We will discuss these in advance of them being due, and I will provide handouts detailing what the response should detail. For RR#2 or #3, you will be required to give a short presentation which will be included in your RR#2 or #3 grade.

#### Midterm – 20%

We will have an in-class midterm that may include definitions, short answer, fill-in-the-blank, and a short essay question. We will have a review session the class period before the midterm.

#### Final Paper – 25%

This paper will be due at the end of the semester. There will not be a final. I will provide details further into the semester. We will spend a class session going over paper topics, ideas, helpful hints, etc.

#### Extra Credit – up to 5%

I will provide a handout listing extra credit opportunities.

### Grading Scale

Total Possible Points: 100

A	95-100	B-	80-82	D+	67-69
A-	90-94	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	59 and below

## Course Calendar

### Date                      Readings and Assignments

#### Week 1: Introduction to WMNST 102

Wed, Jan. 18                      Introduction to class, syllabus, and classmates

Fri, Jan. 20                      Handout: "Why Women's Studies?"  
CR: "A Day without Feminism"  
FT: "Reading Feminist Theory" 2-6

#### Week 2: What is Women's Studies? What is Feminist Theory?

Mon, Jan. 23                      *Feminism or Feminisms?*  
FT: "Feminism" 7-10  
FT: "Womanist" 11

Wed, Jan. 25                      FT: "Not by Degrees: Feminist Theory and Education" 12-15  
CR: "Feminist Politics: Where We Stand"  
FT: "The Woman-Identified Woman" 239-242

Fri, Jan. 27                      FT: "Lexicon of the Debates" 42-60

#### Week 3: What is Feminist Theory? cont.

Mon, Jan. 30                      FT: "Lexicon of the Debates" 42-60 (continue discussion)

Wed, Feb. 1                      *Forms of Feminisms*  
FT: "Theory as Liberatory Practice" 36-41  
FT: "Chicana Feminism" 302-305  
FT: "Mothers of Our Nations: Indigenous Women Address the World" 525-528

Fri, Feb. 3                      FT: "Asian Pacific American Women and Feminism" 365-368  
FT: "Conclusion: Women's Liberation in Muslim Countries" 268-272  
FT: "Integrating Disability, Transforming Feminist Theory" 575-585

#### Week 4: Images and Ideas of the First Wave of Feminism

- Mon, Feb. 6            *Some Beginnings of Feminisms*  
 FT: "1792-1920: Introduction" 62-63  
 FT: "The Changing Woman" 64  
 CR: "For Waging War Is My Cosmic Duty"  
 FT: Chapters from *A Vindication of the Rights of Woman* 64-68  
 FT: "Declaration of Sentiments" 71-73
- Wed, Feb. 8            FT: "Ain't I a Woman?" 79  
 FT: "Keep the Thing Going While Things Are Stirring" 79-80  
 FT: "The Elixir of Life: or, Why Do We Die?" 95-98
- Fri, Feb. 10           *Men's Writings from the First Wave*  
 FT: "Why I Became a 'Woman's-Rights Man'" 98-99  
 FT: Chapters from *The Subjection of Women* 80-85  
 Creative Women of the First Wave  
 CR: Rosa Bonheur  
 CR: Harriet Powers

#### Week 5: What Does the First Wave Have to Do with Me?

- Mon, Feb. 13           *Women's Work...Then*  
 FT: "Girl Slaves of the Milwaukee Breweries" 124-126  
 FT: "Working Woman and Mother" 126-130  
 FT: Chapters from *Women and Economics* 110-114
- Wed, Feb. 15           *Women's Work...Now*  
 CR: "Women at Work"  
 BBB: Chapter 5: Women's Work Is Never Done
- Fri, Feb. 17           **Reading Response #1 Due**  
*Representations of Women Then and Now*  
 BBB: Chapter 4: Life Lessons: Real and Fictional Women Who Became Stereotypes

#### Week 6: The Fight for Suffrage in the United States

- Mon, Feb. 20           *Women Want the Vote!*  
 FT: From *The Progress of Colored Women* 114-117  
 FT: "Enfranchisement of Women" 74-79  
 FT: "Speech after Arrest for Illegal Voting" 91-95  
 View *Iron Jawed Angels* in class
- Wed, Feb. 22           View *Iron Jawed Angels* in class
- Fri, Feb. 24           View *Iron Jawed Angels* in class

#### Week 7: Swelling of the Second Wave of Feminism

- Mon, Feb. 27      *Feminisms after Suffrage*  
 FT: "1920-1963: Introduction" 136-137  
 FT: "Birth Control – A Parents' Problem or Woman's?" 138-139  
 FT: "Southern Negro Women and Race Cooperation" 140-142  
 FT: "Womanliness as a Masquerade" 146-149
- Wed, Mar. 1      Guest Speaker: Dr. Bonnie Kime Scott  
 FT: Chapters from *A Room of One's Own* 149-154
- Fri, Mar. 3      FT: Introduction and Chapter from *The Second Sex* 175-186  
 Creative Women of the Second Wave  
 CR: Claude Cahun  
 CR: Hannah Hoch

### Week 8: Images and Ideas of the Second Wave

- Mon, Mar. 6      FT: "1963-1975: Introduction" 196-197  
 FT: "The Problem That Has No Name" 198-203  
 FT: "Statement of Purpose" 211-213
- Wed, Mar. 8      *Importance of Difference*  
 FT: "The BITCH Manifesto" 213-218  
 FT: "Redstockings Manifesto" 220-221  
 FT: "Why OWL (Older Women's Liberation)?" 242-243  
 FT: "Not for Lesbians Only" 252-256
- Fri, Mar. 10      Guest Speaker: Megan Burke  
 FT: "Theory of Sexual Politics" 218-220  
 FT: From *The Dialectic of Sex* 224-227  
 FT: "The Myth of the Vaginal Orgasm" 227-231

☀Mon. March 13 – Fri. March 17 – NO CLASS! SPRING BREAK!!☀

### Week 9: Reading Response #2/Presentations/Review/Midterm

- Mon, Mar. 20      **Reading Response #2 Due** and **Presentations**
- Wed, Mar. 22      **Midterm Review**
- Fri, Mar. 24      **MIDTERM**

### Week 10: Women's Writing from the Second Wave through the Present

- Mon, Mar. 27      *Why Women's Writing?*  
 FT: "The Laugh of the Medusa" 256-262

FT: From *Language and Woman's Place* 262-268

Wed, Mar. 29

*Why is Women's Writing Important?*

FT: "Poetry Is Not a Luxury" 15-16

CR: On Not Writing English

CR: Forked Tongues: On Not Speaking Spanish

*Creative Women of the Second Wave*

CR: Eva Hesse

CR: Ana Mendieta

Fri, Mar. 31

CESAR CHAVEZ DAY – NO CLASS

### Week 11: Further Advances in Feminist Theory

Mon, Apr. 3

FT: "1975-1985: Introduction" 290-291

FT: "Compulsory Heterosexuality and Lesbian Existence" 347-355

*Creative Women of the Decade*

CR: "Seventies Feminist Art" and artwork

Wed, Apr. 5

View *Barbie Nation* in class

Fri, Apr. 7

"Identify and develop... across difference." -Audre Lorde

FT: "What Became of God the Mother? Conflicting Images of God in Early Christianity" 305-311

FT: "A Black Feminist Statement" 311-317

FT: "Age, Race, Class, and Sex: Women Redefining Difference" 338-343

### Week 12: Further Advances in Feminist Theory cont.

Mon, Apr. 10

FT: "1985-1995: Introduction" 382-383

FT: "Under Western Eyes: Feminist Scholarship and Colonial Discourses" 372-379

FT: "Kochinnenako in Academe: Three Approaches to Interpreting a Keres Indian Tale" 394-404

Wed, Apr. 12

*Transnational Ideas*

FT: "La Conciencia de la Mestiza" 420-426

FT: The Beijing Declaration and Platform for Action 521-525

*Creative Women of the Decade*

CR: "Beyond the Seventies" and artwork

Fri, Apr. 14

*Ecofeminist Criticism and Poetry*

FT: "The Ecology of Feminism and the Feminism of Ecology" 469-474

CR: "The Clan of One-Breasted Women"

CR: "Fire" by Joy Harjo  
 CR: "Wild" by Mary Donahoe  
 CR: "My Help Is in the Mountain" by Nancy Wood

### Week 13: Images and Ideas of the Third Wave of Feminism

Mon, Apr. 17 FT: "1995-2003: Introduction" 530-531  
 FT: "Riot Grrrl Philosophy: Revolution from Within" 532  
 FT: "Third Wave Manifesta" 568-569  
 FT: "Contesting Cultures: 'Westernization,' Respect for Cultures, and Third-World Feminists" 542-549

Wed, Apr. 19 *Women's Health*  
 Handout: Gyno-to-Lesbo Chats  
 CR: "Women and the Health Care System"  
 CR: "How Women Get Bad Medicine"  
 CR: "The Origins of *Our Bodies, Ourselves*"

Fri, Apr. 21 Guest Speaker: Kimberly Long  
*Women's Personal Narratives*  
 CR: "Declawing Catcalls"  
 CR: "MTV, Bite Me!"  
 CR: "Not Minding My Own Business"  
 CR: "Impossible Choices: From El Salvador to the United States"  
 CR: "Yay for Hairy Women!"

### Week 14: Contemporary Images of Women and How They Affect Ideas about Women

Mon, Apr. 24 **Reading Response #3 Due and Presentations**  
 BBB: Chapter 1: Introduction: What's in a Name?  
 BBB: Chapter 2: The Top Stereotypes: From Cradle to Grave

Wed, Apr. 26 BBB: Chapter 3: Sex Objects  
 BBB: Chapter 6: Race and Religion  
 BBB: Chapter 7: Stereotypes

Fri, Apr. 28 *Body Image*  
 CR: "Beauty Within and Without"  
 CR: "Mirror Mirror"  
 View *Killing Us Softly 3* in class

### Week 15: Creativity Continues...and Where Do Feminisms Go from Here?

Mon, May 1 *Appalachian Women Writers*  
 CR: "Letter from a Poet in West Virginia"

CR: "Amazons in Appalachia"  
Handout: "Music" by Llewellyn McKernan  
Handout: "Terry" by Doris Davenport

Wed, May 3            Creative Women of the Third Wave  
Handouts: Song lyrics by various contemporary women musicians

Fri, May 5            *How Might Feminisms Affect Our Lives in the Future?*  
CR: "A Day with Feminism"  
Review Material, Evaluations

Week 16: Wrap-up

Mon, May 8            Final Paper Tips – Come to class with a rough draft and/or outline  
of what you will be writing your final paper on

Wed, May 10            **FINAL PAPER DUE IN CLASS**, Concluding comments

# The Dynamics of Race, Class, and Sex

## **Rama Lohani Chase**

Department of Women's and Gender Studies  
School of Arts and Sciences  
Rutgers, the State University of New Jersey

### Contact Information

*Email:* rlohase@rci.rutgers.edu

### Course Information

*Course Title:* The Dynamics of Race,  
Class, and Sex

*Type of Course:* Seminar



Rama Lohani Chase  
rlohase@rci.rutgers.edu  
Meeting Time: 10:00 – 11:45 am  
Intensive Summer Course

## 988:235 The Dynamics of Race, Class, and Sex

The objective of this course is to explore and understand the ways in which race, class, and sex/gender intersect to create dynamics of oppression in our society. We will read from a text that critically and analytically informs and represents lived experiences of people under the dynamics of race, class, and sex historically and presently in the United States. However, while the concepts of race, class, and sex are critical categories for understanding how inequality, oppression, and difference are produced in our society, these categories have also been reified to produce stereotypes of difference and division. So, although it is important to recognize how categories have material implications, we will be mindful of the ways in which the very categories can be employed to keep the dynamics of racism, classism, sexism and heterosexism intact or moving. Thus, we will ask questions such as, is it important to deconstruct the ways in which categories get employed in universal and static manners so that the processes of how a category came to be in the first place are not left unexamined? How do we employ these categories as socially constructed, but also having material effects on the lives of people? Is it important to invoke historical processes of how race, class, and sex came to be in order to not take them as natural entities? How do we employ race, class, sex, and their intersectionality as a lens in understanding the social construction of difference that produces inequality, intolerance, and material deprivation as well as environmental disaster? What is the relationship of race, class, and sex with gender, ethnicity, nationality, and sexuality?

To address these and other questions, this course will opt for an interdisciplinary methodology that draws from various sources, including popular and mainstream media representations like films. We will watch films, videos and documentaries besides reading from the reader, and discussing these materials analytically and critically will be key to the success of this course.

Required Text: *Race, Class, and Gender in the United States*, 6<sup>th</sup> edition, by Paula Rothenberg. Any additional readings marked by a star\* will be provided for you in photocopy.

Requirements:

- I. Read the syllabus carefully.
- II. **Attendance and participation:** I will keep attendance, and your success in this course will depend largely on the participation and everyday discussion of the readings in class. You are allowed two absences, emergency or otherwise, but if you miss three classes your overall grade is dropped one letter, and two if four classes are missed. If you make a habit of coming to class late, it will

- be counted as an absence. If you miss more than four classes (i.e. five ), you will get an F for the course. 25%
- III. **Presentation/Questions:** You will bring a list of questions on the readings twice in the semester to initiate critically constructive discussions in class. Type your questions and, if possible, make a handout for everyone. Be prepared to discuss the questions yourself and why you thought about them. 20%
- IV. **Reflection Papers:** You will write five short reflection papers for this course based on the readings for the week and the visual material that we watch. The papers have to be 2 full pages, double spaced, Times New Roman 12 pt., or corresponding to that size font. You will hand in these papers to me at the end of each week of the class (Thursday), except for the last. The reflection papers are about your critical responses to the readings and not your personal opinion about whether you liked a particular piece of writing or not. You can use these readings analytically to reflect and compare with your own lived experiences to some extent, but the papers should not be about the event only or the experience you had in your life. It has to be grounded in the insights that you derive from the readings. No late papers or electronic versions will be accepted. No exceptions. 30%
- V. **Final Exam:** It will be an essay exam in class at the end of the course (17<sup>th</sup> of August). You will get 3 questions and answer two of them. 25%
- VI. **Note on Plagiarism:** All papers, exams, and questions that students submit must be their own work, and no student should receive any unauthorized aid for this work. Students may not collaborate on assignments or exams. To know more about what constitutes plagiarism or academic dishonesty, go to this website: <http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html>

## Schedule for readings/datelines

### Week One (July 11—14): The Social Construction of Difference: The Dynamics of Race, Class, Gender, and Sex/Sexuality

**Monday:** Syllabus and Introductions. Write a paragraph about yourself and your expectations from this course.

**Tuesday:** “1. Racial formations,” “5. Night to His Day: the Social Construction of Gender,” “6. The Social Construction of Sexuality.”

**Wednesday:** “A Question of Class”\* by Dorothy Allison, “2. The Ethics of Living Jim Crow: An Autobiographical Sketch,” View: *Girls Like Us*, 1997.

**Thursday:** (Hand in the reflection paper ). “3. Constructing Race, Creating White Privilege,” “7. The Invention of Heterosexuality,” and “8. Masculinity as Homophobia.”

## Week Two (July 18—21): Understanding Racism, Sexism, Heterosexism, and Class/Race Privilege

**Monday:** Read “17. Patriarchy,” “18. Oppression,” “20. White Privilege,” “21. Class in America –2003.”

**Tuesday:** Read “12. Defining Racism,” “16. Racism and Sexism,” “19. Homophobia as a Weapon of Sexism.”

**Wednesday:** “15. Racial Relations,” “14. Smells Like Racism,”  
view: *Mississippi Masala*, a film, by Mira Nair.

**Thursday:** (Reflection paper due). Come prepared to discuss the movie and the readings from Wednesday. Go online and find reviews (IMDB.com).

## Week Three (July 25-28): Discrimination in Everyday Life: Economics of Race, Class, Gender and Ethnicity in the US

**Monday:** Read from page 209 to 240 from the Reader. Think of the cases that you know of or aware of about discrimination at work, at school or at public places, and come prepared to discuss them in class.

**Tuesday:** “31. EEOC Sues Arizona...,” “32. Polls Finds Latinos..,” “38. America’s,” “39. Minority Health Care,” “44. Despite some...” “45. Students,” “46. The Baby...”

**Wednesday:** Read from page 435 to 443 and “83. Indian Tribes,” “51. Being black,” “53. The Wage Gap,” View: *The Equal Rights Amendment* (17 min.) and *Ethnic Notions*.

**Thursday:** (Reflection paper due). Read “58. Census,” “59. America 2000,” “60. Then Came the War,” “63. Suicide Note,” “64. TV Arabs,” 65. Yes I Follow Islam,” “67. Los Intersticios.”

## Week Four (August 1-4): Modern Technologies of Social Control: Media and Culture

**Monday:** “106. Where bias Begins,” “107. Anti-Gay Stereotypes,” “108. White Lies”

**Tuesday:** “109. Am I Thin Enough Yet?,” “My Jewish Nose\*,” “78. Finding my Eye-Identity,” “111. Sex and Race.”

**Wednesday:** Read “White of Their Eyes: Ideologies and the Media”\* by Stuart Hall,” and “Seeing and Making Culture” by bell hooks,\*

View: bell hooks: *Cultural Criticism and Transformation*

**Thursday:** (Reflection paper due). Watch *Color Adjustments*, Read “112. Media Magic,” “113. Masked Racism,” “115. Language, Culture.”

## **Week Five (8-11): Social Activism and the Global World**

**Monday:** “116. Interrupting the Cycle,” “117. Combating Intentional Bigotry,” “118. Confronting Anti-Gay Violence.”

**Tuesday:** “119. Rice Shirts,” “120. Sweats and Tears,” “121. United Students Against Sweat Shops,”

**Wednesday:** View: *Zoned for Slavery* and *Not for Sale*

**Thursday:** (Reflection Paper due) “122. Students Spend,” “123. Narrowing the Income Gap,” “124. A Clean weep,” “125. Recipe for Organizing

## **Week Six (15-17): New Ways to Think about the old terms: Race, Class, Sex, Family and Home**

**Monday:** “Age, Race, Class, and Sex: Women Redefining Difference”\* by Audre Lorde,” “Beyond the global Victim”\* by Cynthia Enloe, and “Cross Border Talk: Transnational Perspective on Labor, Race and Sexuality”\* by Teresa Carillo.”

**Tuesday:** Read “126. Child of the Americas,” and view *The Perez Family* by director Mira Nair.

**Wednesday:** Final Exam

# Introduction to Women's Studies

## **Astrid Henry**

Professor, Coordinator  
Program in Women's Studies  
St. Mary's College

### Contact Information

*Street:* Madeleva 41, Saint Mary's  
College

*City, State, Zip Code:* Notre Dame, IN 46556

*Email:* ahenry@saintmarys.edu

### Course Information

*Course Title:* Introduction to  
Women's Studies

*Type of Course:* Seminar

*Requirements Fulfilled:* Minor

## Introduction to Women's Studies

Professor Astrid Henry  
Fall 2006  
WOST 207  
Tuesdays/Thursdays 3:30-4:45 p.m.  
Madeleva 356

Office: Madeleva 305  
Phone: 284-4476/Mailbox: Madeleva 41  
Email: ahenry@saintmarys.edu  
Office Hours: Tuesdays/Thursday 1:30-3  
Wednesdays 10-12, *and by appointment*

### Course Description

This course will focus on the lives and work of American women, the significance and meaning of gender at different periods in American history, and the development of U.S. feminism and feminist theory. While our primary focus will be the United States, throughout the course we will also examine women's experiences and feminist movements across the globe. Central to this course will be the ways in which race, ethnicity, sexuality, class, and age and generational location shape women's experiences and the various socio-political meanings of gender. We will also examine the ways in which women have resisted inequality and effected social and political change. This course will be interdisciplinary in its approach, meaning that we will read feminist essays from a wide range of disciplines, including cultural studies, economics, history, philosophy, political theory, psychology, and sociology. In addition, we will watch several videos and films.

The first purpose of this course will be to rethink and reevaluate much of what we have experienced and learned about women from cultural and biological definitions of feminine behavior. Second, we will examine key figures and texts in the history of the U.S. women's movement and U.S. feminism in order to counterbalance the representation of women in history traditionally taught to students in high school and other college courses; this history will also help to place our discussion of contemporary feminism and women's movements in a broader context. Finally, this course will provide an introduction to feminist theory and gender studies. You will be exposed to the diverse body of writing that makes up these fields as we examine the ways in which feminists have addressed such key issues as women's equality and political change, masculinity and femininity, racism and racial equality, marriage and the family, sexuality, the representation of gender, race, and sexuality in the mass media, differences among and between women, and global human rights. Throughout the semester, you will be asked to think through the various definitions of feminism offered in the course and interrogate the meaning of feminism for and in your own lives.

This course fulfills the "Introduction to Women's Studies" requirement of the Minor in Women's Studies. The minor consists of 14 credit hours (5 classes), including: (1) WOST 207, (2) one course in feminist theory, and (3) three additional courses from a wide list of courses available across the college curriculum. For more information on the Minor or Student-Designed Major in Women's Studies, please see me.

### Course Structure

This is a course in which class discussion of the readings and films is one of the most important assignments. I expect that you will participate actively in class, ask questions, and challenge the ideas put forward by the texts or class discussions. I ask that you treat

your peers with respect and consideration when they are speaking so that we can create an open environment in which all feel they have a right to voice their opinions. Occasionally throughout the semester, we may spend some time talking about how the class discussions are working (or not working).

### Course Texts (available at the Saint Mary's bookstore)

*Feminist Frontiers VII* (2006), eds. Laurel Richardson, Verta Taylor, and Nancy Whittier  
*Feminism in Our Time: The Essential Writings, World War II to the Present* (1994), ed. Miriam Schneir, *The Penguin Atlas of Women in the World* (2003), Joni Seager

Additional course essays are available on our course's Blackboard site under "Course Material" by the week due. These essays, like our two anthologies and *The Penguin Atlas*, are *required reading* in this course. Make sure that you print a copy of each essay for yourself, and that you save these essays in a folder or three-ring binder and bring them to class on the days they are due.

### Course Requirements and Grading

Since this is an introductory course and we will be covering a very wide range of topics, authors, and texts, you will complete a number of short assignments rather than one long paper. These assignments, described in detail below, are each assigned a point value, noted in bold.

Your final grade will be determined by totaling your points on the assignments listed below. The grading scale will be as follows, based on a possible total of 1000 points:

930 and above = A	730 to 769 = C
900 to 929 = A-	700 to 729 = C-
870 to 899 = B+	670 to 699 = D+
830 to 869 = B	630 to 669 = D
800 to 829 = B-	600 to 629 = D-
770 to 799 = C+	below 599 = F

1. **Exams (300 points total).** There will be two exams in this course, one at midterm and the other at the end of the semester; each is worth a possible 150 points. Each exam will include objective and essay questions. The objective section, taken in class, will be based on terms, figures, and concepts found in our readings and discussed in class. The essay portion of the exam will be done outside of class; it will address ideas from our readings that will be fully explored in class discussions and in some of your written work. In your answers, you should refer specifically to the material read in the course to illustrate your points. The essay questions give you the opportunity to offer an extended analysis of the reading material, including your own opinions and interpretations. Please be aware of the two exam dates as I do not give "make-up" exams, except in circumstances of documented medical emergency or crisis.
2. **Response Papers (200 points total).** You will write a total of 2 Response Papers throughout the semester, each worth 100 points. The class will be divided into five groups (A, B, C, D, and E), with each group writing a response paper every 6 weeks or so (due dates noted in bold on the schedule that follows). Response Papers give you the chance to reflect on what you've read before coming to class to discuss it; they are

designed to show me that you are thinking about the reading and that you understand the concepts and issues discussed in this class. I will occasionally ask you to share your responses with the rest of the class to help start discussion. Response Papers must be typed and *two to three pages long*. While quite short, they should be well written and edited. Each response paper will be devoted to a particular kind of interpretation or analysis of the week's readings, explained further on the Response Paper handout.

Both Reponses Papers will be assigned a grade based on the following scale: outstanding (90-100 points), very good (80-90), good (70-80), satisfactory (60-70), or unacceptable (59 or below). Response Papers are *due in class on the Thursday of the week due*. No late response papers will be accepted without prior arrangement with me before the due date; extensions will only be given for serious reasons, such as illness or family crisis.

3. ***What Is Feminism Paragraphs (50 points total)***. At both the beginning and the end of the semester, you will describe your feelings and thoughts about feminism in a short paragraph or two. This assignment is wholly subjective and does not need to refer to any outside readings or sources. For Part One of this assignment, due on the second day of class, you should articulate *your definition* of feminism going into this course. What does the term mean to you and your life, if anything? What are your associations with the words "feminism" and "feminist"? Do you consider yourself a feminist? Why or why not? What Is Feminism Part One must be typed, double-spaced, and approximately one page long. Because you will revisit this paper for Part Two, please save a copy for yourself on your computer or storage media..

For Part Two of this assignment, due on the last day of class, you will return to your first paragraph and reevaluate it given what you have learned throughout this semester. In this second paragraph, reconsider your thoughts and feelings about feminism. How have they changed? How has the class affected your thinking and your understanding of feminism? Feel free to refer to specific readings, videos, class discussions, or events in your life to make your point. Like Part One, Part Two must be typed, double-spaced, and approximately one-page long; on the second paper turned in, please include both Part One and Part Two of this assignment. Neither of these assignments will be graded for content, but they must be completed satisfactorily to earn the full 50 points (25 points each).

4. ***Group Presentations (100 points)***. You will be assigned to a group made up of 4-5 people. These groups will also determine the due dates for your response papers (see assignment #2 above). Groups will often meet at the beginning of class for 10 minutes or so to discuss the readings and prepare a question about them for the larger class to discuss. Since you will meet regularly with your group, it is my hope that the group will provide a comfortable space for you to discuss the readings and your thoughts about them. You should come to every class prepared to discuss your ideas and questions about the readings with your small group as well as with the class as a whole.

Once during the semester, your group will be responsible for giving a class presentation on one of five topics: (1) feminism and sexuality, (2) marriage and the family, (3) violence against women, (4) women, work, and economics, and (5) beauty and the body. Groups will choose their own topics, although I may have to assign particular groups to topics if some go unchosen. In developing your presentation, your group should be sure to consider, whenever possible, the ways in which race, ethnicity, nationality, sexuality,



class, and age affect the topic under discussion, and you are required to incorporate material from *The Penguin Atlas of Women in the World* into your presentation. Your task is to (1) briefly present the course readings for your assigned day and (2) provide some additional information on the topic gathered from your own research. I have additional resources on each of the five topics that groups can use to prepare for their presentations; however, groups are also encouraged to do their own outside research. Groups will be required to meet with me for a brief (5 to 10 minute) conference at least two weeks in advance of their presentation to discuss the kind of material I would like to see them cover in their presentation and to generate presentation ideas. This conference can be held in my office or immediately before/after class.

The presentation involves two graded parts: doing the presentation on the assigned day and giving me (via disk or email attachment) the Powerpoint part of your group's presentation so that I can add it to our Blackboard homepage. Groups will be graded on several factors: the amount and quality of material presented (both assigned readings and your own research); the clarity of the overview provided of class readings; how well this material is presented to the class (via Powerpoint, your performance style, etc.); whether connections are made between the topic and other issues and ideas discussed in this course; how successfully the group engages with the other students in the course during the presentation; how well the presentation works as a presentation; and last, but certainly not least, how well the group works together *as a group*. Presentations should *not* merely consist of a series of "solo" presentations by individual members without any synthesis between them. Your presentation's form and style is up to you, and it can include both formal presenting of facts at a podium with more creative presentation tactics (class questionnaires and data, small group work, "gameshows," videos and music, skits, etc.) I encourage you to be as creative and lively as possible. Our classroom is equipped with a VCR, a computer with web access and Powerpoint, and a CD player. Please see me if you need help with photocopying or audiovisual materials for your presentation, or if your group would like any other assistance in preparing for it. Presentations should be approximately 45 minutes long; please be sure you *do not* run much longer than this so that the class has time to discuss the ideas in your presentation as well as that day's readings. Your group will be graded *as a whole* for your work. Presentations will be assigned a grade on the following scale: outstanding (100 points), excellent (90), good (80), satisfactory (70), fair (60), or unacceptable (59 or below).

5. **Advertisement Assignment (50 points).** For class on August 31, you will read an article by Jean Kilbourne and watch her film *Killing Us Softly III*, both of which discuss the ways in which the advertisement industry represents gender, race, sexuality. After reading Kilbourne's essay and looking at the advertising examples she discusses, find your own advertisement from a magazine or newspaper of your choice—any genre of magazine, from any time period. (Please note: an advertisement is different from the magazine's "copy"—articles, images used in layouts, etc. An advertisement is paid for by a company to sell a specific product. Please be sure that you use an ad, not magazine copy, for this assignment.) Write a brief (one page) analysis of the ad and what you think it says about gender, race, and/or sexuality; pay close attention to both the visual images in the ad and the text that accompanies it. You are free to choose an ad that you think sends a negative message regarding gender, race, and/or sexuality, or you may choose one that you think is more positive, explaining why. These ads and your critiques of them will be discussed in your small groups as well as turned in, and please be sure your ad is

attached to your paper. The Advertisement Assignment will be graded on the following scale: outstanding (50 points), good (40), fair (30), or unsatisfactory (15).

6. ***Observing Gender Assignment (50 points)***. For class on September 5, you will read two essays that address the ways in which gender roles (and gender differences) are both created by and enforced in culture. To get you to begin noticing the ways in which gender shapes almost every aspect of our culture—including how people interact with each other on a daily basis—your assignment is to observe the way gender operates in an otherwise “everyday” situation or a place. The focus of your observation is up to you; there are only two requirements: (1) You may *not* be an active participant in the scene observed, but rather must remain as neutral an observer as possible; and (2) what you observe should be a place or event in “real life,” not something in the media (e.g., television, magazines, films, the web, etc.). For example, you could observe the interactions of a group of women and men in a social setting, noticing any gender-specific trends or patterns in the way the group uses both verbal and body language with each other. You could go to a toy store and observe the larger messages about gender sent by toys, their packaging, and their marketing. You could go to a co-ed gym and pay attention to the ways in which women and men use the gym’s facilities. These are just a few suggestions; the possibilities for this assignment are wide open. After conducting your observation, write a one-page review of your experience. Be sure to note what you chose as the focus of your observation, where you conducted it, what you observed (including detailed numbers of people/things, if applicable), and ultimately, what you learned about gender and gender roles from this experiment. The Observing Gender Assignment will be graded on the following scale: outstanding (50 points), good (40), fair (30), or unsatisfactory (15).
7. ***“Doing Gender” Assignment (50 points)***. Throughout the semester we will read a number of essays that address the ways in which gender is socially constructed and enforced. One of these essays, by Judith Lorber, introduces the concept of “doing gender,” a concept which we will discuss in detail in class. As Lorber writes, “everyone ‘does gender’ without thinking about it.” A central task of women’s/gender studies has been to think critically about what it means to “do gender”—how we do it, why we do it, and ultimately what the effect of our “doing gender” is on the continuation of women’s subordinate status in the world. On October 26, you will turn in a one-page analysis of how you, personally, “do gender.” Using the analytical frameworks discussed in class, critically examine your own history of “doing gender” and how you would assess your relationship to both femininity and masculinity. The “Doing Gender” Assignment will be graded on the following scale: outstanding (50 points), good (40), fair (30), or unsatisfactory (15). As part of this assignment, you will also need to email me your paper (as a Word for Windows attachment) so that I can compile our class’s Doing Gender papers into a handout for you to read. Essays will be reprinted anonymously, and you are free to remove identifying characteristics, such as names, from your essay for this portion of the assignment.
8. ***Email Discussion (50 points)***. This course has a Blackboard course page that will be used for a variety of purposes, including disseminating course essays and posting announcements. In addition, I will frequently use email to send the class messages and updates about assignments, extra credit opportunities, events in the news, and other information pertaining to our course. This will require that all students in this course are

familiar with navigating the web and using email. Your Saint Mary's email account will be used to set up the class listserve; however, you will be able to change your address to another email account (AOL, etc.) should you prefer. I will be giving you detailed instructions on how to navigate Blackboard on our first day of class.

Throughout the semester, you will be required to post questions and ideas about the week's readings and class discussion to your peers on this discussion list; you will also be required to respond *at least once* to one of your classmate's questions. I will assign you to a particular week for posting questions to the list, and your email to the class must address the readings, discussions, and films of that week (although you are free to refer to previous texts and discussions). Your question(s) should be posted by *Friday at 5 p.m.*, giving the class time to respond to your ideas before the next week's classes. You may respond to as many of your peers' questions and ideas as you wish, but you must post *at least one response* during the semester to fulfill the requirements of this assignment.

Email participation will be graded on both the quality and frequency of your posts. If during your assigned week you post a thoughtful and discussion-provoking question, and you respond at least a couple of times to your peers' posts, you will earn a B-level email participation grade (40-45 points). If you are a more frequent participant in these discussions—and your posts are intelligent and reflect a strong engagement with the class materials—you will be considered an A-level participator (45-50 points). If you complete the minimal work of the assignment—one post to the group, one peer response—you will receive a C-level email participation grade (35-40 points). If you fail to post when assigned, and/or if you fail to comment on at least one of your peers' posts, you haven't fully completed the assignment and thus will receive an unacceptable participation grade (D or F) of 0 points.

9. **Participation (100 points).** Participation does not mean simply coming to class. It means being an active part of class discussion (both speaking and listening). It means asking questions when they arise in class, on the web discussion group, or in office hours. If you are taking part in these activities, it shows me that you are prepared and thinking about the course material.

When you participate in class discussions—with questions or statements of fact or opinion—at least once per class session, you will be considered an A-level participator (90-100 points). If you participate in discussion on occasion (for instance, once every two or three classes) and do an excellent job in your small group work, you will earn a B-level participation grade (80-90 points). If you attend class and are an active listener only, you will receive a C-level participation grade (70-80 points). Unacceptable participation—D or F—is graded 0 points. Please note that your participation on the web-based discussion list is graded separately (see #8 above) and thus offers you another opportunity by which to earn participation points.

10. **Attendance (50 points).** Attendance will be graded as follows: perfect attendance is considered excellent (50 points), 1 absence is very good (45), 2 or 3 absences is good (40), 4 absences is satisfactory (35), 5 or 6 absences is poor (30), and more than 6 absences is unacceptable (0). If you miss 9 or more classes (i.e., a full month of the course), you will get an F for your final course grade, no matter what your other grades (such as on exams and papers) have been. Tardiness, if recurring, will also be considered in determining your attendance grade. If your absence is “excused” due to medical or

other reasons, please have someone (the Advising Office, the Health Center, etc.) notify me as soon as possible. If you are hospitalized or become seriously ill, contact me (or have someone from the college contact me) as soon as possible to work out an alternative for completing the required work of this course.

11. **Extra Credit Opportunities (7 points each).** Throughout the semester there will be opportunities for you to earn extra credit points by attending campus lectures, events, and/or films. I will choose these activities based on their potential to enrich your knowledge and our discussions. I will announce them in class, and information about them will be sent via email and posted on our course's Blackboard announcement page. Should you become aware of appropriate activities for this extra credit, let me know. After attending any such events, you will type a one-page response, describing the event and giving your evaluation of it. These papers must be turned in within 2 weeks of the event to receive credit, and you should note "Extra Credit" at the top of the page along with your name and the title of the event you attended. You may elect to turn in *up to 3* extra credit responses, for a total of 21 extra points.

**One final note about due dates:** all relevant due dates for the assignments listed above are noted in bold on the schedule which follows. *I will not accept late work* except in cases of documented emergency, nor will you be able to make up for missed exams or presentations, so please be aware of when assignments are due and plan accordingly.

### **Office Hours**

I strongly encourage you to ask a lot of questions during the semester and to see me in my office any time you wish, whether you have questions, need help with your writing or the reading, or want to discuss something with me. If the office hours available are not convenient for you, I can also meet with you at other times by appointment. You can also reach me by leaving a note in my mailbox or sending me an email. If you need to reach me during the weekend, with a question or other concern, please use email.

### **Academic Honesty**

Academic honesty and integrity are fundamental to the mission of higher education. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards may be subject to disciplinary action. For a detailed description of the college's policy regarding academic honesty and what constitutes plagiarism, please refer to either section six of the Governance Manual or the Academic Guide for First Year Students. Some important excerpts from this policy are quoted below:

When a student submits any work for academic credit, she makes an implicit claim that the work is wholly her own, done without the assistance of any person or source not explicitly noted, and that the work has not previously been submitted for academic credit in any other area. . . . In the case of examinations (tests, quizzes, etc.), the student also implicitly claims that she has obtained no prior unauthorized information about the examination, and that she will neither give nor obtain any assistance during the examination. . . . Plagiarism means presenting, as one's own, the works, the work, or the

opinions of someone else. It is dishonest, since the plagiarist offers, as her own, for credit, language, information, or thought for which she deserves no credit.

We will be going over how to properly cite sources in written work. Should you ever have any questions regarding the college's policy regarding academic honesty or what constitutes plagiarism, do not hesitate to ask me at any time.

***Be aware:*** *If I suspect that a student has plagiarized material written by others—whether she has stolen work found on the web, in published material, and/or written by her peers—I am required to document this plagiarism in a letter submitted to the Advising Office. This letter will then be kept in the student's permanent academic file. Please note: Any student found to have violated the College's Academic Honesty Policy will earn an "F" for the course.*

## Introduction to Women's Studies

Astrid Henry

**Syllabus** Books abbreviated as follows: *Feminist Frontiers* (FF) and *Feminism in Our Time* (FOT). Essays posted on Blackboard marked by BB. Readings in *The Penguin Atlas of Women in the World* as noted.

### Week 1

Tuesday Aug. 22: 

- Introductions, overview of course and syllabus, and getting on to Blackboard.

Thursday Aug. 24: ***Introduction to Women's Studies and Feminism***

- Jennifer Baumgardner and Amy Richards, "A Day Without Feminism" (BB)
- Anna Quindlen, "Still Needing the F Word" (BB)
- Adrienne Rich, "Claiming an Education" (BB)
- Review program description and course offerings on SMC's Women's Studies home page (linked on Blackboard, under websites)
- Class divided into groups (A-E) for group presentations and response papers
- **What Is Feminism Paragraph, Part One due**

### Week 2

Tuesday Aug. 29: 

- Laurel Richardson, et al., "Introduction," *FF* 1-3
- Marilyn Frye, "Oppression," *FF* 7-9
- Lisa Marie Hogeland, "Fear of Feminism: Why Young Women Get the Willies" (BB)
- *The Penguin Atlas of Women in the World*, Part 1 and how to read/analyze data in *The Penguin Atlas*
- Film: *My Feminism* (directed by Dominique Cardona and Laurie Colbert, 1997)

Wednesday Aug. 30: **Last day to add classes.**

Thursday Aug. 31: ***Gender, Race, and Sexuality in the Media***

- Jean Kilbourne, "The More You Subtract the More You Add" (BB)
- Film: *Killing Us Softly III* (directed by Sut Jhally, featuring Jean Kilbourne, 2000)
- Small group discussion of advertisements brought in for Advertisement Assignment
- Blackboard Discussion Assignment explained
- **Advertisement Assignment due**

### Week 3

Tuesday Sept. 5: ***Gender as a Category of Analysis***

- Laurel Richardson, "Gender Stereotyping in the English Language," *FF* 99-103
- Barrie Thorne, "Girls and Boys Together . . . But Mostly Apart: Gender Arrangements in Elementary Schools," *FF* 141-151
- **Observing Gender Assignment due**

- Thursday Sept. 7: ***Women's History and the History of the Women's Movement: The First Wave***
- Sojourner Truth, "Ain't I a Woman?" *FF* 33
  - "Declaration of Sentiments and Resolution," from the Seneca Falls Convention of 1848 (BB)
  - Paula Giddings, "The Quest for Woman Suffrage" (BB)
  - Judith Hole and Ellen Levine, "Introduction: Historical Precedent" (BB)
  - *The Penguin Atlas of Women in the World*, Part 7:35
  - Excerpts from Video: *One Woman, One Vote* (produced by Ruth Pollak, 1995)
  - **Response Paper #1 due from Group A**
- Week 4**
- Tuesday Sept. 12: ***Early Theories of Gender Difference and Women's Subordination***
- Mary Wollstonecraft, "A Vindication of the Rights of Women" (BB)
  - Simone de Beauvoir, "The Second Sex," *FOT* 3-20
- Thursday Sept. 14: ***Women's History and the History of the Women's Movement: The Second Wave***
- Verta Taylor, Nancy Whittier, and Cynthia Fabrizio Pelak, "The Women's Movement: Persistence Through Transformation," *FF* 503-518
  - The Report of the President's Commission on the Status of Women, *FOT* 38-47
  - Betty Friedan, "The Feminine Mystique," *FOT* 48-67
  - N.O.W. Statement of Purpose, *FOT* 95-102
  - Equal Rights Amendment, *FOT* 369-371
  - *The Penguin Atlas of Women in the World*, Parts 1 and 7
  - Film: *Step by Step: Building a Feminist Movement, 1941-1977* (produced by Joyce Follet, 1998)
  - **Response Paper #1 due from Group B**
- Week 5**
- Tuesday Sept. 19:
- Redstockings "Manifesto," *FOT* 125-129
  - Shulamith Firestone "The Dialectic of Sex: The Case for Feminist Revolution," *FOT* 245-256
  - Continue discussion of Thursday's readings and film
- Thursday Sept. 21: ***Feminism and Race: Black Feminism, Multiracial Feminism, and Critiquing White Privilege***
- National Black Feminist Organization Statement of Purpose, *FOT* 171-174
  - The Combahee River Collective Statement, *FOT* 175-187
  - Audre Lorde, "Who Said It Was Simple," *FOT* 168-170
  - Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House," *FF* 35-37

- Alice Walker, "Womanist," *FF* 93
- Film: Excerpt from *The Edge of Each Other's Battles: The Vision of Audre Lorde* (directed by Jennifer Abod, 2002)
- **Response Paper #1 due from Group C**

## Week 6

Tuesday Sept. 26:

- bell hooks, "Feminism: A Transformational Politic" (BB)
- Deborah E. King, "Multiple Jeopardy, Multiple Consciousness: The Context of a Black Feminist Ideology" (BB)
- Maxine Baca Zinn and Bonnie Thornton Dill, "Theorizing Difference from Multiracial Feminism," *FF* 70-75
- Continue discussion of Thursday's readings and film

Thursday Sept. 28:

- Laura Lopez and Frances Hasso, "Frontlines and Borders: Identity Thresholds for Latinas and Arab American Women," *FF* 17-30
- Paula Gunn Allen, "Where I Come From Is Like This," *FF* 31-35
- Yen Le Espiritu, "'We Don't Sleep Around Like White Girls Do': Family, Culture, and Gender in Filipina American Lives," *FF* 160-173
- Esther Ngan-Ling Chow, "The Feminist Movement: Where Are All the Asian American Women?" (BB)
- **Response Paper #1 due from Group D**

## Week 7

Tuesday Oct. 3:

- Peggy McIntosh, "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondence through Work in Women's Studies," *FF* 9-15

Thursday Oct. 5:

### *Theories of Gender Difference*

- Judith Lorber, "'Night to His Day': The Social Construction of Gender," *FF* 41-56

**Class extended by 15 minutes, ending**

**at 5:00 p.m.**

- Carol Gilligan, "In a Different Voice," *FOT* 428-438
- Nancy Chodorow, "The Reproduction of Mothering: Psychoanalysis and the Sociology of Gender" (BB)
- **Response Paper #1 due from Group E**
- **Mid-term essay exam questions distributed in class (completed essays due in class on Thursday October 12)**



**Week 8**

Tuesday Oct. 10:

***Gay and Lesbian Politics***

- Leila Rupp, "Toward a Global History of Same-Sex Sexuality," *FF* 332-341

**Class extended by**

- John D'Emilio, "Gay Politics and Community in San Francisco since World War II" (BB)

**15 minutes, ending at 5:00 p.m.**

- "Gay Rights: An Overview, the Issues at a Glance" (BB)
- National Conference of Catholic Bishops, "Always Our Children: A Pastoral Message to Parents of Homosexual Children" (BB)
- Suzanne Pharr, "Homophobia: A Weapon of Sexism," excerpt (BB)
- *The Penguin Atlas of Women in the World*, Part 2:6
- Finish Film: *Out of the Past* (directed by Jeff Dupre, 1998)

Thursday Oct. 12:

**Mid-term Exam:**

- (1) multiple choice exam taken in class and (2) exam essays due in class

**Week 9**

Mid-semester Break: No class all week.

**Week 10**

Tuesday Oct. 24:

***Masculinity***

- Michael Kimmel, "What Are Little Boys Made Of?" *FF* 157-159
- Susan Faludi, "The Betrayal of the American Man," book excerpt from *Stiffed* (BB)
- Steven Schacht, "Teaching about Being an Oppressor: Some Personal and Political Considerations" (BB)
- Film: *Tough Guise* (directed by Sut Jhally, featuring Jackson Katz, 1999)

Thursday Oct. 26:

- R.W. Connell, "Masculinities and Globalization," *FF* 82-92
- Michael Messner, "Becoming 100% Straight," *FF* 341-345
- Lev Grossman, "Making a Man of Her" (BB)
- Warren St. John, "Metrosexuals Come Out" (BB)
- Finish and discuss *Tough Guise*
- **"Doing Gender" Assignment due**
- **Response Paper #2 due from Group A**

**Week 11**

Tuesday Oct. 31:

***Feminism and Sexuality***

- Radicalesbians, "The Woman-Identified Woman," *FOT* 160-167
- Anne Koedt, "The Myth of the Vaginal Orgasm," *FOT* 333-342
- Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence," *FOT* 310-326

Thursday Nov. 2:

- Mary-Jane Wagle, "Abstinence-Only: Breeding Ignorance," *FF* 257
- Deborah Tolman, "Doing Desire: Adolescent Girls' Struggles for/with Sexuality," *FF* 302-312

- Barbara Risman and Pepper Schwartz, “After the Sexual Revolution: Gender Politics and Teen Dating,” *FF* 313-318
- Paula Kamen, “Introduction: The Sexual Evolution toward Female Control” (BB)
- Tamar Lewin, “Nationwide Survey Includes Data on Teenage Sex Habits” (BB)
- Naomi Wolf, “Radical Heterosexuality” (BB)
- *The Penguin Atlas of Women in the World*, Parts 3:9-3:11, 4:16, 4:20-4:21, and page 45
- **Group Presentation on Feminism and Sexuality**
- Response Paper #2 due from Group B

## Week 12

Tuesday Nov. 7:

### ***Reproductive Rights and Abortion***

- Jane Roe v. Henry Wade: Opinion of the Court, *FOT* 399-407
- Andrea Smith, “Beyond Pro-Choice versus Pro-Life: Women of Color and Reproductive Justice,” *FF* 389-402
- Jennifer Baumgardner, “Giving Women Room to Exhale: Listening to Women Who Have Had Abortions” (BB)
- Susan Dominus, “The Mysterious Disappearance of Young Pro-Choice Women” (BB)
- The Alan Guttmacher Institute, “Induced Abortion: Facts in Brief” (BB)
- Maureen Jones-Ryan, Feminists for Life, “Pro-Life, Pro-Feminism” (BB)
- Frances Kissling, Catholics for Free Choice, “Abortion: A Moral View” (BB)
- Leslie Reagan, “An Open Secret” (BB)
- *The Penguin Atlas of Women in the World*, Parts 3:10-3:14
- Video: *When Abortion Was Illegal* (directed by Dorothy Fadiman, Daniel Meyers, and Beth Seltzer, 1992)

Thursday Nov. 9:

### ***Marriage and the Family***

- Kathleen Gerson, “Moral Dilemmas, Moral Strategies, and the Transformation of Gender: Lessons from Two Generations of Work and Family Change,” *FF* 258-271
- Nancy Naples, “Queer Parenting in the New Millennium,” *FF* 296-299
- Jennifer and David Allyn, “Identity Politics” (BB)
- Mary Kay DeGenova and F. Philip Rice, “Personal Involvement Assessment: Writing a Marriage Contract or Cohabitation Agreement” (BB)
- Linda Nicholson, “The Myth of the Traditional Family” (BB)
- Eric Schmitt, “For the First Time, Nuclear Families Drop Below 25% of Households,”  
*New York Times* article analyzing data from the 2000 U.S. Census (BB)
- Alix Kates Shulman, “A Marriage Agreement” (BB)
- *The Penguin Atlas of Women in the World*, Part 2, Part 3:9 and page 31

- **Group Presentation on Marriage and the Family**
- Response Paper #2 due from Group C

### Week 13

Tuesday Nov. 14:

#### ***Violence against Women***

- American Association of University Women, "Hostile Hallways," *FF* 152-156
- Patricia Yancey Martin and Robert Hummer, "Fraternities and Rape on Campus," *FF* 417-425
- Robert Allen and Paul Kivel, "Men Changing Men," *FF* 426-428
- Kimberlé Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color," *FF* 431-440
- Carol Huang, "Danger in the Dorm" (BB)
- *The Penguin Atlas of Women in the World*, Parts 2:7-8 and Parts 4:19-21
- **Group Presentation on Violence against Women**

Thursday Nov. 16:

#### ***Women, Work, and Economics***

- Christine Bose and Rachel Bridges Whaley, "Sex Segregation in the U.S. Labor Force," *FF* 195-203
- Irene Padavic and Barbara Reskin, "Median Annual Earnings of Full-Time, Year-Round Workers by Education, Race, and Hispanic Origin, 1999," *FF* 204
- Barbara Reskin, "The Realities of Affirmative Action in Employment," *FF* 229-231
- Pierrette Hondagneu-Sotelo, "Maid in L.A.," *FF* 232-249
- Gwendolyn Mink, "The Lady and the Tramp (II): Feminist Welfare Politics, Poor Single Mothers, and the Challenge of Welfare Justice," *FF* 495-500
- "9 to 5 Profile of Working Women" (BB) and update on web
- *The Penguin Atlas of Women in the World*, Parts 5-7
- **Group Presentation on Women, Work, and Economics**
- **Response Paper #2 due from Group D**

### Week 14

Tuesday Nov. 21:

#### ***Beauty and the Body***

- Debra Gimlin, "Cosmetic Surgery: Paying for Your Beauty," *FF* 105-118
- Norimitsu Onish, "Globalization of Beauty Makes Slimness Trendy," *FF* 494-495
- Naomi Wolf, "The Beauty Myth" (BB)
- Film: *The Famine Within* (directed by Katherine Gilday, 1990)

Thursday Nov. 23:

Thanksgiving Break: No class

### Week 15

Tuesday Nov. 28:

- Becky Wangsgaard Thompson, "'A Way Outa No Way': Eating Problems among African-American, Latina, and White Woman," *FF* 364-373

- “How to Stop Being a Good Girl—and Start Being a Great Woman,” interview with Eve Ensler (BB)
- Sirena Riley, “The Black Beauty Myth” (BB)
- Graciela Rodriguez, “Breaking the Model” (BB)
- *The Penguin Atlas of Women in the World*, Parts 4:15 and Parts 4:17-4:19
- **Group Presentation on Beauty and the Body**

Thursday Nov. 30: ***Young Feminists, Third Wave Feminism, and Engaging with Popular Culture***

- Ellen Neuborne, “Imagine My Surprise” (BB)
- Laurie Ouellette, “Building the Third Wave: Reflections of a Young Feminist” (BB)
- Amelia Richards, “Body Image: Third Wave Feminism’s Issue?” (BB)
- Rebecca Walker, “Becoming the Third Wave” (BB)
- **Response Paper #2 due from Group E**

## Week 16

Tuesday Dec. 5:

- Cheryl Keyes, “Empowering Self, Making Choices, Creating Spaces: Black Female Identity via Rap Music Performance,” *FF* 129-138
- Melanie Lowe, “Colliding Feminisms: Britney Spears, ‘Tweens,’ and the Politics of Reception” (BB)
- Emily White, “Revolution Girl Style Now” (BB)
- Course evaluations
- Film: *The Righteous Babes* (directed by Pratibha Parmar, 1997)

Thursday Dec. 7:

***Last Class: Return to What Is Feminism? and Where Do We Go from Here?***

- Gloria Steinem, “The Way We Were—and Will Be,” *FOT* 408-415
- Pamela Aronson, “Feminists or ‘Postfeminists’? Young Women’s Attitudes toward Feminism and Gender Relations,” *FF* 519-531
- “Fourth World Conference on Women Beijing Declaration,” *FF* 557-559
- Jennifer Baumgardner and Amy Richards, “A Day With Feminism” (BB)
- Naomi Wolf, “The Future is Ours to Lose” (BB)
- Fareed Zakaria, “First Ladies in the Truest Sense” (BB)
- *The Penguin Atlas of Women in the World*, Parts 1 and 7
- **What Is Feminism Paragraph, Part Two due**
- **Final essay exam questions distributed in class (completed essays due in class on Thursday December 14)**

## Week 17

Thursday Dec. 14:

**FINAL EXAM: 10:30 a.m.**

**(1) multiple choice exam taken in class and (2) exam essays due in class**

## Introduction to Women's Studies

Professor Astrid Henry  
Fall 2006  
WOST 207

### **Full Bibliographic Information for Additional Essays Read in Class (by order read)**

*The following essays can be found on our Blackboard home page under "Course Materials" on the left hand side.*

- Baumgardner, Jennifer, and Amy Richards. "A Day Without Feminism." *Manifesta: Young Women, Feminism, and the Future*. New York, NY: Farrar, Straus, and Giroux, 2000. 3-9.
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- Rich, Adrienne. "Claiming an Education." *On Lies, Secrets, and Silence*. New York, NY: Norton, 1979. 231-235.
- Hogeland, Lisa Marie. "Fear of Feminism: Why Young Women Get the Willies." *Ms.* (November/December, 1994): 18-21.
- Kilbourne, Jean. "'The More You Subtract, the More You Add': Cutting Girls Down to Size." *Deadly Persuasions: Why Women and Girls Must Fight the Addictive Power of Advertising*. New York, NY: The Free Press, 1999. 128-154.
- "Declaration of Sentiments and Resolutions." Seneca Falls Convention of 1848. Reprinted in *Issues in Feminism: An Introduction to Women's Studies*, fifth edition. Ed. Sheila Ruth. Mountain View, CA: Mayfield Publishing Company, 2000. 541-543.
- Giddings, Paula. "The Quest for Woman Suffrage." *When and Where I Enter: The Impact of Black Women on Race and Sex in America*. New York, NY: Bantam Books, 1984. 119-131.
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- King, Deborah E. "Multiple Jeopardy, Multiple Consciousness: The Context of a Black Feminist Ideology" (1988). Reprinted in *Words of Fire: An Anthology of African-American Feminist Thought*. Ed. Beverly Guy-Sheftall. New York, NY: The New Press, 1995. 294-317.
- Chow, Esther Ngan-Ling. "The Feminist Movement: Where Are All the Asian American Women?" *Making Waves: An Anthology of Writings by and about Asian American Women*. Ed. Asian Women United of California. Boston, MA: Beacon Press, 1989. 362-377.
- Chodorow, Nancy. "The Reproduction of Mothering: Psychoanalysis and the Sociology of Gender" (1978). Reprinted in *Feminist Theory: A Reader*. Eds. Wendy Kolmar and Frances Bartkowski. Mountain View, CA: Mayfield Publishing Company, 2000. 293-299.
- D'Emilio, John. "Gay Politics and Community in San Francisco since World War II." *Hidden from History: Reclaiming the Gay and Lesbian Past*. Eds. Martin Bauml Duberman, Martha Vicinus,

- and George Chauncey, Jr. New York, NY: Penguin Books, 1989. 456-473. (Originally published in 1981.)
- “Gay Rights: An Overview, the Issues at a Glance.” Public Agenda.  
[http://www.publicagenda.org/issues/overview.cfm?issue\\_type=gay\\_rights](http://www.publicagenda.org/issues/overview.cfm?issue_type=gay_rights)
- National Conference of Catholic Bishops. “Always Our Children: A Pastoral Message to Parents of Homosexual Children.” (1997)
- Pharr, Suzanne. “Homophobia: A Weapon of Sexism,” excerpt (1988). Reprinted in *Issues in Feminism: An Introduction to Women’s Studies*, fourth edition. Ed. Sheila Ruth. Mountain View, CA: Mayfield Publishing Company, 1998. 276-279.
- Schacht, Steven. “Teaching about Being an Oppressor: Some Personal and Political Considerations.” *Men and Masculinities*. 4.2 (October 2001): 201-208.
- Faludi, Susan. “The Betrayal of the American Man” (book excerpt from *Stiffed*). *Newsweek* 13 September 1999: 48-59.
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<http://www.feministsforlife.org/history/jonesrya.htm>
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- Reagan, Leslie. “An Open Secret.” *When Abortion Was a Crime: Women, Medicine, and the Law in the United States 1867-1973*. Berkeley, CA: University of California Press, 1997. 19-45.
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- Neuborne, Ellen. "Imagine My Surprise." *Listen Up: Voices from the Next Feminist Generation*. Ed. Barbara Findlen. Seattle, WA: Seal Press, 1995. 29-35.
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- Richards, Amelia. "Body Image: Third Wave Feminism's Issue?" *Adiós Barbie: Young Women Write About Body Image and Identity*. Ed. Ophira Edut. Seattle, WA: Seal Press, 1998. 196-200.
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- Lowe, Melanie. "Colliding Feminisms: Britney Spears, 'Tweens,' and the Politics of Reception." *Popular Music and Society* 26.2 (2003): 123-140.
- Emily White, "Revolution Girl Style Now." *Rock She Wrote: Women Write About Rock, Pop, and Rap*. Eds. Evelyn McDonnell and Ann Powers. New York, NY: Cooper Square Press, 1995. 396-408.
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# Sociology of Gender

## **Lesleigh J. Owen**

Ph.D. Candidate  
Chaffey College

### Contact Information

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*Website:* <http://elearn.mtsac.edu/lowen/soc1/gender.htm>

### Course Information

*Course Title:* Sociology of  
Gender



## Soc 14: Sociology of Gender Chaffey College 2006

**Instructor:** Lesleigh J. Owen, PhD Candidate

**Email:** socprof\_owen@yahoo.com

**Final:** Dec. 18, 2-5 pm

**Course web site:**

<http://elearn.mtsac.edu/lowen/soc1/gender.htm>

**Class time:** Mon., 2-5

**Class place:** SS-17

**Section:** 40343

### Course objectives

- To explore various types of femininities and masculinities as social, historical, and cultural products.
- To examine gender as a source of social inequalities, privileges, and as a means for socially categorizing individuals.
- To discuss how gender is enacted on an everyday level as well as reproduced within institutions.
- To address the sites, processes, and effects of the intersections among gender, race, ethnicity, class, sexuality, age, body size, ability, and so on.
- To empower students to recognize gender inequalities and seek to address or change them.

### Course readings

- Spade, J.Z. & C.G. Valentine. 2004. *Kaleidoscope of Gender: Prisms, Patterns, and Possibilities*. (referred to in this syllabus as *Kaleidoscope*.)
- Soc 14 course pack, available at the bookstore

### Reading info

- Please come to class prepared to discuss, or at least engage with, the readings listed for that day. Since this is a discussion-heavy course, it is **crucial** that you keep up with the readings!
- I expect you to **always** do the readings — under penalty of severe nagging — and reflect your knowledge in your HWs.
- Obviously, I will discuss what I find particularly useful or provocative from our daily readings; however, and alas!, there are far too many subjects to address at length in class. It is your responsibility to raise questions -- whether in or after class or via email -- about issues that you don't understand or have a burning desire to discuss.

Value	Your class output
<p><b>20%, 40 points</b></p>	<p><b>Attendance and participation</b>  <b>Attendance:</b> You will receive full points for every full class period you attend. You will receive zero daily attendance points for absences and less than full daily attendance points for tardies or occasions when you sneak out a little early. Yes, I do reward perfect attendance (see “small papers” below)!  <b>Participation:</b> <i>Participating is essential in this class.</i> However, participation takes on many forms: discussing in class, participating in small groups, emailing me questions, or otherwise demonstrating to me your engagement with the class material.</p>

<b>20%, 40 points</b>	<b>Homework:</b> To help you apply the concepts you encounter in the readings, you will turn in a <i>typed</i> homework assignment every week, due at the beginning of class. You can find these assignments listed on the day they are due, next to your reading assignment for the week. By the way, did I mention <i>typed</i> ?
<b>15%, 30 points</b>	<b>Presentation:</b> You will formally present once in this class. It sounds scary, I know, but these should be tear- and terror-free activities. Your presentation will be a group presentation on an outside book (more info later). None of us are meanies in this class, and we will greet everything you say with support and enthusiasm.
<b>15%, 30 points</b>	<b>Small papers/projects:</b> Throughout the semester, you will construct three papers or projects, worth 5% (10 points) each, on topics assigned to you. Those with perfect attendance will be allowed to drop their lowest paper assignment.
<b>15%, 30 points</b>	<b>Midterm:</b> Your midterm will be an in-class, essay exam.
<b>15%, 30 points</b>	<b>Final:</b> For your final, you will turn in a 2-page paper as well as proof of some gender-related volunteering or activism that you performed during the semester.
<b>5%, 10 points</b>	<b>Extra credit:</b> On finals day, you may discuss your activism with the class.
	<b>TOTAL:</b> 105%, 210 points

You can determine your grade for the class by totaling your points, dividing them in half to get your percentage, and then using the following chart to determine your letter grade:

98-100%: A+ and below: F	88-89%: B+	78-79%: C+	68-69%: D+	59%
93-97%: A	83-87%: B	73-77%: C	63-67%: D	
90-92%: A-	80-82%: B-	70-72%: C-	60-62%: D-	

### Attendance info

- I do not differentiate between excused and unexcused absences; however, should some kind of emergency arise that requires you to miss a lot of class, come see me.
- Barring extreme circumstances (e.g., genuine illness, actual family emergency), I will not offer make-up exams if you happen to miss them due to an absence.
- If you miss more than 1/3 of our meetings (i.e., approximately 6 absences), I may drop you from this course. If you decide you want to drop the course on your own, **you** will be responsible for doing so.
- If you're interested in bringing an adult friend to class, please inform me first. Please avoid bringing children.

### What I expect from you

#### Homework assignments:

- I will expect your homework to be written, anywhere from a few sentences to one page in length, single- or double-spaced, and typed. I will not accept handwritten homework, as we will often use our homework as discussion fodder in class. You can often choose between two homework assignments; please note that you're *not* required to do both.
- **Homework key:** **+** means superior work (A+ — woohoo for you!), a check means great work (A-/B+ — yay!), **R** means redo and resubmit to me for full

credit.

- **Please don't do your homework without doing the weekly readings.** I know it's tempting to try and BS it, but I will not only return your homework and request you redo it, but possibly even glower. Fear the glower! Avoid it!
- I will always try to return your graded homework to you the following week.
- I will always accept late homework, although it won't be worth full credit.

#### **Late assignment info:**

- Barring extreme circumstances, I will deduct 20% for every class period an assignment is late, for a maximum of 50%; this includes homework assignments that you couldn't turn in because you were ill.
- If you know you're ill or unable to make it to class, you can still receive full credit on your assignment by emailing it to me by the end of Monday night.

#### **In-class behavior**

- Do not interrupt others when they speak. When others talk, we listen.
- Do not dominate the conversation at others' expense.
- I know it's difficult, but try to speak up — chances are we will dig your opinion and revel in your brilliance.
- **Do the readings** so you don't burden your classmates and groupmates with your inability to discuss them.
- Do not use language or examples that disparage others according to their gender, race, sexuality, etc.
- During debates or discussions, demonstrate respect for others' opinions.
- Validate others when they speak.
- Turn off all beepers, cell phones, iPods, etc.

#### **Don't cheat or plagiarize**

It's tempting, but resist the lure of the Dark Side. **Do not cheat or plagiarize.** If I catch you, you will fail the assignment *at the very least*. You could fail the course. Plagiarism is an unlawful act defined as the misrepresentation of the published ideas or words of another as one's own. A good rule of thumb to determine plagiarism: if it's common knowledge or springs from your own brain, you don't have to cite; otherwise, you do. Also, never quote someone without putting their words in quotes and providing their name.

#### **What you may expect of me**

- To respond to your homeworks, papers, and emails in a timely manner.
- Not to email spam you; yes, I expect the same courtesy from you.
- To come prepared with engaging activities and discussions.
- To challenge you (for a fuller discussion, see below).
- To be fair, consistent, and respectful.
- To accommodate different learning styles and abilities.
- To abide by our in-class behavioral guidelines.
- To celebrate and make use of our fabulous diversity!

#### **Students with disabilities**

Students with learning or physical disabilities or other conditions that may affect their performance in the class should make sure their documentation is on file with the Disabled Programs and Services (located at CCW21-A, contacted at 909.941.2379,

or online at <http://www.chaffey.edu/DPS/>). Please also come chat with me to discuss reasonable accommodations.

### **Huggin' some trees**

FYI, my goal is to make this class as paperless as possible (from my end, anyway). Therefore, I need your email address and will expect a bit of Internet-based research and time from you. You will visit the course web site *often* to access progress reports and assignments! Also, **I strongly encourage you to submit assignments on recycled paper, use both sides of the paper, and/or put more than one homework assignment on each sheet.**

*Remember: reduce, reuse, recycle!*

## **READING AND HOMEWORK**

### **UNIT I. NEITHER ESSENCE. . . : DE/CONSTRUCTING GENDER BINARIES**

#### **WEEK 1, Aug. 28: Sex, gender, cool new vocab terms, and social constructionism**

- Introduce ourselves, discuss the class

#### **WEEK 2, Sept. 4: Labor Day, so no class**

- *Reading:* Nada, zero, zip
- *Homework* (due 9.11.6): Search through one of the following URLs and write your reaction to this historical information: (e.g., What did you learn that you didn't know before? How might this change some of your views?) 1. Native Americans in the U.S.: [http://en.wikipedia.org/wiki/Native\\_Americans\\_in\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Native_Americans_in_the_United_States), 2. 20<sup>th</sup>-century Equal Rights Amendment (ERA): <http://www.now.org/nnt/01-94/era.html>, and 3. Lynching and rape of African Americans during and after slavery: <http://www.law.georgetown.edu/ghl/phillips.htm>. [I know it's cruel and heartless to assign homework on a holiday, but I can't stand the thought of losing an entire week. Aargh!]

#### **WEEK 3, Sept. 11: What do we expect of gendered beings?**

- *Kaleidoscope reading:* Straus, "Escape from Animal House"
- *Non-Kaleidoscope reading:* Martinez, "Dutiful Hijas"; Austin, "Femme-Inism"
- *Homework:* Use information from your readings and your own gender, racial, etc., socialization to ponder how you might have been different had you been born another sex (e.g., female, male, intersexed).

#### **WEEK 4, Sept. 18: Addressing the nature vs. nurture debate**

- *Kaleidoscope reading:* Sapolsky, "The Trouble with Testosterone"; Gilbert, "My Life as a Man"
- *Non-Kaleidoscope reading:* Kimmel, excerpt from "Ordained by Nature"
- *Homework:* Discuss how you feel about whether/how much gender is influenced by biology. Use examples or issues from the readings to explain why you think this way.

**WEEK 5, Sept. 25: Sexual identities, sexual binaries**

- Kaleidoscope *reading*: Preves, "Sexing the Intersexed"; Nanda, "Multiple Genders Among North American Indians"
- *Non-Kaleidoscope reading*: Takagi, "Maiden Voyage"
- *Homework*: What are your views on sex assignment surgery for intersexed children?

**UNIT II. . . .NOR ILLUSION: EFFECTS & INEQUALITIES OF GENDER****WEEK 6, Oct. 2: Identities and intersections: Privileges and inequalities**

- Kaleidoscope *reading*: McIntosh, "White Privilege and Male Privilege"; Collins, "Toward a New Vision"
- *Non-Kaleidoscope reading*: Kimmel, "Masculinity as Homophobia"; Steinem, "If Men Could Menstruate"
- *Homework*: Think of your many identities, as Collins discusses. Now list a few of the privileges you have enjoyed as a member of a privileged group.

**A. INSTITUTIONS AND GENDER****WEEK 7, Oct. 9: "It's a girl!": Gender socialization starts so young**

- Kaleidoscope *reading*: McGuffey & Rich, "Playing in the Gender Transgression Zone"
- *Non-Kaleidoscope reading*: Cunningham, "Barbie Doll Culture"; Gould, "X: A Fabulous Child's Story" (available online)
- *Homework*: Imagine you decide to have a child in the near future. Use info from the readings to discuss how you will strive to socialize your child to be a well-rounded being rather than a perfectly-gender-socialized being.

**WEEK 8, Oct. 16: Gendered inequalities in the workplace**

- PAPER 1 DUE at beginning of class
- Kaleidoscope *reading*: Wharton, "Feminism at Work"
- *Non-Kaleidoscope reading*: Kimmel, excerpt from "The Gendered Workplace"
- *Homework*: None — good luck with your paper! Since I'm not requiring any homework, I *do* expect you to do both readings. Yes, I know I'm vicious.

**WEEK 9, Oct. 23: Families as gendered and racialized institutions**

- *Non-Kaleidoscope reading*: Dill, "Our Mothers' Grief"; Stoller & Gibson, "Diversity of American Families"; Quintana, "Bless Me, Father"
- *Homework*: Discuss whether/how your family deviated from cultural family ideals.

**WEEK 10, Oct. 30: Feminist and men's movements**

- MIDTERM during the first half of class
- *Reading and homework*: None. Good luck studying!

**WEEK 11, Nov. 6: The dark side of relationships: Gender and violence**

- *Non-Kaleidoscope reading:* Kimmel, excerpt from “The Gender of Violence”; Owen, excerpt from “Forced through the Cracks” (avail. online); Kokopeli & Lakey, “More Power than We Want”
- *Homework:* Using information from the readings and your own experiences, discuss how we might diminish the incredible amount of gendered violence in the U.S.

**WEEK 12, Nov. 13: Gender meets capitalism, consumerism, and postmodernism**

- PAPER 2 DUE at beginning of class
- *Kaleidoscope reading:* Mernissi, “Size 6: The Western Woman’s Harem”
- *Non-Kaleidoscope reading:* Jagger, “Consumer Bodies”; Martinez, “Seeing More than Black and White”
- *Homework:* None — good luck with your paper. Yes, I know the little devil on your shoulder is whispering to you to skip the readings for this week. Please resist. :)

**B. GENDERED BODIES****WEEK 13, Nov. 20: Beauty and the abject**

- *Non-Kaleidoscope reading:* Wolf, “The Beauty Myth”; Bordo, excerpts from “Beauty (Re)Discovers the Male Body”; Cavallaro, excerpt from *The Body: For Beginners*; Phoca, excerpt from *Introducing Postfeminism*
- *Homework:* Either: 1. Discuss how your gender socialization has shaped your notion of your physical attractiveness, or 2. Using information from the readings, discuss the definition of abject bodies as well as *why* you think this is a gendered issue. Is it an issue for you?

**WEEK 14, Nov. 27: Let’s talk about sex (and no, we ain’t talkin’ chromosomes this time)**

- *Kaleidoscope reading:* Tanenbaum, “Slut!”; Gavey, et al., “If It’s Not On...”
- *Non-Kaleidoscope reading:* Bordo, “Pills and Power Tools”; Kimmel, excerpt from “Gendered Sexualities”
- *Homework:* Research ONE of the following topics online or in books and write a brief discussion of what it means *and* how you feel about it: compulsory heterosexuality, erectile dysfunction, or sexualization (or exoticization) of women or men of color. Provide an example of your topic from your readings.

**UNIT III. GENDERED BEINGS STRIKE BACK: GENDER-BASED ACTIVISM****WEEK 15, Dec. 4: What does gender-based activism look like? What can we do?**

- PAPER 3 DUE at beginning of class
- *Kaleidoscope reading:* Johnson, “Unraveling the Gender Knot”
- *Non-Kaleidoscope reading:* Schultz, “Getting Off On Feminism”; Horn-Miller, “Bring Us Back into the Dance”
- *Homework:* None. Yes, I know I’m *wonderfully* thoughtful and you’re *terribly* grateful. Wanna know how you might demonstrate your gratitude? Do the

readings! Johnson, especially, provides tons of concrete examples of activism.

**WEEK 16, Dec. 11: Presentation of outside book to rest of class**

- *Reading and homework:* None

**WEEK 19, Dec. 18 : Final exam, presentation of activism**

- FINAL due at beginning of class
- *Homework:* None, although those of you who want to present for extra credit should prepare your presentation.

## Gender Lecture, First Day

### SEX VS. GENDER

- [slide] Defs, gender as fluid and relational
- Q: What are some stereotypical characteristics of femininity and masc? [put on board]
- [slide] Different kinds of femininities and masculinities
  - Q: How many of you identify more strongly with the feminine side? Masculine? Does this ever change? Discuss.
  - Femininity and masc. as fluid, more performance than concrete identities (like wearing clothes)
  - [overhead] Board examples represent White, middle-class ideals of “perfectly” enacted gender -- **CConnell** and hegemonic masc and emphasized femininity [slide]
  - Gender is **socially constructed** -- Q: What does this mean?
- Activity: [overhead]
- Point: what it means to be a woman depends on history, identities, culture, circumstances, etc. In this way, femininities and masculinities plural.

### Gender activity [slide]

1. If your first name begins with A-G, you are a woman, African American slave, c. 1800.
2. If your first name begins with H-M, you are an Iroquois man, c. 1600.



3. If your first name begins with N-S, you are a middle-class, White woman, c. 1950.
4. If your first name begins with T-Z, you are a middle class, Asian-American man, c. 2006.

Stay in character and address these topics:

1. Your favorite pastime?
2. Preparing and eating meals?
3. Having kids: yes or no, how old were you, planned or accidental, who takes responsibility for their care?
4. Working outside the house?
5. Being attractive?
6. Getting an education?
7. Honing your social skills?
8. Having a romantic partner?

# Men, Women, and Society

## **Danielle M. Currier**

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### Contact Information

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### Course Information

*Course Title:* Men, Women, and Society

**MEN, WOMEN & SOCIETY**  
**SOCY326**  
**Fall 2006**

Dr. Danielle M. Currier  
[dmcurrier@radford.edu](mailto:dmcurrier@radford.edu)  
831-8387

Young Hall 202  
*Office Hours:*  
M/W: 3–4 & 5:30–6:30pm

**Goals of the Course:**

1. To understand the concept of gender; to learn what it is and what it isn't.
2. To learn how gender is socially constructed – how we learn to do and be things in a gendered way. We will discuss how gender is social, not purely biological
3. To understand how gender affects all of us, in all aspects of our lives, on all levels.
4. To learn to think critically about the messages we get about gender (ours and others).
5. To understand the “relative” nature of gender. How it is time-, culturally-, and geographically-specific.
6. To understand the interconnected nature of gender, sex, race, class, and sexual orientation.

This course will be an introduction to gender norms and roles. “Gender” is not synonymous with “woman” or biological “sex” (male or female). Gender is social - it affects everyone, regardless of sex, class, race, sexual orientation, etc. We will explore the ways in which gender is socially constructed and perpetuated. We will study the levels of the individual (micro), organizations (mezo), and society as a whole (macro). We will look at the social, cultural, and historical changes of gender in different areas of life.

We will discuss how we are all deeply affected by our culture and the world around us, but how we also have some level of decision-making power in our lives (agency). Thus, we will look at the different levels of agency available to different groups in different areas of life as it pertains to gender, sex, class, race, and sexual orientation.

In this course, we will study the ways gender, race, class, ethnicity, and sexual orientation are interlocking, often creating a complicated web of oppression. This oppression manifests itself in different ways in different countries, in different groups, and in different individuals. Thus, we will discuss several different cultures, although our emphasis will be on the United States. In order to understand the oppressions in our own culture, it is important to compare the conditions in other cultures. As human beings, we are subjective creatures, so understanding our individual and cultural position relative to others is important.

Most of the readings will be sociological. However, there will be a few readings from the disciplines of women's studies and psychology because they have added greatly to the progress of research on gender. Students are encouraged to offer any information from their majors and disciplines to aid in understanding the larger picture of gender and how it affects each and every one of us.

### **Required Information:**

#### Reading packet:

I have copied a packet of articles for you. They are approximately in the order we will be reading them during the semester. They are indicated on the syllabus by the title and author of the article.

Read them in the order I listed. They will make more sense as a group.

Books:            *The Vagina Monologues*, Eve Ensler (1998)  
                          *Trans-Sister Radio*, Chris Bohjalian (2000)

All readings listed on the syllabus are required reading. Class discussions will be based to a great extent on these readings, so you should do all the reading prior to class.

You should read them in the order I have listed on the syllabus. I have organized them so that they build on each other or so that information in one article will help you with the following ones.

**Films:** We will view several films and documentaries during class time. If you must miss a class when a film is shown, contact me about viewing it on your own.

I will also show 1-2 films outside of class. These are not optional. I will try to accommodate everyone's schedules when I show these films, but if you miss the time I schedule, you are responsible for seeing the film on your own time.

### **Course Grade Components:**

200 points	News Article presentations (2 each)
250 points	Writing assignments due in class

250 points      Attendance / Class Participation  
 300 points      Group Projects & Presentations

**Grade Calculation:**

A: 900 – 1000 points                      C: 700 – 790 points                      F: 590 and below  
 B: 800 – 890 points                      D: 600 – 690 points

**NO LATE ASSIGNMENTS WILL BE ACCEPTED!!!!**

**News Articles (2 each):**

**During the course of the semester, you need to bring in 2 news article dealing with gender. The articles can address any topic – it doesn't have to be directly related to the reading for the day on which you present your article. It can be nationally or internationally focused. You will present this article and your comments to the class.**

The written portion should include a 1-2 paragraph summary and a 1-2 page analysis of the article.

Address such questions as: why did you pick this article? What point was the author trying to make? How well did she/he get the point across? What assumptions was the author making (obvious or subtle ones), was there any obvious bias? What did you like/dislike about the article? What did you agree/disagree with in this article? How does this article relate to what you are learning in this class?

**MAXIMUM OF 3 PAGES!!!!**

**Attendance / Class Participation:**

Attendance and participation are an essential part of this class. Much of understanding sociology is being able to apply it to your own life, so the more people participate, the more we all will learn. Complete all reading assignments and be prepared to talk about them, do not interrupt other speakers, be open to new ideas, and do not belittle the opinions of others!!!

Each student can miss 2 classes without penalty. Every class you miss after that will be 10 points off your final grade.

**Writing Assignments:**

There is a writing assignment due every week. They are listed clearly on the syllabus. They are due on the day they are listed and must be typed!!!

These will be used as a way to launch discussions each class period, so put some critical thinking into them. If I say “list”, I mean exactly that, just a list. But do put some thought and effort into them.

### **Group Project:**

Groups of 3-5 people will research a topic related to how we construct gender in our society.

Each group will do an oral presentation to the entire class at the end of the semester. You cannot address a topic that we address extensively in class. It must be something that adds to the overall knowledge of the class.

You must use sociological research as the basis of your examination of the information available, but sources may also include any form of popular media (newspapers, magazines, internet), as long as it is used as supporting information, not primary information.

(I) *Introductory Information* (due 9/6)  
(20 pts)

*Group:* A list of the people in your group; topic you are researching; who will be doing what.

1-2 paragraph summary of what each person in the group will be examining.

(II) *1<sup>st</sup> Progress Update and list of sources* (due 10/4)  
(30 pts)

Update on what people are looking at; a list of sources (at least 3 for each person). Can be handed in as a group or individually.

(III) *3<sup>rd</sup> Progress Update* (due 10/25)  
(50 pts)

Each student must hand in an annotated bibliography. This means that you need to do a 1-2 paragraph summary of all the sources you will be using for your final presentation. I also want a 1-2 paragraph summary from each person of what their presentation will encompass. Can be handed in as a group or individually

(IV) *Final oral presentation of research findings or paper due* (11/13 – 12/4)  
(200 pts)

Each group will get one full class period to address their topic.

I want there to be as much equality of presentation as possible (each person presenting the same amount of time/information). Try not to overlap too much in what you are addressing.

You must include a discussion of how this topic relates to the things you learned in this course.

\*\*\*\*\* **Week 1: WHAT IS GENDER & WHY DO WE STUDY IT?**

**8/21** Introduction to Course

**8/23** Sociological Conceptions of Gender

*Readings:* Studying Gender: An Overview – Renzetti & Curran  
The Social Construction of Gender – Lorber  
Why Girls Will Be Girls – *Newsweek* article

*Assignment:* Write a 1-2 paragraph summary of the Renzetti article. What are her main points? Which of the four theories that she presents makes the most sense to you? Why? What do you agree and disagree with? How does this coincide or differ with how you have previously thought of “gender”? (max 1 page)

Write a 1-2 paragraph summary of the Lorber article. What do you agree and disagree with? (max 2-3 paragraphs; both can be in the same document)

\*\*\*\*\* **Week 2: SOCIOLOGICAL CONCEPTIONS OF GENDER**

**8/28** *Readings:* A Social-Psychological Model of Gender – Deaux & Major  
Doing Gender – West & Zimmerman

*Assignment:* Write a 2-3 paragraph summary of each of the articles. What are the main points of each? What do you agree or disagree with? Then write a summary of what you see as the similarities and differences in how each are describing gender. (Max 2 pages)

**8/30** *Readings:* My Life as A Man – Gilbert

*Assignment:* Write a reaction to the Gilbert article. What do you think of her experiment? What do you think about her conclusions? Agree or disagree with? What would you do differently? (max 1 page)

\*\*\*\*\* **Week 3: INTERSECTIONS BETWEEN GENDER, RACE, CLASS, SEXUALITY**

**9/4** *Readings:* Toward a New Vision: Race, Class, and Gender... – Hill Collins  
White Privilege and Male Privilege – McIntosh  
Patriarchy, the System – Johnson

- Assignments:*
- (1) Make a list of the ways men are privileged over women
  - (2) List ways that heterosexuals are privileged and a list of how non-heterosexuals are disadvantaged or oppressed.
  - (3) List ways you have been privileged and oppressed in your life. Make sure you refer at least to the 4 primary elements we're discussing (gender, race, class, sexuality), although you can include other forms of privilege you can identify in your life.

**9/6**     1st Group Update due

**\*\*\*\*\* Week 4: SOCIALIZING PEOPLE TO BE GENDERED**

- 9/11**     *Readings:*     Becoming Male or Female – Davies  
                                  In the Beginning there are Babies – Phillips  
                                  Time Warp in the Toy Store – Reifler  
                                  The Pink Dragon is Female: Halloween Costumes... – Nelson  
                                  Barbie Girls versus Sea Monsters: Children Constructing Gender  
                                  – Messner

*Assignment:* Make a list of ways that you have been socialized to be feminine and how you have been socialized to be masculine (all people have been socialized to be both, so don't only do one). This should include ways you've been both encouraged and discouraged from being/doing something.

- 9/13**     *Assignment:* Nelson and Messner talk about Halloween costumes and organized sports as if they are important to socializing people to be "feminine" or "masculine".  
                                  What do you agree and disagree with in their arguments? Is socializing people to be "f" or "m" bad or problematic? If so, what should we do NOT to continue these social patterns? If not, why not? (max 2 pages)

**\*\*\*\*\* Week 5: DEFINING and IDENTIFYING "FEMININITY"**

- 9/18**     *Readings:*     Hegemonic Masculinity and Emphasized Femininity – Connell  
                                  Ain't I a Woman? – Truth  
                                  Slut! Growing up Female with a Bad Reputation – Tanenbaum  
                                  What it Means to Be Gendered Me – Lucal

*Assignment:* Make a list of components/elements/expectations of "femininity" in our culture. Then do a list of ways it is different for different groups (heterosexual vs. lesbian/bi women; White vs. women of color; rich vs. poor)



**9/20**     *Assignment:*    Come to class dressed in a way that you think is “feminine” (yes, the men have to do this too! ☺) If you are feeling risky, wear these clothes all day and note what kind of reactions you get. If you are someone who dresses this way all the time, note if you think that people treat you differently that if you dressed in a more “masculine” or “androgynous” way.

\*\*\*\*\* **Week 6: DEFINING and IDENTIFYING “MASCULINITY”**

**9/25**     *Readings:*        Real Men Don’t Cry... and Other ‘Uncool’ Myths – Petrie  
 The Men We Carry in Our Minds – Sanders  
 The Male Role Stereotype – Thompson  
 Never Too Buff – Cloud  
 The Black Male: Searching Beyond Stereotypes – Marable

*Assignment:* Make a list of things that you think describe or are included in “masculinity”.  
 Then do a list of ways it is different for different groups (heterosexual vs. gay/bi men; White vs. men of color; rich vs. poor, etc.)

**9/27**     *Assignment:*    Come to class dressed in a way that you think is “masculine” (yes, the women have to do this too! ☺) If you are feeling risky, wear these clothes all day and note what kind of reactions you get. If you are someone who dresses this way all the time, note if you think that people treat you differently that if you dressed in a more “feminine” or “androgynous” way.

\*\*\*\*\* **Week 7: SEXUALITY AS A COMPONENT OF BEING GENDERED**

**10/2**     *Readings:*        The Heterosexual Questionnaire – Rochlin  
 Homophobia and Sexism – Pharr  
 Becoming 100% Straight – Messner

*Assignments:* Choose 9 of the questions from the “Questionnaire” and answer them.  
 Make a list of the ways that homophobia and sexism are connected or mirror each other. Give specific examples if you have any. Bring to class the 9/4 list about heterosexual privilege

**10/4**     *Reading:*            “The Decline of the Date ... the College Hookup” (England & Thomas)

*Assignment:* Write a definition of a “hookup”. List things that would happen in a typical hookup, from your perspective. (this is to be typed and handed in without your name on it!!)  
List the differences between a hookup and a date. What are the things that you would look for in someone you want to date versus the things you would look for in someone you just want to hookup with? (your name goes on this!)

*Assignment:* 2<sup>nd</sup> Group Update due

\*\*\*\*\* **WEEK 8: THE LANGUAGE WE USE DOES MATTER**

**10/9** *Readings:* Gender Stereotyping in the English Language – Richardson  
The Fraternal Bond as a Joking Relationship – Lyman

*Assignment:* Make a list of insults against women  
Make a list of insults against men

**10/11** *Readings:* *The Vagina Monologues* (whole book)

*Assignment:* Write your own Vagina Monologue

\*\*\*\*\* **Week 9: THE MEDIA DOESN'T AFFECT ME!!!**

**10/16** *Assignment:* Bring in one of the following:  
a) 10 ads objectifying women; 10 ads objectifying men  
b) Clips from videos objectifying women or men  
Make a list of how the media (in general) objectifies women and how it objectifies men

**10/18** *Video:* *Dreamworlds2* or *Still Killing Us Softly*

\*\*\*\*\* **Week 10: MY FAMILY ISN'T GENDERED!!!**

**10/23** *Readings:* The Husband's Marriage and the Wife's Marriage – Bernard  
Strategies Men Use to Resist – Deutsch  
Polygamists Unite – *Newsweek* article

*Assignment:* (1) List ways in which your family of origin was/is gendered (LIST!!)  
(2) The Bernard article was originally written in 1972 and reprinted in 1982.  
What are the major ways she says that marriage is good for men and bad for women? What are things that you think have changed today? (max 1 page)

**10/25** *Readings:* On 'Good' Black Fathers – Hanchard

*Assignment:* Make lists of what you think constitutes a “good mother” and a list of what constitutes a “good father”

Update #3 due from groups (due in class)

**\*\*\*\*\* Week 11: WORK, EMPLOYMENT, & Intersections with the FAMILY**

**10/30** *Readings:* Sex Segregation in the U.S. Labor Force – Bose & Whaley  
 Moving Up and Taking Charge – Padavic and Reskin  
 Global Woman – Ehrenreich & Hochschild

*Assignment:* Make a list of “women’s” professions  
 List the general patterns/characteristics of those jobs  
 Make a list of “men’s professions  
 List the general patterns/characteristics of those jobs

**11/1**

**\*\*\*\*\* Week 12: What Exactly does it mean to be Gendered?**

**11/6** *Reading:* *Trans-Sister Radio (whole book)*

*Assignment:* Questions on book attached to syllabus

**11/8**

**\*\*\*\*\* Week 13:**

**11/13** **Group Presentations**

**11/15** **Group Presentations**

**\*\*\*\*\* THANKSGIVING BREAK 11/18 – 11/26**

**\*\*\*\*\* Week 14:**

**11/27** **Group Presentations**

**11/29** **Group Presentations**

**\*\*\*\*\* Week 15:**

**12/4** **Group Presentations**

**12/6** **Last Day of Class – Wrap up and discussion of presentations**

## Discussion questions for “Trans-Sister Radio”

Does anyone in the class know someone who is a transsexual? What is it like?

How would the Radford community react to a situation like the one in T-SR?

How do you think Carly will be affected in the long run by what happened in her family?

How do you think things would have been different for everyone in the book if Carly had been a younger person?

In discussion transsexualism with her mother, Carly says “we al want to cross over a lot more than we realize. We all wan to be ... other”. Is she right? Why would we all want to be something “other” than we are?

Why do Dana’s parents oppose his sex-change operation? What aspects of Dana becoming a woman concern them most? What prevents them from understanding Dana’s deep need to become a physical woman?

If this had been a parent of yours, how would you react?

If this had been a sibling, how would you react?

How would you WANT to react, compared to how you would react? Why?

Do you feel that people can/are born the wrong biological sex? Why or why not?

Was Dana selfish in her desire to be with Will? Why or why not?

What is your reaction to the school board’s reaction to Alison? Was it appropriate? How much privacy should teachers have?

How about the reaction of the community in general?

Do you think people usually regret having the surgery once it’s done? Why or why not?

How many people do you think actually go through this type of surgery?

# Introduction to Women's and Gender Studies (2001)

## **Natalie Kampen**

Departments of Women's Studies and Art History  
Barnard College, Columbia University

## **Sherry Ortner**

Department of Anthroplogy  
Columbia University

### Course Information

<i>Course Title::</i>	Introduction to Women's and Gender Studies
<i>Type of Course:</i>	Lecture with Discussion Sections
<i>Requirements Fulfilled:</i>	General Education, Major, Minor
<i>Student Population:</i>	First-year, Second-year

## Intro to Women's and Gender Studies

Fall, 2001

**Professor Natalie Kampen**

Barnard 201C

854-6747

[nbk6@columbia.edu](mailto:nbk6@columbia.edu)

Hours Wed. 10-12 or by appointment

**Professor Sherry Ortner**

Schermerhorn Ext. 862

854-4560

[sbo3@columbia.edu](mailto:sbo3@columbia.edu)

Hours Tuesday 12-2 and by appointment

**Course Requirements:** Attendance at Tuesday lectures and Thursday discussion sections. On-time submission of three 5 page papers (see Assignments) and take-home final exam.

Attendance of at least 2 scheduled events at the Columbia University Institute for Research on Women and Gender or the Barnard College Center for Research on Women.

Completion of all assigned readings (see Readings below); seniors read at least one of the items on the list of recommended readings as well as the required readings.

**Assignments:** Three papers, 5 pages each, to be submitted to section leader on time unless with prior arrangement AND an excuse from a doctor or a dean.

**# 1: due October 4 in section.** Read one of the autobiographical writings listed below and analyze it using the concepts of cultural category and social practice as discussed in class. Unless specified, you can be sure there's a copy at Barnard; some are already on reserve there.

1. Memoirs of Lady Hyegyong (memoir of an 18<sup>th</sup> century Korean princess).
2. I, Rigoberta Menchu (testimonial of a 20<sup>th</sup> century Guatemalan radical).
3. Taj al-Saltana, Crowning Anguish (late 19<sup>th</sup>-early 20<sup>th</sup> century autobiography of an Iranian princess).
4. The Book of Margery Kemp (14<sup>th</sup> century English lady's story of mystical experience).
5. Simone de Beauvoir, Memoirs of a Dutiful Daughter (20<sup>th</sup> century bourgeois French woman's autobiography, the first of four volumes).
6. Murasaki Shikibu, Her Diary and Poetic Memoirs (11<sup>th</sup> century Japanese novelist's memoir; author of Tale of Genji). So far this is only in the East Asian Library.
7. Jade Snow Wong, Fifth Chinese Daughter (autobiography of a Chinese woman of the 20<sup>th</sup> century).
8. Mourning Dove, Autobiography (early 20<sup>th</sup> century autobiography by an Okanagan novelist and folklorist).

9. Liliuokalani, Hawaii's Story by Hawaii's Queen (late 19<sup>th</sup>-early 20<sup>th</sup> century autobiography of the last queen of independent Hawaii). This is only at Butler now.
10. Harriet Jacobs, Incidents in the Life of a Slave Girl (autobiography from 1861 of an African American slave, formerly known as Linda Brent).
11. Peig Sayers, An Old Woman's Reflections (memories of an early 20<sup>th</sup> century Irish woman from the Blasket Islands, told in Irish to her son who translated and published them). This is currently only at Butler.
12. Audre Lorde, Zami: A New Spelling of My Name (an autobiographical fiction by the late poet and feminist activist)
13. Dorothy Day, The Long Loneliness (autobiography of the 20<sup>th</sup> century founder of the Catholic Worker Movement)
14. Emma Goldman, Living My Life (a two volume autobiography by the early 20<sup>th</sup> century anarchist).
15. Elizabeth Gurley Flynn, Rebel Girl (autobiography of a 20<sup>th</sup> century U.S. communist)
16. Natalia Ginzburg, The Things We Used To Say (an autobiographical fiction by the 20<sup>th</sup> century Italian novelist).

#2: due November 1 in section; Go someplace in New York where you've never been before; stay for at least 2 hours on at least 2 occasions and observe the way gender works in lived practice as well as in the frames of representation within which gender is being practiced. Pay particular attention to the social variations on gender that result from ethnicity, religion, race, age, class, or sexuality. This project is really about silent observation, so there's no need to interact with people unless you want to.

#3: due November 27 in lecture. using the following essays and responses, analyze some of the tensions in international interracial feminist organizing. All the material you need is available at Barnard as well as in the reading packet.

Women in Africa and African Diaspora Conference I, 1992: positions and debates, in Sisterhood, Feminisms and Power: From Africa to the Diaspora, ed. Obioma Nnaemeka (1998):

1. Olabisi Aina, "African Women at the Grassroots: The Silent Partners of the Women's Movement," 63-88.
2. Clenora Hudson-Weems, "Africana Womanism," 149-62.
3. Lumka Funani, "The Nigeria Conference Revisited," 411-17.
4. Obioma Nnaemeka, "This Women's Studies Business: Beyond Politics and History (Thoughts on the First WAAD Conference)," 351-86.

Feminist Genealogies, Colonial Legacies, Democratic Futures, edited by M. Jacqui Alexander and Chandra Talpade Mohanty (1997):

1. M. Jacqui Alexander and Chandra Talpade Mohanty, "Introduction: Genealogies, Legacies, Movements," xiii-xlii.
2. Ayesha Imam, "The Dynamics of WINning: An Analysis of Women in Nigeria (WIN)," 280-307 and 393-96.

Transitions Environments Translations: Feminisms in International Politics, edited by Joan W. Scott, Cora Kaplan and Debra Keates (1997):

1. Evelyn M. Hammonds, "When the Margin is the Center: African-American Feminism(s) and 'Difference'," 295-309.
2. Jacklyn Cock, "Women in South Africa's Transition to Democracy," 310-33.
3. Mamphela Ramphele, "Whither Feminism?" 334-38.

**Readings:**

**TO PURCHASE:**

1. Reading packet. You'll need to telephone Broadway Copy on Broadway at 122<sup>nd</sup> street to order the packet. They'll let you know the cost and how soon it will be ready for you to pick up. Each packet is made to order, so you must order it ahead. All readings in the packet will also be available on library reserve at Barnard and Butler libraries. Copies of the packet will be available at IRGW and CROW.
2. Manifesta available at Labyrinth Books, 112<sup>th</sup> between Amsterdam and Broadway.
3. Optional: you may want to buy a copy of the book you'll read for the first assignment, so be sure to allow time for a bookstore or Amazon to get it for you.

Recommended readings cannot be put on reserve; the libraries will not do so. Therefore, if you are planning to read material from the recommendations list, please do not check items out of the library; don't prevent other people from doing the readings too.

**Grades:** Attendance and participation: 15%

Each paper: 20%

Final Exam: 25%



## **SCHEDULE**

Sept. 4: What is women and gender studies? (Kampen and Ortner)  
 Women, gender systems, sexuality, men's studies  
 No reading; open discussion

### GENDER CONSTRUCTION

Sept. 11: How is gender constructed through cultural categories and social practices?  
 (Ortner)

#### **Readings:**

Joan Scott, "Gender: A Useful Category of Historical Analysis," in Gender and the Politics of History (1985) pp. 28-52.

Sherry Ortner, Introduction to Making Gender (1996), pp. 1-20, plus notes pp. 213-215.

Rita Astuti, "'It's a boy,' 'it's a girl!'" Reflections on sex and gender in Madagascar and beyond.' In M. Lambek and A. Strathern, eds., Bodies and Persons (1998), pp. 29-52.

**Recommended:** Browse the rest of the articles in Ortner and Scott.

Sept. 18: How is gender constructed through representation? (Kampen)

(NOTE: for those observing the second day of Rosh Hashanah, the class will be videotaped and the tape available for you on reserve at Barnard's Media Center).

#### **Readings:**

N. Kampen, "Gender Theory in Roman Art," in I, Claudia: Women in Ancient Rome (1996) 14-25.

J. Butler, "Imitation and Gender Insubordination," in H. Abelove et al., eds., The Lesbian and Gay Studies Reader (1993) 307-20.

#### **Recommended:**

**Kendall Thomas, "'Masculinity,' 'The Rule of Law,' and Other Legal**

**Fictions,"** in Constructing Masculinity, ed. Maurice Berger, Brian Wallis and Simon Watson (1995) 221-37.

Barbara Ehrenreich, Hearts of Men (1983) (for browsing)

Sept. 25: Does gender have history/histories? (Kampen)

(NOTE: For those observing Yom Kippur on Sept. 27, a special discussion section will be available on Thursday, October 4 at 9 a.m.)

**Readings:**

Natalie Zemon Davis, Women on the Margins (1993) 5-62 and 220-59: Glükl of Hameln.

Glückl of Hameln, Memoirs, selection in reading packet.

**Recommended:**

Glückl of Hameln, Memoirs.

Oct. 2: Does gender have history/histories? Capitalism, colonialism, and the transformation of gender systems. (Ortner)

(Note: for those observing the first day of Sukkoth, the lecture will be videotaped and available on reserve in the Media Center at Barnard).

**Readings:**

Eleanor Leacock, Myths of Male Dominance (1981), Chs. 2-4, pp. 33-62.

Ann Stoler, "Carnal Knowledge and Imperial Power" (1991), in R. Lancaster and M. di Leonardo, eds., The Gender/Sexuality Reader, pp. 13-36.

Partha Chatterjee, The Nation and its Fragments (1993), Chs. 6 and 7, pp. 116-157.

**Recommended:**

F. Engels, Origin of the Family, Private Property and the State.

GENDER AND...

Oct. 9: Is gender a basis for oppression/discrimination? Questions of "male dominance" and male "superiority" (Ortner)

**Readings:**

Simone de Beauvoir, The Second Sex (1949), Intro pp. Xiii-xxix and Ch 4, "The Nomads," pp. 56-60.

Carole Pateman, The Sexual Contract (1988), Ch. 1, "Contracting In," pp. 1-18.

**Recommended:**

P. Sanday, Fraternity Gang Rape (1990).

Oct. 16: Gender is a basis for oppression but...how does race matter? (Kampen)

**Readings:**

A. Lorde, "The Master's Tools will never Dismantle the Master's House," in Gender Space Architecture: An interdisciplinary introduction, ed. J. Rendell et al. (2000) 53-55.

- B. Smith, "Racism and Women's Studies," in Haciendo Caras: Making Face, Making Soul, ed. G. Anzaldúa (1990) 25-28.
- S. Truth, "Ain't I a Woman?" and "What time of night it is," in Feminism: The Essential Historical Writings, ed. M. Schneir (1994) 93-98.
- Nell Irvin Painter, "Sojourner Truth in Life and Memory: Writing the Biography of an American Exotic," in "We Specialize in the Wholly Impossible:" A Reader in Black Women's History, ed. Darlene Clark Hine, Wilma King and Linda Reed (1995) 359-71.

**Recommended:**

Wahneema Lubiano, "Black Ladies, Welfare Queens, and State Minstrels: Ideological War by Narrative Means," in Racing Justice, Engendering Power: Essays on Anita Hill, Clarence Thomas, and the Construction of Social Reality, ed. T. Morrison (1992) 323-63.

Oct. 23: Gender is a basis for oppression but...how does class matter? (Ortner)

**Readings:**

- Sherry Ortner, "Reading America: Preliminary Notes on Class and Culture." In R. Fox, ed., Recapturing Anthropology (1991), pp. 163-190.
- Linda Blum, "Justice you can bank on," in her Between Feminism and Labor (1991), pp. 1-19.
- Christine Grey, "Myths of the Bourgeois Woman: Rethinking Race, Class, and Gender," in A. Lugo and B. Maurer, eds., Gender Matters (2000), pp. 185-217.

**Recommended:**

Browse Lugo and Maurer.

Oct. 30: Gender is a basis for oppression but...how does sexuality matter? (Kampen)

**Readings:**

- Anne Koedt, "Myth of the Vaginal Orgasm," in Reader in Feminist Knowledge, ed. S. Gunew (1991) 326-34.
- A. Rich, "Compulsory Heterosexuality and Lesbian Experience" in The Lesbian and Gay Studies Reader, ed. H. Abelove et al. (1993) 227-54.
- A. Fausto-Sterling, "Of Genders and Genitals: The Use and Abuse of the Modern Intersexual," in Sexing the Body: Gender Politics and the Construction of Sexuality (2000) 45-77 and 275-95.

**Recommended:**

- Serena Nanda, "Hijras as Neither Man nor Woman," in Lesbian and Gay Studies Reader, ed. H. Abelove et al. (1993) 542-52.
- Michael Kimmel, "Masculinity as Homophobia: Fear, Shame and Silence in the Construction of Gender Identity," in Theorizing Masculinities, ed. H. Brod and M. Kaufman (1994) 119-41.
- Eve Kosofsky Sedgwick, Between Men (1985).
- Rosalind Morris, "All Made Up: Performance Theory and the New Anthropology

of Sex and Gender.” Annual Review of Anthropology Vol. 24 (1995), pp. 567-92.

November 6: NO CLASS

Nov. 8: Gender is a basis for oppression but...how does marriage/family/reproduction matter? (Discussion section only)

**Readings:**

- Shulamith Firestone, The Dialectic of Sex (1970), Ch. 10, “Feminism and Ecology,” pp. 191-202.  
 Barrie Thorne, “Feminist Rethinking of the Family,” in B. Thorne and M. Yalom, eds., Rethinking the Family (1982), pp. 1-24.  
 Judith Stacey, Brave New Families (1990), Ch. 1, “The Making and Unmaking of Modern Families,” pp. 3-19.

**Recommended:**

- F. Ginsburg and R. Rapp, “Introduction” to their Conceiving the New World Order, plus browse the other articles.

## ORGANIZING

Nov. 13: Organizing on gender: early efforts and the issue of citizenship and rights (Kampen)

**Readings:**

- M. Wollstonecraft, Vindication of the Rights of Women, selections from Feminism: The Essential Historical Writings, ed. M. Schneir (1994) 5-16.  
 M. Badran, Feminists, Islam and Nation: Gender and the Making of Modern Egypt (1995) 3-26, 192-219.

**Recommended:**

- Huda Shaarawi, Harem Years (1987).  
 Ellen DuBois, “Working Women, Class Relations, and Suffrage Militance: Harriot Stanton Blatch and the New York Woman Suffrage Movement, 1894-1909,” in Unequal Sisters: A Multicultural Reader in U.S. Women’s History, ed. E. DuBois and V. Ruiz (1990) 176-94.

Nov. 20: 70s and 80s organizing and feminism (Kampen)

Note: No discussion section this week... Happy Thanksgiving!

**Readings:**

- Charlotte Bunch, “The Reform Tool-Kit” in Building Feminist Theory: Essays from Quest (1981) 189-201.  
 “The Combahee River Collective Statement,” in Feminist Frameworks: Alternative Theoretical Accounts of the Relations Between Women and Men, second edition, ed. A. Jaggar and P. Rothenberg (1984) 202-209.

Esther Ngan-Ling Chow, "The Feminist Movement: Where are all the Asian-American Women," in Making Waves, edited by Asian Women United of California (1989) 362-77 and 474-77.

Janet Jakobsen, Working Alliances and the Politics of Difference (1998) 58-97 and 182-90.

**Recommended:**

Kathleen Blee, "Reading Racism: Women in the Modern Hate Movement," in her No Middle Ground: Women and Radical Protest (1998) 180-98.

Elisabeth Friedman, "Women's Human Rights: The Emergence of a Movement," in Women's Rights, Human Rights: International Feminist Perspectives, ed. J. Peters and A. Wolper (1995) 18-35.

Nov. 27: Feminist organizing in a globalizing world. (Ortner)

**Readings:**

Nicole Constable, Maid to Order in Hong Kong (1997), Ch. 4, "The Trade in Workers," pp. 59-82, and Ch. 7, "Resistance and Protest," pp 155-179.

**Recommended:**

Chandra Mohanty, "Cartographies of Struggle: Third World Women and the Politics of Feminism," pp. 1-50, in C. Mohanty, et. al., Third World Women and the Politics of Feminism (1991).

Also browse the other articles.

Dec. 4: Third wave feminism (Kampen and Ortner)

**Readings:**

Jennifer Baumgartner and Amy Richards, Manifesta (2000) read all of it if you can; if you can't, then read at least 3-49 and 267-321.

# Introduction to Women's and Gender Studies (2006)

## **Lila Abu-Lughod**

Professor

Department of Anthropology

Columbia University

## **Kate Bedford**

Mellon Post-Doctoral Fellow in Women's Studies

Women's Studies Department

Barnard College, Columbia University

## Course Information

<i>Course Title:</i>	Introduction to Women's and Gender Studies
<i>Type of Course:</i>	Lecture with Discussion Sections
<i>Requirements Fulfilled:</i>	Major, Minor, General Education
<i>Student Population:</i>	First Year, Sophomore

WMST V1001.001 INTRO-WOMEN & GENDER STUDIES  
Barnard/Columbia, 2006

Lila Abu-Lughod and Kate Bedford

**Course Objectives** This course aims to introduce you to the field of Women's and Gender Studies, and to foster reflection on the gendered aspects of your own life and the world. It considers debates about how gender materializes in various social spheres and through culturally specific practices: in family and work contexts; in the articulation of sexual identities and practices; in political and legal systems; through conflict at local and transnational scales; and in visual culture and popular media. You will also learn about the dynamic fields of research that have been instrumental in developing a critical, conceptually nuanced and empirically grounded understanding of gender roles and relations, systems and identities. We focus on the concepts central to Women's and Gender Studies, especially how they have shifted and evolved in recent decades. In this connection, we pay particular attention to the ways in which various axes of identification and social differentiation (gender, class, race, ethnicity, sexuality, religion, and disability) intersect in localized struggles over rights, resources, and relationships, and how individuals and groups "talk back" to the institutions that shape their lives. Two key assumptions inform this course. One is that both commonalities and differences mark the gendered lives of women and men. And the second is that the dynamics of power are central to gendered lives and institutions. Over the course of the semester we will consider the ways in which feminists have engaged these issues locally and globally.

#### READINGS

Verta Taylor, Nancy Whittier, Leila Rupp, eds. *Feminist Frontiers*, 7th edition (NY: McGraw Hill, 2007)

Available from Labyrinth Books, 112th Street, between Amsterdam and Broadway.

Autobiographies ordered at Labyrinth: see the attached list of texts on which to base your second assignment. You will choose one.

Articles on the syllabus that are not included in this text are on Courseworks. Print copies available at Barnard reserves.

VIDEOS will be available at Barnard Reserves and Butler Reserves. Public screenings will be arranged as well.

#### COURSE REQUIREMENTS

**Attendance:** attendance and active participation is expected for Tuesday lectures and for Thursday discussion sections. No more than two unexcused absences.

**Readings:** completion of all assigned readings in time for lectures and discussion section is essential, not only for effective class participation but also for the reading journal assignment described below. Please bring print copies of all readings to discussion sections.

**Campus Events and Activities:** attend at least 2 scheduled events sponsored by the Barnard Center for Research on Women (BCRW) or the Columbia Institute for Research on Women and Gender (IRWAG). Write a one page report on each event, at least one of them within the first four weeks of class (by the section meetings scheduled for October 5 and 6).

Writing Assignments

All writing assignments should be submitted to your section leader on time (as specified below) unless you make a prior arrangement and provide documentation from a doctor or a dean.

1. Reading Journal: maintain a reading journal throughout the semester, and bring to the Tuesday lecture each week an entry on one of the readings assigned for that week. Begin with a passage that seems particularly salient to you, followed by a synopsis of the essay's main points, and end with 1-2 questions for discussion that relate the reading to issues raised in the lecture and/or ongoing questions of the course. The synopsis portion of the journal should deal with the author's argument in the piece, and not only or necessarily the details of the narrative. In other words, it should not resemble a book-report style of simply summarizing. Especially in what are more literary pieces, learning how to identify the structure of the argument "beneath" the story (or, better, to identify how the elements of the narrative are crafted to make, support, and reinforce the main points) is an essential skill. This requires reading the piece very carefully, and often more than once. The question portion of the journal is an opportunity for you to explore issues you think the author may not have dealt with sufficiently, or that present a different or more complete elaboration of other arguments from previous readings or lectures. Avoid making generalizations or asking vague and broad questions here, such as "what does this mean for women?," "what do women do now," or "do you agree?" These questions are already implied and will be part of each discussion. The question section is a space to engage with specific issues in the argument. It may be helpful if you posit a question or identify an issue and attempt to work through it yourself, in that section.

- 20% of the final grade
- due in lecture each week – please hand in to your section leader

2. Media File: collect and critically respond to a set of media clippings (drawn from print, television, radio, billboards, posters, the internet, etc) that represent women and men in the spheres of work or family, drawing on the course readings to analyze gender and the workings of ethnicity, race, class, and sexuality in our society. Include either the clipping itself or a written description of it, as well as a brief (1 paragraph) analysis in relation to course materials. Your file should consist of at least 8 entries; you may want to focus it on a specific theme, and it should include at least one entry that documents an activist response to the issues raised by other entries in your file. Conclude your file with a 3-5 page essay that provides an analysis of a selection of your entries, relating them to a specific issue addressed in the course. In preparation, you might want to read parts of the Barnard online journal s&fonline on "Feminist Television Studies: The Case of HBO." <http://www.barnard.edu/sfonline/>

- 25% of the final grade.
- due to your section leaders on October 13

3. Life Writing: read one autobiography (see list below) and write a 5-7 page analysis of the gendered dimensions of the life narrative it presents. Make use of the concepts discussed in the course showing how the life described in the text you chose is shaped by gender norms and conventions. Pay particular attention to the ways in which these gendered identities and roles intersect with and are constituted by other axes of social differentiation and identification within their specific cultural and historical contexts. Choose specific scenes in your autobiography to discuss in detailed textual analyses. In preparation, you might want to read parts of the Barnard online journal s&fonline on "Writing a Feminist's Life." Spring 2006 issue.

<http://www.barnard.edu/sfonline/>

- 20% of the final grade
- due to your section leader on November 10

4. Final Exam: a take-home exam, due December 13

- 20% of the final grade



### Grade Summary

- Attendance, participation in discussion, involvement in campus events and activities: 15%
- Three written assignments: 65%
- Final exam: 20%

### LIFE WRITING ASSIGNMENT

What follows is a list of autobiographies from which to choose for your life writing assignment.

- Maxine Hong Kingston, *The Woman Warrior* (1975). The fictionalized memoir of a Chinese-American writer's ambivalent childhood and coming of age in California, with a focus on generations of women, including her mother who immigrated from China.
- Mary Childers, *Welfare Brat* (Bloomsbury 2005): As one of seven children of a white welfare mother in the Bronx, the protagonist of this memoir by a feminist scholar and activist tells the story of how she manages to break an overwhelming cycle of poverty, disillusionment through humor, a love for books, and the fierce determination not to repeat her mother's life.
- Ruth Klüger, *Still Alive: A Holocaust Girlhood Remembered* (The Feminist Press, 2001): the memoir of a German literature professor who grew up in Vienna and in several concentration camps and insists that "this too was a childhood."
- Jane Lazarre *The Mother Knot* (Random House, 1987): the memoir of a writer, professor and feminist who describes her experiences as a mother of interracial children in the 1970's and her struggle with the myth of the "good mother."

**Schedule** September 5: INTRODUCTION TO THE COURSE (Bedford and Abu-Lughod)

Introduction to the concepts and ideas of the class and to course requirements.

September 12: WHAT IS GENDER? WHAT IS SEX? (Abu-Lughod)

- WATCH Alain Berliner, "Ma Vie en rose"
- Simone de Beauvoir, *The Second Sex* (1949), Selections from Introduction and Chapter 12, in *Feminist Theory: A Reader* (second edition), ed. Wendy Kolmar and Frances Bartkowski (2005)
- Rokeya Hossein, "Sultana's Dream." In *Sultana's Dream and Selections from the Secluded Ones* (New York: Feminist Press, 1987), 7-18.
- Suzanne Kessler, "The Medical Construction of Gender." FF 7.
- Butler, Judith. "Imitation and Gender Insubordination" *Inside/Out: Lesbian Theories, Gay Theories*. (NY: Routledge, 1991), pp. 13-31.
- Judith Lorber, "'Night to His Day': The Social Construction of Gender" FF 41-56.

September 19: EDUCATION (Bedford)

- Myra Sadker et al, "Gender Equity in the Classroom: The Unfinished Agenda" in *Women: Images and Realities, A Multicultural Anthology* (third edition, ed. Amy Kesselman et al, 2003), p. 76-82.
- Julie Bettie, "How Working Class Chicas Get Working Class Lives" in *Women Without Class: Girls, Race and Identity* (University of California Press, 2002).
- Michele Fine, "Sexuality, Schooling, and Adolescent Females: The Missing Discourse of Desire," in Lois Weis and Michelle Fine, eds, *Beyond Silenced Voices*, pp. 75-99.
- AAUW, "Hostile Hallways" FF 152-156.
- Frances Vavrus, "Uncoupling the Articulation Between Girls' Education and Tradition in Tanzania," *Gender and Education* 14.4: 367-389 (2002).

September 26: INTERSECTIONALITY (Abu-Lughod)

- Lorde, Audre, "The Master's Tools will Never Dismantle the Master's House" FF 5
- Anzaldúa, Gloria, "La conciencia de la mestiza: Toward a New Consciousness." In *Borderlands/La Frontera: The New Mestiza*. (San Francisco: Aunt Lute Press, 1987), pp. 77-91.
- Kimberle Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence

against Women of Color" FF 40.

- Adrienne Rich, "Notes Towards a Politics of Location"
- Cathy J. Cohen, "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?" FF 49.
- Chandra Mohanty, "Feminism Without Borders" FF 9.
- Peggy McIntosh, "White Privilege and Male Privilege" FF 2.

October 3: REPRESENTATION/THE BODY (Bedford)

- WATCH Jean Kilbourne, "Killing Us Softly III".
- Catherine Lutz and Jane L. Collins, "The Color of Sex." *The Gender/Sexuality Reader*, ed. Roger Lancaster and Micaela di Leonardo (NY: Routledge, 1997).
- Bordo, Susan, "Material Girl: The Effacements of Postmodern Culture," *Gender Sexuality Reader*, ed. Roger N. Lancaster and Micaela di Leonardo (NY: Routledge, 1997), 335-358.
- Debra Gimlin, "Cosmetic Surgery: Paying for Your Beauty" FF 105-118.
- Roberta Galler, "The Myth of the Perfect Body" FF 119-120.
- Norimitsu Onishi, "Globalization of Beauty Makes Slimness Trendy" FF 494-496.

October 10: QUESTIONS OF KNOWLEDGE (Abu-Lughod)

- Dorothy Smith, "A Sociology for Women." *The Everyday World as Problematic*. Boston: Northeastern University Press, 1987. 49-104.
- Emily Martin, "The Egg and the Sperm." In *Situated Lives*, ed. Louise Lamphere, Helena Ragone, and Patricia Zavella (New York: Routledge 1997). 85-98.
- Chandra Mohanty. "Under Western Eyes: Feminist Scholarship and Colonial Discourses (selections)," in *The Women, Gender and Development Reader*, ed. N. Visvanathan et al, Zed, 1997, P. 79-85.
- Alison Wylie, "Good Science, Bad Science, or Science as Usual?: Feminist Critiques of Science." In *Women in Human Evolution*, edited by Lori D. Hager (NY: Routledge, 1997), pp. 29-55.
- Griselda Pollock, "Modernity and the Spaces of Femininity." Chapter 3 of *Vision and Difference*, New York and London: Routledge, 1988. 50-90.

October 13: MEDIA FILE DUE

October 17: EMANCIPATION AND OPPRESSION IN THE WORKPLACE (Bedford)

- Alexandra Kollontai, "Working Woman and Mother" (1914) in *Feminist Theory: A Reader* (second edition), ed. Wendy Kolmar and Frances Bartkowski (2005).
- Christine Bose and Rachel Bridges Whaley, "Sex Segregation in the US Labor Force" FF 19. (195-203).
- Miliann Kang, "The Managed Hand" FF 21 (217-229)
- Pierrette Hondagneu-Sotelo, "Maid in L.A." FF 22 (232-247).
- Williams, Joan, "From Full Commodification to Reconstructive Feminism." In *Unbending Gender: Why Family and Work Conflict and What to Do About It*. (Oxford: Oxford University Press, 2000), pp. 40-62.
- Enloe, Cynthia, "The Globetrotting Sneaker." (FF)

October 24: INTERNATIONAL DEVELOPMENT (Bedford)

- Marilyn Waring, "A Woman's Reckoning: An Introduction to the International Economic System" in *If Women Counted: A New Feminist Economics* (San Francisco: Harper and Row, 1988).
- Fourth World Conference on Women: Beijing Declaration
- Maruja Barrig, "What is Justice? Indigenous Women in Andean Development Projects." In *Women and Gender Equity in Development Theory and Practice*, ed. Jane Jaquette and Gale

Summerfield. Duke UP 2006.

- Edna Maria Ramos (transl. Balka Bracic), "Water Without Dams: Women Organize in the Amazon Region." In *Women and Environments Fall 2004*; 9-11.
- Extract from *Engendering Development* (World Bank 2001).
- Extract from *Masculinities Matter! Men, Gender and Development*, ed. Frances Cleaver. 2002. Zed.

October 31: READING THE LIFE NARRATIVE (Jennifer Cameron)

- Sidonie Smith and Julia Watson, "Autobiographical Subjects" In *Reading Autobiography*.
- Carolyn Heilbrun, "Introduction" from *Writing a Woman's Life*.
- Nancy K. Miller, "Writing Fictions: Women's Autobiography in France."
- Barbara Johnson, "My Monster / My Self."

November 7: Election Day Holiday NO LECTURE

- WATCH *Running in High Heels and Mrs. President*

Sections: Discussion of Women and Politics via *Running in High Heels* and film on Iranian women candidates

- Susan Carroll, *Voting Choices: Meet You at the Gender Gap*. In *Gender and Elections: Shaping the Future of American Politics*, ed Susan Carroll and Richard Fox, Cambridge UP 2006.
- Georgia Duerst-Lahti, *Presidential Elections: Gendered Space and the Case of 2004*. In *Gender and Elections: Shaping the Future of American Politics*, ed Susan Carroll and Richard Fox, Cambridge UP 2006.
- EU data on Women in Political Office

November 10: AUTOBIOGRAPHY PROJECT DUE

November 14: HEALTH (Rowland)

- Barbara Ehrenreich, "Welcome to Cancerland," *Feminist Frontiers*, pp 402-412
- Paul Farmer, "Invisible Women: Class, Gender and HIV," in *Infections and Inequalities: The Modern Plagues*, pp 59-93.
- Maureen Larkin, "Global Aspects of Health and Health Policy in Third World Countries," *An Introduction to Women's Studies: Gender in a Transnational World*, pp 119-129
- Constance Nathanson, "Sexuality and Social Control," in *Dangerous Passage: The Social Control of Sexuality in Women's Adolescence*, pp 3-16
- Dorothy Roberts, excerpt from *Killing the Black Body in Women: Images and Realities*, pp 349-351

November 21: VIOLENCE (Bedford)

- WATCH "Defending Our Lives."
- Patricia Yancey Martin and Robert Hummer, "Fraternities and Rape on Campus." FF 417.
- Lynn Philips, "Controlling the Damage: Making Meaning When 'Things Go Badly'" in *Flirting With Danger: Young Women's Reflections on Sexuality and Domination*, New York University Press, New York, 2000. p. 149-189.
- Uma Narayan, "Cross Cultural Connections, Border Crossings, and Death by Culture" in *Dislocating Cultures: Identities, Traditions, and Third World Feminism* (NY: Routledge, 1997), p. 83-117.
- Joane Nagel, "Sex and War: Fighting Men, Comfort Women, and the Military-Sexual Complex " FF 41.
- Veena Das, "National Honor and Practical Kinship." In *Conceiving the New World Order: The Global Politics of Reproduction*, eds Faye Ginsburg and Rayna Rapp (Berkeley: University of California Press, 1995) pp 212-233.

•Cynthia Enloe: *Wielding Masculinity Inside Abu Ghraib: Making Feminist Sense of an American Military Scandal.*

November 23: Thanksgiving NO SECTIONS

November 28: MULTIPLE FEMINISMS: LOCAL AND GLOBAL (Abu-Lughod)

- Kate Bornstein, "This Quiet Revolution" in *Oppression, Privilege, and Resistance: Theoretical Perspectives on Racism, Sexism, and Heterosexism*, ed. Lisa Heldke and Peg O'Connor. (McGraw-Hill, 2004), pp. 767-786.
- Annelise Orleck, "'If It Wasn't For You I'd Have Shoes for My Children': The Political Education of Las Vegas Welfare Mothers." In *The Politics of Motherhood: Activist Voices from Left to Right*, ed. Alexis Jetter, Annelise Orleck, and Diana Taylor. (Hanover and London: University of New England Press, 1997), pp. 102-118.
- Sonia Alvarez, "Advocating Feminism: The Latin American Feminist N.G.O. 'Boom'," December 1999 *International Feminist Journal of Politics*.
- Sharon Ann Navarro, "Las Mujeres Invisibles/The Invisible Women" FF 44.
- Narayan, Uma, "Working Together Across Difference." *Hypatia* 3.2 (1988): 31-48.
- Lila Abu-Lughod, "Do Muslim Women Really Need Saving?" FF 45.

December 5: Activism in Our Backyard (Panel)

•Verta Taylor, Nancy Whittier, and Cynthia Fabrizio Pelak, "The Women's Movement" FF 47.

Take-home Exam: due at noon, December 13

# Classroom Activities for Undergraduate Students

# Women and/in Media

## Jessica Ketcham Weber

Ph.D. Candidate  
Department of English  
Louisiana State University

### Contact Information

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### Course Information

*Lesson Title:* Women and/in Media  
  
*Type of Lesson:* Women's and Gender Studies  
  
*Student Population:* Undergraduate (also Middle and High School)

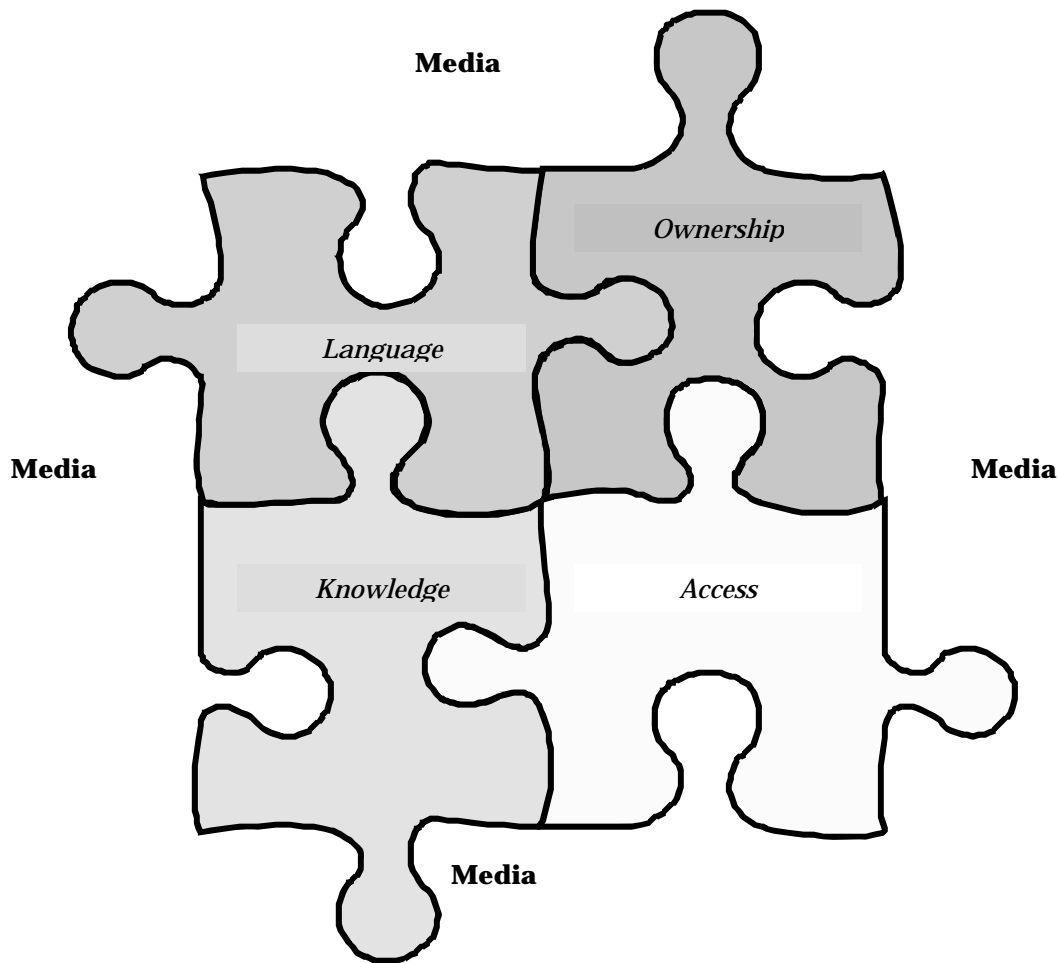
### Biography

Jessica Ketcham Weber is a fourth year Ph.D. student in Rhetoric and Composition at Louisiana State University. Her academic interests include media literacy and media activism, women and healthcare rhetoric, literacy studies, representations of women in popular and alternative media, political thought, visual rhetoric, social movement theory, green rhetoric, eco-literacy, and consumerism. She enjoys community organizing, cooking, public spaces, community media and bicycling.

### Comments

These are three assignments that I've used to get students thinking about media literacy in general, and women and/in the media in particular. While I use these assignments in my intro-level university classes, I've adapted them for middle and high school students in the past. All three assignments are based off of the idea that in order to understand, critique, or change the media, one must understand the relationships between language, media ownership, knowledge, and media access. Conducted in sequence, the assignments serve to interrogate the gendered language of the media, the privileged gender of media ownership, and the consequent impact on media production.

In order to evaluate, understand, or critique Mass Media, you must comprehend the relationship between language, ownership, knowledge, and access:



This gets even more complicated when you look at it in terms of gender.

In this class, we will interrogate the gendered language of the media, the privileged gender of media ownership, and the consequent impact of these on media production.

### Three Major Assignments

#### 1. *Evaluate and Analyze :4-5pp*

- a. Look at one news story presented through multiple networks, channels, websites, or newspapers and evaluate how the story changes or differs with respect to gender

*Accompanying media:* *Outfoxed* & video clips of LA Gov. Kathleen Blanco post Hurricane Katrina

*Accompanying activity:* Quad-walking (informal campus interviews)

*Focus:* Male-centric Mainstream Media

#### 2. *Collect and Critique:3-4pp*

- a. Collect various examples of feminist media (zines, videos, websites, comic books, songs, posters, etc.) centered around one critical issue in the lives of women. Describe the collection (what is it made up of? what are they about? who produced them? how did you decide on this collection? how did you collect them?) and critique it (what are the strengths and weaknesses of your collection as a collection? what does the collection communicate that the individual pieces might not?) Does one medium communicate an issue more effectively? How? Why?

*Accompanying media:* CodePink & Women in Black; Le Tigre & Ani Difranco

*Accompanying activity:* Zine workshop

*Focus:* Independent/Alternative Feminist Media

#### 3. *Compose and Create: Visual text*

- a. Using Photoshop, alter an ad or product, or create your own to make the existing message more accurate. Think of this as a persuasive visual assignment with the goal of identity correction.

*Accompanying media:* Guerilla Girls and the art of Barbara Kruger

*Accompanying activity:* Go to START for a Photoshop class

*Focus:* Media Production



# Research Project on Abortion

## Jessica A. Nathanson

Visiting Assistant Professor  
Department of Gender Studies  
Augustana College

### Contact Information

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### Course Information

*Lesson Title:* Research Project on Abortion (and/or other contemporary issues of concern in women's and gender studies)

*Type of Lesson:* Women's and Gender Studies

*Student Population:* Undergraduate ( also High School and Graduate)

### Biography

Jessica Nathanson is Visiting Assistant Professor of English and Gender Studies at Augustana College in Sioux Falls, SD. She received her Ph.D. in American Studies/Women's Studies from the State University of New York at Buffalo in 2003. Her dissertation, *The Politics of Identity: Bisexuals, Multiracials, and the Challenge to Community*, examines bisexual and multiracial identities and politics. She is co-editor of the forthcoming anthology *Mother Knows Best: Talking Back to The "Experts"*. She is currently at work on a history of the South Dakota abortion rights movement.

### Comments

This assignment was constructed specifically to help educate freshmen/women about several ballot issues in South Dakota, most notably the abortion ban and the constitutional marriage amendment (which is similar to other legislation in other states that asks the state to recognize only legal marriage between a man and a woman). I asked students to select one of these two issues, as other ballot issues, while important, would have been more difficult to research. Further, these two pieces of legislation provoke a strong reaction from most people and therefore generate interest, whereas I was concerned that some of the other proposed legislation would not.

In addition, I wanted students to pay particular attention to these issues as they had the most far-reaching impact on them, on the state, and on the nation (the abortion ban in particular). It is often difficult to think of ways to introduce a discussion of a topic as controversial as abortion, particularly in courses where abortion is not already on the syllabus, and so this assignment provides a way to do that, as well.

Finally, many of us struggle to find ways to improve the quality of the research papers we receive from students. This assignment was crafted to do exactly that. This is, for most of my students, their first college-level research project. There is no research paper associated with the project, though later in the semester, they use their sources to write an argument paper for or

against the ban or amendment or related issues (for example, emergency contraception, which has been a large component of abortion ban debate). The reason for separating the research from the writing in this way is to immerse them in the process of research without the specter of the paper hanging overhead. This way, I hope, they will not only learn how to do college research, but also to enjoy the process and to become adept at it for future papers. When they get to the argument paper, it is after having focused simply on using available resources to learn. Then, having done that, they are able turn their attention to what they want to say about what they've learned.

**Dr. Jessica Nathanson**  
**Fall 2006**

**Research Project on Abortion (and/or other contemporary issues of concern to Women's/Gender Studies)**

The assignment:

- To thoroughly and thoughtfully research one of the ballot issues to the extent that you are familiar with the legislation, its ramifications, the different positions on this legislation and related agendas, and any background information or related issues
- To present this research to the class

For the next three weeks, you will be searching for and reading **copious** amounts of research on your assigned topic. If you blow this off, you will not get the 50 points for this assignment. But – if you work hard, you will get all 50 points.

Each group of four should read *at least* 60 sources, total (of these, there must be at least five that fit into each of the categories I list below). Each blog post, news article, journal article, etc., counts as one source. Each group must hand in a typed entry like the one following for **each** source.

**Do not reveal to the others in your group** how you feel about the issue. Your goal is to be as unbiased as possible in collecting your information. If you have strong opinions, then you need to work even harder to fully understand the opposing viewpoint.

Your research will need to look at the following (you need to have at least five sources from each category):

1) **News stories** (local and national, if applicable). News stories will give you basic information about the topics at hand. You should not use news stories for your actual writing, nor should you count them as sources in your argument paper. You should use them to help you to understand what's going on so that you can then do more in-depth research for your project and to support your argument paper. It is fine to cite a news article from time to time in order to present basic information, such as a particular legislator's reason for backing certain legislation or the expectations/feelings/positions of local groups supporting one or the other side of the issue.

2) **Scholarly studies and articles about these issues.** By scholarly, I mean **peer-reviewed journals**. This does not include news magazines such as *Time* or *Newsweek*. You would use articles found in these journals to give you information about the history of a particular debate or issue as well as the ramifications of certain legislation. You would also use them to get statistics or general research results, to read the texts of studies (including responses from subjects and even the texts of interviews). Scholarly sources will also give you a larger overview of the issue at hand by placing this issue into its larger socio-historical contest.

3) **Journals of opinion.** *The New Yorker; The Atlantic; The Nation; The National Review; The New Republic; The Progressive* – these are just a few such publications. Journals of opinion generally offer thoughtful, informed columns and essays on current events and debates. These do not present original research studies – though they may present the results of investigative journalistic work – but they sometimes refer to and interpret new research. Some such publications have a clear bias, while others try to remain neutral. You may find that articles in journals of opinion outline the main issues at the heart of the debate for you, or that they offer a thoughtful critique of the different positions.

4) **Organizational websites.** These are useful for understanding a particular group's (Planned Parenthood, Abstinence Clearinghouse, SD Campaign for Healthy Families, Vote Yes for Life, etc.) perspective. There are also many organizations that provide unbiased statistical information about particular issues (such as the Alan Guttmacher site, which is an excellent site offering statistics about abortion and other relevant issues). Use these sites to help you think critically about the issues you are studying.

5) **Government websites.** You will be using the State of SD website to track the minutes and reports of any committees that designed this legislation (for example, the Task Force to Study Abortion). You may also wish to use websites such as the Center for Disease Control or the National Institutes of Health. Be aware that here, as with any source, you will also encounter bias.

6) **Blogs.** There are several SD political blogs that together represent a full range of opinion on these and other issues. Here are some:

Clean Cut Kid: <http://www.cleancutkid.com/>

Coat Hangers at Dawn: <http://coathangersatdawn.blogspot.com/>

S.D. Watch & Epp Law Report:

<http://thunewatch.squarespace.com/display/ShowJournal?moduleId=101945&creatorId=18201>

South Dakota Progressive:

[http://www.sdprogressive.com/index.php?option=com\\_frontpage&Itemid=1](http://www.sdprogressive.com/index.php?option=com_frontpage&Itemid=1)

South Dakota War College: <http://dakotawarcollege.blogspot.com/>

Prairie Conservative: <http://prairieconservative.blogspot.com/>

Sibby Online: <http://sibbyonline.blogs.com/sibbyonline/>

You will find that most of these have a long sidebar of links to other SD political blogs. Use these blogs to help you analyze the issues. Don't use them as authoritative sources, but DO use them to figure out what's really going on. Be sure to read the comments sections for rebuttals, and follow the links to the news stories.

### **For the presentation:**

Every group member must participate. You should plan ahead of time which portions of the presentation will be given by whom. Plan on using 15 minutes to give your

presentation. You may check with the other groups who are working on the same topic to determine what area each group wants to focus on. If your group is working on the abortion ban, then relevant issues you might consider discussing in your presentation include emergency contraception (what it is, access to it, etc.), risks to women's health that can occur during pregnancy, and the larger agendas of the groups involved in supporting or opposing the ban. If your group is working on the constitutional marriage amendment, then some relevant issues include same-sex marriage, the impact of the amendment on different-sex couples, the ramifications of similar legislation in other states, and the larger agendas of the groups involved in supporting or opposing the amendment.

# Graduate Introduction to Women's and Gender Studies Courses

# Feminist Theory

## **Vivian May**

Assistant Professor of Women's Studies  
Women's Studies Program  
Syracuse University

### Contact Information

*Email:* vmmay@syr.edu

### Course Information

*Course Title:* Feminist Theory

:

**Spring 2005 WSP 301 Feminist Theory**  
Tuesdays, 2:00-4:45 pm

**Dr. Vivian May, Assistant Professor of Women's Studies**

**Phone:** (315) 443-2228

**Email:** vmmay@syr.edu

**Office:** 208 Bowne Hall

**Office Hours:** Tuesdays 11:45 am – 1:45 pm and by appointment

**WS Program:** (315) 443-3707, Bowne 208

**Course Description**

WSP 301 explores how contemporary theorists have defined feminist issues and imagined change from an intersectional cross-cultural framework. We will examine theories of home and belonging, challenges to everyday categories/hierarchies of identity, place, and embodiment; and questions about accountability and change. We will also examine the politics of knowledge, including feminist knowledge claims and practices, as well as issues of power within education and political organizing. Consider this course an introduction to some key questions/concerns in feminist theory, but not a survey of all of feminist theory. Not only does feminist theory take many forms, but its histories as well as disciplinary and cultural variances cannot be “covered” or “mastered” in one semester.

**Central Course Questions and Themes**

**Overarching Questions:**

1. Where can feminist theory be identified or located? What is “theory”?
2. What is the subject or focus of “feminist theory”--women? What women?
3. What are the goal(s) or role(s) of feminist theory?
4. How or Does theory link to liberation?
5. Should we consider “theory” a thing, a noun, or a verb, an action--theorizing? What's the difference?
6. Why the emphasis on the “inner eye” or on creativity and the imagination in your texts?

**Theme # 1: Whose Feminism/Whose Theorizing?**

1. Whose feminist theory has ‘counted’ as theory? Why?
2. Who has ‘counted’ as a subject of feminism? As feminism’s object (of pity, of rescue, of care...)?
3. Can feminist theory be considered an act of will, of risk, of bridging?
4. How or Does accountability to transnationality and globalization shift the boundaries of feminist theory? According to what original notion of feminist theory is this a “change”? For whom?

**Theme # 2: Education as Liberation?**

1. Is Women’s Studies necessarily a libratory space?



2. What is the role of family or school in freedom? In complicity with domination?
3. Is feminism/WS complicit with domination even as it seeks to make positive change? In what ways?
4. How might we alter educational practice?

### **Theme # 3: Theorizing Representation**

1. If language or imagery have not been created with you in mind, what are the struggles to be heard or seen?
2. Can the arts be a site of recreating or transforming meaning?
3. Where are problematic images, ideas, or lyrics in our everyday lives? Troubling for whom?
4. How do we reimagine, and thus re-image or rewrite, the world around us?

### **Theme # 4: Theory in/of the Flesh**

1. How does lived experience, embodiment, challenge the given categories of our daily lives?
2. What does it mean to locate or contextualize knowledge and desire within bodies, within flesh?
3. What are the uses of emotion, including love, anger, and desire, in feminist theorizing?

### **Theme # 5: Living *entremundos*/ Geographies of Belonging**

1. What are the implications of exile, diaspora, or migration for feminist theory?
2. How do transnational contexts and issues of hybridity alter ideas of complicity and freedom?
3. How do we negotiate borders of family, nation, the body, or desire in daily life?
4. What might Mohanty mean by geographies of belonging? What does Anzaldúa mean by *living entremundos*? How are they shifting the terrain or territory of feminist theory with these concepts?

### **Theme # 6: Seeking Coalitions, Forging Alliances**

1. What shifts in perception are needed to work together and apart for change?
2. What does it mean to be accountable across borders?
3. Is identification useful for building alliances?
4. What lessons for organizing and theories of change are you offered in your readings?

## **Course Policies**

1. I encourage a classroom of open intellectual inquiry and rigorous reflection. The course centers on the premise that starting from the intersections of race, class, nation, sexuality, disability and gender is important for understanding dynamics of discrimination and for envisioning change. This “thinking at the intersections” is not always easy, nor is it always comfortable. Nonetheless, you are expected to become familiar with a range of theoretical analyses and to demonstrate your knowledge of course materials. If you have any questions or concerns, you are always welcome to contact me by email, during office hours or after class, or by phone.
2. **Assignments [exams, papers, projects]:**
  - f) **No late assignments.**
  - g) All assignments should be your own work. If you do not know what plagiarism is, be sure to ask questions so that you will not have to face undue penalty. Plagiarism will result in a grade of F for the course.
  - h) All assignments **MUST** be typed, spell-checked, grammar-checked, double spaced, and stapled.
  - i) It will be up to the instructor [Professor May] to decide whether make-up assignments will be given: in other words, permission will be at the **instructor's discretion**. You

must have a documented and true emergency for alternate arrangements to be considered.

### 3. Participation

- a) Make every effort to attend class and to be on time. It is **your** responsibility to attend regularly and to be prepared. There will be materials covered in class for which you are responsible.
- b) To participate fully in class, please make every effort to read **BEFORE** class so that you may discuss readings with insight and ask questions about the materials to ensure your understanding of them.
- c) Learn to debate and discuss with **mutual respect and with an open mind**. We will inevitably cover materials in this class that may make you uncomfortable or that you haven't thought of before: do not let that stop you from learning and participating.
- d) Finally, participation takes many forms. Since our readings may challenge you on many fronts, full participation in this course requires openness to the materials and a willingness to take intellectual and personal risks with the authors' ideas. For some, talking in class comes with ease, thus your challenge is to learn to listen attentively to your peers in balance with speaking. Others find talking in class very difficult: your challenge lies in finding ways to speak in class in balance with your thoughtful listening.

#### **Office of Disability Services—804 University Ave., Suite 309**

SU is committed to full compliance with Section 504 of the Rehabilitation Act of 1973 as amended and with the Americans with Disabilities Act (1990). Our community values diversity & seeks to promote meaningful access to educational opportunities for all students.

To be eligible for disability-related services, students must 1) meet the definition of disability as stated in the ADA and 2) have a disability-related impairment that prevents academic success. For further information regarding disability support services or to register for assistance, please contact the office @ 443-4498 or on the web

<http://disabilityservices.syr.edu/>

#### **Other Academic Support Services**

The **Writing Center**, HBC 101 or <http://wrt.syr.edu/wc/wcintro.html>

The **Learning Resource Center** offers tutoring, facilitated study groups, and study skills workshops. They can be reached @ 443-2005 or <http://tutoring.syr.edu/>

**Other support services** can be found @ <http://studentsupport.syr.edu/>

#### **Course Requirements/Methods of Student Assessment**

**Midterm: 35%**

The midterm will be take home, short and long essay format. You will have 2 weeks to write it. It should be double-spaced, typed, with standard font and margins. Please be sure your NAME is on the midterm. Please do not turn in your only copy to me: retain a copy of the midterm for your records. Please ensure that the midterm is *your own work*. It will be handed out on **T March 8** and is due after spring break on **Friday, March 25 by 12:00 noon in the WS office, 208 Bowne Hall.**

**Critical Essay with *brief* overview presentation to the class: 20%**

6-7 pages. Connections to course readings required, but format is open: creative formats welcomed. These essays/presentations will be 'staggered' across the semester--you can choose from the following formats:

1. Critical Autobiography: modeled on many of our readings, examine and narrate your own life story through lenses/concepts adopted in this course. More information will be available to you about this option.
2. Locating Feminist Theory: Can you identify forms of feminism and/or feminist theorizing in alternate locations--in film, literature, or other media? In music or art? In places not always recognized as "feminist"? Where? How and why do you consider it feminist? Why is it theory?

Final project: 30 % **We will discuss this project in further detail as the end of the semester approaches. You will combine creative work with critical thinking and some external research for this project. You will present your work orally during the last day of class and will turn in a written paper with your project. You may choose to work collaboratively if you desire. Your project & paper are due on T May 3 for our class symposium/presentation day.**

**Active participation: 15 %**

- Active participation means: attending class regularly & on time; asking & answering questions in class thoughtfully; reading materials before class; respecting your peers & their ideas; showing a willingness to challenge and think critically; if you are a talker, learning to listen—if you are a listener, learning to talk.
- You may be asked to do in-class reflective writing assignments or to bring discussion questions or quotations to class. *Demonstrating thoughtful engagement with class materials is essential in all assignments.*

**Required Texts**

1. *Talking Visions: Multicultural Feminism in a Transnational Age*, ed Ella Shohat [TV]
2. *Colonize This! Young Women of Color on Today's Feminism*, ed Daisy Hernández & Bushra Rehman [CT]
3. *This Bridge We Call Home: Radical Visions for Transformation*, ed Gloria Anzaldúa & Analouise Keating [BR]
4. *Making Face, Making Soul/Haciendo caras: Creative & Critical Perspectives by Feminists of Color*, ed Gloria Anzaldúa [MFMS]
5. online reserves [OR]

**Theme # 1: Whose Feminism/Theorizing? Locating/Defining Feminist Theory**

**January**

**T 18** Introductions, course overview, view film: *Art 21—Art in the 21<sup>st</sup> Century*—selected artists.

**T 25** *Sign up for critical essay (autobiography/feminist theory) paper & presentation dates*

CT: Hurdis, “Heartbroken: Women of Color Feminism and the Third Wave,” 279-94  
Sethi, “Ladies Only,” 245-256

BR: Preface, “(Un)natural Bridges, (Un)safe Spaces,” Gloria Anzaldúa, 1-5

MFMS: Anzaldúa, “Haciendo caras, una entrada,” xv-xxvii

Anzaldúa, “En rapport, In Opposition” 142-48

Christian, “The Race for Theory,” 335-45

**February**

**T 1** **TV: Introduction, Ella Shohat, 1-62**

Hatem, “The Invisible American Half: Arab American Hybridity....”, 369-90.

BR: Lorenz, “Thawing Hearts, Opening a Path....” 496-506

Violet, “Linkages,” 486-94

**Critical Essay:** \_\_\_\_\_

**Theme # 2: Thinking about the Politics of Knowledge**

**T 8** **TV: Piper, “Passing for White, Passing for Black,” 75-112, plus Art Plates 10, 11, 12**

MFMS: Uttal, “Inclusion Without Influence: The Continuing Tokenism of Women of Color,” 42-45

Uttal, “Nods That Silence,” 317-320

**BR: Lee, “The Cry-Smile Mask: A Korean-American Woman’s System of Resistance,” 397-402**

OR (Online Reserves): Irvine, “One Generation Post-Stonewall: Political Contests over Lesbian and Gay School Reform.”

**Critical Essay:** \_\_\_\_\_

**T 15** OR (Online Reserves): Narayan “Cross-Cultural Connections, Border-Crossings, and ‘Death by Culture.’”

Kadi, “Speaking (About) Silence”

CT: Darraj, “It’s Not an Oxymoron: The Search for an Arab Feminism,” 295-311

Tzintzún, “Colonize This!” 17-28

Jamila, “Can I Get a Witness? Testimony from a Hip Hop Feminist,” 382-94

**Critical Essay:** \_\_\_\_\_

**Theme # 3: Theorizing Representation**

- T 22** OR (Online Reserves): Fusco, "The Other History of Intercultural Performance"  
 TV: Fusco & Gómez-Peña, Art Plate 46, "La Cabróna Anacaona," p. 338.  
 Hoffbauer, Plate 25, page 188 **(be sure to bring image for class discussion)**  
 BR: García, "This World Is My Place," poem p. 390  
 Barker, "Looking for Warrior Woman (Beyond Pocahontas), 314-24  
 MFMS: Gould, "We Exist," 8  
 Cervantes, "Poem for the Young White Man..." 4-5  
 Chrystos, "Not Editable," 224-26

**Critical Essay:** \_\_\_\_\_  
 \_\_\_\_\_

**March**

- T 1** TV: Gunning, "Cutting through the Obfuscation: Female Genital Surgeries in Neoimperial Culture," 203-224, including Plates 204 & 212  
 Lubiano, "Talking about the State and Imagining Alliances," 441-450  
 OR (Online Reserves): Grewal & Kaplan, "Warrior Marks: Global Womanism's Neo-Colonial Discourse in a Multicultural Context."

**Critical Essay:** \_\_\_\_\_  
 \_\_\_\_\_

**Theme # 4: Theory in/of the Flesh**

- T 8** **Midterm handed out: due by noon, Friday, March 21, Bowne 208**  
 TV: hooks, "naked without shame: a counter-hegemonic body politic," 65-74  
 Rose, "Two Inches or a Yard': Silencing Black Women's Sexual Expression,"  
 315-324, including plates 44 & 45  
 López, "No Body Is an Island: Reproduction & Modernization in Puerto Rico" 193-202  
 CT: Pough, "Love Feminism but Where's My Hip Hop?" 85-98

**Critical Essay:** \_\_\_\_\_  
 \_\_\_\_\_

**Spring Break**

- T 22** TV: Meena Alexander, "Alphabets of Flesh," 143-160 plus art plates 19 & 20  
 CT: Leong, "Living Outside the Box," 343-56  
 BR: Alsultany, "Los Intersticios: Recasting Moving Selves," 106-9  
 MFMS: Creef, "Notes from a Fragmented Daughter," 82-4

**Friday, March 25** **Midterm due by 12:00 noon, Bowne 208**

**Theme # 5: Living *entremundos*/Geographies of Belonging**

- T 29** TV: Mohanty, "Crafting Feminist Genealogies: On the Geography and Politics of Home, Nation, and Community," 485-500  
 M. J. Alexander, "Imperial Desire/Sexual Utopias: White Gay Capital and Transnational Tourism," 281-306  
 MFMS: Cervantes, "Refugee Ship," 182  
 Lugónes, "World Travelling and Loving Perception," 390-402

**Critical Essay:** \_\_\_\_\_  
 \_\_\_\_\_

**April**

- T 5** BR: Guerra, "In the End (AL FIN) We Are All Chicanas...." 181-90  
 Naber, "Resisting the Shore," 301-03  
 Milczarek-Desai, "Living Fearlessly With and Within Differences" 126-35  
 CT: Mody, "Lost in the Indophile Translation," 268-78

**Critical Essay:** \_\_\_\_\_  
 \_\_\_\_\_

- T 12** Research Day—final projects

**Theme # 6: Seeking Coalitions, Forging Alliances**

**T 19**

- MFMS: Lorde, "I Am Your Sister: Black Women Organizing across Sexualities" 321-25  
 TV: Carillo, "Cross-Border Talk: Transnational Perspectives on Labor, Race, and Sexuality," 391-412  
 Grewal, "On the New Global Feminism and the Family of Nations: Dilemmas of Transnational Feminist Practice," 501-32  
 BR: Aanerud, "Thinking Again: *This Bridge Called My Back* and the Challenge to Whiteness," 69-76

**Critical Essay:** \_\_\_\_\_  
 \_\_\_\_\_

- T 26** BR: Anzaldúa, "now let us shift ... the path of conocimiento....inner work, public acts," 540-78  
 M. J. Alexander, "Remembering *This Bridge*, Remembering Ourselves" 81-103

**Critical Essay:** \_\_\_\_\_  
 \_\_\_\_\_

**May**

- T 3** **Final Project Presentations** [and final projects due in class].

# Introductory Courses on Special Topics

# Introduction to Women's Studies: African(ist Perspectives)

## Alicia C. Decker

Doctoral Candidate  
Department of Women's Studies  
Emory University

### Contact Information

*Street:* 550 Asbury Circle, 128 Candler  
Library

*City, State, Zip Code:* Atlanta, GA 30322

*Email:* adecke2@learnlink.emory.edu

### Course Information

*Course Title:* Introduction to  
Women's Studies:  
African(ist)  
Perspectives  
*Type of Course:* Seminar

*Requirements Fulfilled:* Women's and Gender  
Studies, General  
Education  
*Student Population:* Undergraduate

### Biography

Alicia Decker is a doctoral candidate in the Department of Women's Studies at Emory University. She is in the process of completing her dissertation entitled, *An Accidental Liberation? Gender, Culture, and Ideal Womanhood in Uganda under the Rule of Idi Amin, 1971-1979*. Alicia is also teaching two courses at Agnes Scott College as an Andrew J. Mellon Teaching Fellow entitled, "African Feminisms: Theorizing a Contested Discourse" and "Women, War, and Militarism in Africa."



## INTRODUCTION TO WOMEN'S STUDIES: AFRICAN(IST) PERSPECTIVES

Women's Studies 100  
Monday/Wednesday/Friday 3:00-3:50

Emerson Hall 101  
Fall 2002

Alicia C. Decker

*Office: Callaway S-305*

Office Hours: Fridays 1:00-3:00 and by appt.  
e-mail: [adecke2@learnlink.emory.edu](mailto:adecke2@learnlink.emory.edu)

“As a political and ideological project feminism aims at examining and analyzing women's oppression, thereby exposing the dynamics of male domination and female subordination through history. Feminism as an emancipatory project therefore specifically aims at the total liberation of women from the yoke of tradition expropriated in various dimensions in different historical epochs” (Aina 1998).

### Course Description

The goal of this course is to critically examine some of the ways in which feminism(s) have been articulated within African contexts. The impetus for this interdisciplinary course stems from my desire to situate (leftist) political activism within feminist academic praxis. By focusing on Africa, this class seeks to subvert “traditional” western-centered ways of thinking about Women's Studies. Through a variety of texts, films and media-derived exercises, we will explore how the contemporary Women's Movement has emerged within Africa and why it has been so important to development and social change. This approach offers a radical departure from the ways in which “Introduction to Women's Studies” courses are *normally* taught within the western academy. Be forewarned—this course may be considered *subversive* and has been designed to challenge your thinking!

### Required Texts/Sources

- **Aidoo, Ama Ata.** 1991. *Changes: A Love Story*. New York: The Feminist Press.
- **El Sadaawi, Nawal.** 1983. *Memoirs from the Women's Prison*. Berkeley and Los Angeles: University of California Press.
- **Emecheta, Buchi.** 1979. *The Joys of Motherhood*. New York: George Braziller.
- **Maraire, J. Nozipo.** 1996. *Zenzele: A Letter for My Daughter*. New York: Delta Trade Paperbacks.
- **Mernissi, Fatima.** 1994. *Dreams of Trespass: Tales of a Harem Girlhood*. Cambridge: Perseus Books.
- **On-Line Course reader:** <http://www.library.emory.edu/>
- **On-Line African Website:** <http://www.allafrica.com>

## Assignments

- **Participation:** You are expected to attend class having done the readings and ready to participate. Since this is a seminar, you will be evaluated on the ways in which you are able to engage with the course material. This means that you should come to class having thought about a) the authors' main points, b) the relevance of the material to the course and c) the key questions that might be directed at either the author or at the other members of the class. For each set of readings, I would like you to type up a concise bulleted outline in response to these three issues (see handout for further instructions). Responses will be turned in at the end of each class session and will count as **20%** of your final grade. Note that there are some days when you will not be assigned readings (and therefore do not have to do a reading response). Your attendance in class is still mandatory since we will be screening and discussing films. Each student is entitled to two unexcused absences throughout the semester. On these days, you will not need to turn in a participation response. If you miss a film, however, you will need to go to the Music/Media Library to watch it on your own time.
- **Media Updates:** At the beginning of the semester, you will each select one African country to follow in the news. Every two weeks, you will be asked to bring in an article that you have printed off of the Internet regarding the status of women in your chosen location. On these days, we will go around the class and briefly share some of the things that were found. A useful site to consult is <http://www.allafrica.com>. Media reports will take place on **September 13<sup>th</sup> and 25<sup>th</sup>, October 9<sup>th</sup> and 23<sup>rd</sup>, November 6<sup>th</sup> and 20<sup>th</sup> and December 4<sup>th</sup>**. This activity will count for **10%** of your final grade.
- **Film Write-Ups:** Because films are an important way of learning about Africa from outside of the continent, you will be asked to write two 3-4 page papers critically analyzing two of the films shown throughout the semester. You can select from any of the films shown in class. These papers will be due on **October 21<sup>st</sup> and December 2<sup>nd</sup>**. Combined these analyses will count for **20%** of your final grade.
- **Take Home Midterm:** This assignment will consist of two four-page essays. The questions will be derived from the course materials (lecture, readings and films). Several questions will be handed out at least one week before the essays are due. You will have a choice of questions to answer. The midterm is due by the beginning of class on **October 16<sup>th</sup>**. This will count for **25%** of your final grade.
- **Final Paper:** Your final assignment will consist of a short paper (6-8 pages) that synthesizes a variety of materials covered in the course. You will be given two weeks to respond to a question that I will hand out near the end of the semester. This is not a research paper, but instead, requires you to articulate what you have learned through the course readings, films and assignments. This will be due on **December 12<sup>th</sup>** and will count for **25%** of your final grade.

## Course Policies

- Everyone has the right to participate in this class. I expect our classroom to be a dynamic space where everyone can engage in a multiplicity of academic debates. Our discussions will be based on the lectures, readings and films—**NOT** on personal opinion. I anticipate that some of the topics will generate more comment and criticism than will others. This is expected. However, I insist that all of our discussions remain respectful of others and intellectually grounded. Nothing less will be tolerated.
- The Emory Honor Code is in effect throughout the semester. While I actively encourage the exchange of ideas, do not **steal** the words of others. Acknowledge your sources—even ideas that have been generated by your classmates! All references must be cited.

## Grading Policies

- All written work must be typed and double-spaced with one-inch margins and 12-point font. Bibliographies must accompany all essays and papers.
- No late papers will be accepted for full credit unless you have an **official** written and signed explanation from the Dean. Unexcused late papers will be marked down one-half of a grade for every day late.
- All assignments must be submitted as a hard copy.
- Hold on to all graded material until you have received your final grade. If there are any grade discrepancies at the end of the semester, you must have the original document in order for me to consider a grade adjustment.
- If you have a disability that will affect your ability to do the work expected in class, then please come and see me immediately. This course respects the Americans with Disabilities Act and I will do my best to help you succeed in this class. Please see the Office of Disability Services on campus if you have additional questions or concerns.

## Course Outline

### Introductory Session

#### August 30<sup>th</sup>:

- Course introduction and country assignments

### What Is Women's Studies? What Is Feminism?

#### *September 2<sup>nd</sup>: No class*

#### *September 4<sup>th</sup>:*

- Nnaemeka, "Introduction: Reading the Rainbow"

#### *September 6<sup>th</sup>:*

- Ogundipe-Leslie, "Stiwanism: Feminism in an African Context"

## Gendered Intersections

### **September 9<sup>th</sup>:**

- Miles, “North American Feminisms/Global Feminisms—Contradictory or Complementary?”

### **September 11<sup>th</sup>:**

- Tong, “Multicultural and Global Feminism”

### **September 13<sup>th</sup>:**

- Mohanty, “Under Western Eyes: Feminist Scholarship and Colonial Discourses”
- *Media reports due*

## **Colonialism in Africa**

### **September 16<sup>th</sup>:**

- FILM: *Namibia: Africa's Last Colony* [Namibia] (55 min.)

### **September 18<sup>th</sup>:**

- Rodney, “Colonialism as a System for Underdeveloping Africa,” 203-238

### **September 20<sup>th</sup>:**

- Rodney, “Colonialism as a System for Underdeveloping Africa,” 238-281

## Gendered Struggles for Liberation

### **September 23<sup>rd</sup>:**

- FILM: *Flame* [Zimbabwe] (85 min.)

### **September 25<sup>th</sup>:**

- Finish film
- Maraire, *Zenzele: A Letter for My Daughter*, 1-91 [ZIMBABWE]
- *Media reports due*

### **September 27:**

- Maraire, *Zenzele: A Letter for My Daughter*, 92-194

## Women's Political Participation

### **September 30<sup>th</sup>:**

- FILM: *The Dream Becomes a Reality* [Eritrea] (48 min.)

### **October 2<sup>nd</sup>:**

- Nzomo, “Kenyan Women in Politics and Public Decision Making” [KENYA]

### **October 4<sup>th</sup>:**

- Dei, “Women and Grassroots Politics in Abidjan, Cote d'Ivoire” [IVORY COAST]

## Women's Relationships to the State

### October 7<sup>th</sup>:

- FILM: *To Walk Naked* [South Africa] (13 min.)
- El Sadaawi, *Memoirs from the Women's Prison*, 1-70 [EGYPT]

### October 9<sup>th</sup>:

- El Sadaawi, *Memoirs from the Women's Prison*, 71-141
- *Media reports due*

### October 10<sup>th</sup> at 6:00 in Callaway S-306:

- El Sadaawi, *Memoirs from the Women's Prison*, 142-204

## Guns and Peanut Butter—The Gender Politics of Intervention

### October 14<sup>th</sup>: No class

### October 16<sup>th</sup>:

- GUEST LECTURER: Martha Carey
- de Waal, "Humanitarian Impunity: Somalia 1993 and Rwanda 1994" [SOMALIA, RWANDA]
- *Midterm due*

### October 18<sup>th</sup>:

- Sen and Grown, "Alternative Visions, Strategies and Methods"
- Waruhiu, "What Do African Women Want?"

## The Gendered Experiences of Armed Conflict and Forced Migration

### October 21<sup>st</sup>:

- FILM: *Sidet: Forced Exile* [Ethiopia/Sudan] (60 min.)
- *Film write-up due*

### October 23<sup>rd</sup>:

- Finish film
- Matlou, "Upsetting the Cart: Forced Migration and Gender Issues—The African Experience"
- *Media reports due*

### October 25<sup>th</sup>:

- Duany and Duany, "War and Women in the Sudan: Role Change and Adjustment to New Responsibilities" [SUDAN]

## Examining the Women's Movement(s) in Africa

### October 28<sup>th</sup>:

- FILM: *I Have a Problem, Madam* [Uganda] (59 min.)

**October 30<sup>th</sup>:**

- Finish film
- Aina, "African Women at the Grassroots: The Silent Partners of the Women's Movement"

**November 1<sup>st</sup>:**

- Fester, "Closing the Gap—Activism and Academia in South Africa: Toward a Women's Movement" [SOUTH AFRICA]

## The Invention of the Domestic Sphere

**November 4<sup>th</sup>:**

- FILM: *The Child Brides* [Ethiopia] (51 min.)
- Emecheta, *The Joys of Motherhood*, 7-71 [NIGERIA]

**November 6<sup>th</sup>:**

- Emecheta, *The Joys of Motherhood*, 72-150
- *Media reports due*

**November 8<sup>th</sup>:**

- Emecheta, *The Joys of Motherhood*, 151-224

## Beyond the Hearth—Women as Entrepreneurs

**November 11<sup>th</sup>:**

- FILM: *To Be a Woman in Burkina Faso* [Burkina Faso] (14 min.)
- Aidoo, *Changes: A Love Story*, 1-67 [Ghana]

**November 13<sup>th</sup>:**

- Aidoo, *Changes: A Love Story*, 68-136

**November 15<sup>th</sup>:**

- Aidoo, *Changes: A Love Story*, 137-193

## Constructing Sexuality in African Societies

**November 18<sup>th</sup>:**

- FILM: *Woubi Cheri* [Ivory Coast] (62 min.)
- Gaudio, "Male Lesbians and Other Queer Notions in Hausa" [NIGERIA]

**November 20<sup>th</sup>:**

- Finish film
- Kendal, "'When a Woman Loves a Woman' in Lesotho: Love, Sex, and the (Western) Construction of Homophobia" [LESOTHO]
- *Media reports due*

**November 22<sup>nd</sup>:**

- Smith, “These Girls Today *na War-O*: Premarital Sexuality and Modern Identity in Southeastern Nigeria” [NIGERIA]

### Rethinking the “Female Genital Cutting Debate”

#### November 25<sup>th</sup>:

- FILM: *Fire Eyes* [Somalia] (60 min.)
- James, “Shades of Othering”: Reflections on Female Circumcision/Genital Mutilation”

#### November 27<sup>th</sup>:

- Finish film
- FILM: *The Cutting Edge* [Uganda] (10 min.)
- Gruenbaum, “Introduction: Grappling with the ‘Female Circumcision’ Controversy”
- Receive Final Paper Question

#### November 29<sup>th</sup>: No class

### Getting Beyond the Walls—Veils and Harems in African Cultures

#### December 2<sup>nd</sup>:

- FILM: *Under One Sky: Arab Women in North America Talk about the Hijab* [Diaspora] (44 min.)
- Mernissi, *Dreams of Trespass: Tales of a Harem Girlhood*, 1-124 [MORROCO]
- *Film write-up due*

#### December 4<sup>th</sup>:

- Mernissi, *Dreams of Trespass: Tales of a Harem Girlhood*, 125-242
- *Media reports due*

#### December 6<sup>th</sup>: No Class

#### December 9<sup>th</sup>:

- Course wrap-up

**Final paper due on December 12<sup>th</sup> by 4:00 in my mailbox**

# Women & Health



**Julie A. Wilbert**  
 Adjunct Professor  
 College of Arts and Sciences  
 Metropolitan State University

## Contact Information

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*Email:* juliewilbert@yahoo.com

## Course Information

*Course Title:* Women's Health

*Type of Course:* Lecture with Discussion Sections

*Requirements Fulfilled:* Concentration, Minor, Major, Certificate

*Student Population:* Undergraduate and Graduate

## Biography

Julie A. Wilbert has an M.S. in Women's Studies from Minnesota State University, Mankato. She is Community Faculty at Metropolitan State University, St. Paul, Minnesota and teaches Foundations of Women's Studies and Women's Health. Ms. Wilbert is also a Senior Health Promotion Specialist for Hennepin County Human Services and Public Health Department and is working toward her second master's degree in Health Journalism at the University of Minnesota. Her interests include women's health, gender politics, and history of the European witch burnings. Her master's research, "Power and Defiance: Resistance to Witchcraft Persecution Discourse," is a comprehensive overview of the European witch burnings and women's resistance to persecution.



# Women's Health

## Women's Studies 340

### Historical and Contemporary Issues in Sexual and Reproductive Health

#### Metropolitan State University

Mondays 6:00pm-9:20pm

**Instructor:** Professor Julie Wilbert, M.S.

**Office Hours:** Available by appointment only.

**E-mail:** [juliewilbert@yahoo.com](mailto:juliewilbert@yahoo.com)

I will be available to meet students by prior arrangement only.

#### Course Description:

In this course of study we will collectively examine women's health and the politics of gender and the body in medical care. Gender, race, and sexual identity within the historical and contemporary context of women's health will be explored while using a feminist methodological and theoretical framework. Through readings, class discussions, films and community guest speakers, we will consider the significance of gender, culture, race, religion, technology, socio-economic class, and patriarchy in shaping women's health and women's experiences of their bodies.

#### Course Objectives and Competency:

After successfully fulfilling course requirements, students will be able to:

- Discuss women's health concerns, including issues of reproductive health (contraception, abortion, infertility, childbearing), body image, and specific diseases such as HIV/AIDS and other STI's, in a manner that demonstrates basic knowledge of the social, economic and cultural aspect of women's health;
- Critically analyze and discuss the role that reproductive technology, culture, religion, socio-economic class, and patriarchy influence women's health and their experiences of health and illness in the U.S. and other countries.
- Apply critical and analytical thinking skills about women's health issues in class discussions, research, and written work.

- Locate and share useful information and resources in understanding women's health issues and in enhancing one's own health.

## Required Texts:

- Audre Lorde (1980). *The Cancer Journals*.
- Boston Women's Health Book Collective (2005). *Our Bodies, Our Selves for the New Century*.
- Charlotte Perkins Gilman (1899) (1989). *The Yellow Wallpaper*.
- Joan Jacobs Brumberg (1997). *The Body Project*.

## Recommended Texts:

- Samuel S. Epstein and David Steinman (1998). *The Breast Cancer Prevention Program*.
- Ray Moynihan and Alan Cassels (2005). *Selling Sickness*.
- Naomi Wolf (2002). *The Beauty Myth: How Images of Beauty Are Used Against Women*.

## \*Required Selected Readings

On electronic library reserve (instructions on page 4)

## Course Requirements:

**Participation** - The success of this course depends on your readiness and willingness to share ideas and participate in meaningful dialogue. This approach asks that you engage fully with the reading materials and explore your own beliefs about subject matter. Class discussion, that which is honest and respectful, will make up the bulk of our class time together. I evaluate participation by how well you talk about your ideas, listen and respond to others' ideas, remain sensitive to the feelings of other class members, and take responsibility for moving the class discussion forward.

**Attendance** - Prompt and regular attendance is required. Please show consideration to your colleagues and to me by arriving to class at the scheduled time.

**Bonus Attendance** ~ Students who attend all class sessions for the entire length will automatically receive 30 extra points towards the final grade.

**Absences** - More than one absence requires a valid excuse, e.g., illness or other emergency. More than **one** absence will result in one grade drop. Three or more absences could result in failure of this course.

**Assignments** are due as scheduled. Late work will not be accepted aside from an excused absence. If you miss two or more consecutive classes, you

must consult with the instructor regarding late assignments. An incomplete for the course will be given only in serious situations.

**Papers** must be typed, double-spaced, stapled, and checked for grammar and punctuation. Handwritten and unstapled papers will not be accepted. Research papers should include proper citation and a works cited or bibliography page. You may use either MLA (Modern Language Association) or APA (American Psychological Association) documentation. \*Please take advantage of the Writing Center for writing and research help!

**Cell Phones** must be turned off during class time.

**Added Fragrance** Please refrain from wearing added perfumes/colognes to class in consideration of those with allergies and chemical sensitivities.

### **Group Discussions: 100 points**

The bulk of our class time will be spent in discussion groups.

Each week, be prepared to discuss the assigned readings. You will be expected to deliver mini presentations on the weekly readings with your group members. At times you may be given a set of questions to help generate group discussion with your colleagues.

### **Midterm Exam: 60 points**

An in-class essay exam will be given during the midterm. Open note & book!

### **Reflection Papers: 40 points (20 points each)**

You are required to write two reflection papers (2-3 typed pages) on Charlotte Perkins Gilman's "The Yellow Wallpaper" (story only) and Audre Lorde's "The Cancer Journals." Your papers should include critical analysis of key themes.

### **Research Paper: 100 points**

In lieu of a final exam in this course, a final research paper will be required – due at the end of the course. This 10-15 paged paper will comprise research on a topic pertaining to women's health (historical or current). The research paper is an important opportunity for you to become an expert on a particular health issue pertaining to the health of women. You will be expected to share your research findings with the class (an oral presentation) at the end of this course. We will dedicate plenty of class time covering the research paper process.

### **Extra Credit Policy ~ Extra credit will not be given in this class.**

If you want to add points to your total grade, you can earn 30 extra bonus points by not missing more than one class. If you consistently show up to class and are well prepared to discuss materials, you should do well in this course.

## **Grading Procedures ~**

You will only be given a letter grade on your research paper & presentation and your final course evaluation. A check or minus mark will be given for all other assignments. A check mark indicates that you have completed the assignment, demonstrated knowledge of material, and have addressed pertinent issues. A minus mark indicates that your assignment was only partially completed or did not focus on subject material. You always have the option to revise an assignment if you receive a minus. Revisions must be submitted one week later.

# Gendered Bodies and Social Control

## Simona J. Hill

Associate Professor of Sociology, Co-Director University Honors Program  
Sociology and Anthropology  
Susquehanna University

### Contact Information

*Street:* 514 University Avenue  
  
*City, State, Zip Code:* Selingsgrove, PA 17870  
  
*Email:* hill@susqu.edu  
  
*Website:* <http://www.susqu.edu/sociology>

### Course Information

*Course Title:* Gendered Bodies and Social Control  
  
*Type of Course:* Seminar  
  
*Requirements Fulfilled:* General Education  
  
*Student Population:* Undergraduate

## Biography

Simona Hill is an associate professor, Honors Program Co-director, and recipient of the teaching excellence award. Her academic mission is one of teaching activism, community leadership, scholarship, and mutual empowerment. She earned her doctorate in sociology from the University of Pennsylvania. As Vice-President of the Mid-Atlantic Women's Studies Association, her research is in the areas of feminist pedagogy, cultural ideology and commodification, and most recently, "wanksta" feminism. Her presentations are often related to third wave feminism, pedagogy, and leadership through diversity in higher education. Her scholarly contributions include *EntreMundos/Among Worlds: New Perspectives on Gloria Anzaldúa*, *Teaching Feminist Activism* and *This Bridge We Call Home*.

## Comments

Gendered Bodies and Social Control is a new undergraduate course for the Department of Sociology and Anthropology and two interdisciplinary programs on our campus, Women's Studies and Diversity Studies. I usually teach Deviance and Social Control in the spring semesters and an Honors senior seminar. However, due to university service commitments, I needed to develop a seven-week, two credit course. Relative to the size of our campus (about 1800 full-time undergraduates), students in the transgendered campus community and/or their allies are small in number. However, they expressed an interest in a course that might address some of their issues. Other students who had taken Social Problems courses with me also preferred a short-run topics course that could focus on gender on more than an introductory level. The intention of Gendered Bodies and Social Control is to give students an opportunity to study gender from a sociological perspective in relation class, race, and privilege structures that establish norms, rules, codes of behavior, and control over individuals and groups. Emphasis in this course is on

class discussion and group projects which explore contemporary and historic gender issues. It is my goal to expand this course into a 14-week, four credit seminar.



Department of Sociology and Anthropology

**SOCI-200-R1 “Gendered Bodies and Social Control”** 2.0 credits

Cross-listed with Women’s Studies WMST-400-R2 and Diversity Studies

Spring 2007 Semester

Meeting Time: TTH 12:35-2:15P

**Dr. Simona J. Hill**

Associate Professor of Sociology, Co-Director University Honors Program

Office: Steele Hall Room 205

Telephone: (570) 372-4263 e-mail: hill@susqu.edu

## *Gendered Bodies and Social Control—Syllabus*

### Course Overview

Welcome! There is no universal masculine or feminine temperament; to simply categorize the differences between people solely on the basis of biological (sex) factors ignores the social processes that affect the individual and maintain varied gender structures from society to society. The primary purpose of this course is to examine the social construction of gender and the mechanisms through which society controls “gendered” bodies. We will critically consider bold, subtle, beautiful, and distorted images of males, females, and others. Normative behavior and performance, sexual politics, and living with apparent contradiction in regards to gender will be key topics.

Maguire introduced her text with the following questions:

What are ‘masculinity’ and ‘femininity’? Every society has ways of distinguishing the sexes—socially, culturally, psychologically. Historically, however, the way this division has been drawn has varied enormously. What counts as maleness or femaleness in one period or cultural setting can look radically unlike its equivalents in other times or places. And similarly, how an individual comes to identify him or herself as belonging to a gender also varies greatly” (1995:1).

Do you agree with this statement? How has gender division changed in your lifetime, in your parents or grandparents? What roles do patriarchy, stereotyping, and cultural dominance have in establishing those divisions?

This 200-level course is open to undergraduates from all disciplines within the university. However, there is a prerequisite of SOCI:101, SOCI:102, or ANTH:162. Lectures, readings, discussions and activities will provide a way to challenge inequalities, attitudes, and our preconceived ideas about difference. We will use myths, collective recollections and critical images. That which we learn about ourselves can be applied to a broader social context that influences family, work, and other social institutions. Be prepared to risk “digging deep” on this sociological journey within an atmosphere of mutual respect

and learning. Class participation and attendance are essential. It will be well worth the effort!

**Reference:**

Maguire, Marie. 1995. *Men, Women, Passion & Power: Gender Issues in Psychotherapy*. NY: Routledge.

Retrieved September 20, 2006.

**Course Requirements & Grading**

Students should reflect on assigned readings *before* class meetings. Occasionally, homework assignments will be given. Since this course strongly encourages active involvement, members are expected to contribute to discussions and to critically read course materials. Penalties for missing a class will be left to the discretion of the professor. Students may lose up to a half grade for moderate absences and up to a full grade for excessive absences. Late papers, i.e. papers not received at the specified due date and time, will receive an automatic F (failure). Blackboard posts received after the due time will receive zero points.

◆ **Course Examination**—one take home examination will be given in this course. Details about scope and content will be clearly outlined in the examination instructions.

◆ **Assignments** will be reviewed in class. All assignments should be typed, double-spaced and submitted on the date due. Papers that are not stapled receive an automatic 10 point deduction. Students will be required to give class presentations on their findings. Please include an **annotated bibliography** for all references that you use in your course assignments.

For group presentations: if all members of the group are not present on the date that a presentation is scheduled, the grade will be divided equally among *all* group members nevertheless. It is expected that you will use standard ASA format for all papers. For ASA guidelines, please consult

<http://www.calstatela.edu/library/bi/rsalina/asa.styleguide.html>

◆ **Make-up policy**—Students who were ill during the regular examination period and who have a written medical excuse and/or students who have *extreme* schedule conflicts are eligible for a make-up examination. These students must see the professor before examination time for permission and alternate dates. NO MAKE-UPS GIVEN ON IN-CLASS QUIZZES.

◆ **Regarding Academic Honesty**—This is to remind you that Susquehanna University has a standing policy on academic honesty. According to the 2006-07 Student Handbook, “Susquehanna recognizes honesty and integrity as being necessary to the academic function of the University. A violation involves cheating, plagiarism, academic negligence, or dishonesty. Plagiarism results when students neglect to acknowledge in footnotes, endnotes or other forms of documentation their use of the words and ideas of



others. The failure to acknowledge and properly document your use of sources and materials, even if unintentional or innocent, amounts to representing as your own the work of someone else. (see [http://www.susqu.edu/student\\_handbook/standards.htm](http://www.susqu.edu/student_handbook/standards.htm)). Consistent with the mission of Susquehanna University and academia, this course stresses the importance of academic integrity and ethical behavior in the classroom environment, in using the Internet and other technological resources, in student research and evaluation. Please see the 2006-07 Student Handbook for further information on procedures, faculty jurisdiction, and penalties. Thank you.

**Final grading will be based on the following criteria:**

<b>A.) Class Participation and Attendance</b>	<b>= 10%</b>
<b>B.) One Take-Home Examination</b>	<b>= 40%</b>
<b>C.) Team Project and Presentation</b>	<b>= 25%</b>
<b>D.) Short Assignments/Quizzes</b>	<b>= 25%</b>
	<b>100%</b>

**Required Textbook**

Lorber, Judith and Lisa Jean Moore. 2007. *Gendered Bodies: Feminist Perspectives*. Los Angeles, CA: Roxbury Publishing Company.

**Required Course Articles**—available through Blough-Weis Library E-Res service. Go to <http://www.susqu.edu/library/eres/> and log in.

Brooks, Abigail. 2004. "'Under the Knife and Proud of It': An Analysis of the Normalization of Cosmetic Surgery." *Critical Sociology* 30(2):207-239.

Kelly, Amy M., Melanie Wall, Marla E. Eisenberg, Mary Story and Diane Neumark-Sztainer. 2005. "Adolescent Girls with High Body Satisfaction: Who Are They and What Can They Teach Us?" *Journal of Adolescent Health* 37(5):391-396.

Leclerc-Madlala, Suzanne. 2002. "On the Virgin Cleansing Myth: Gendered Bodies, AIDS and Ethnomedicine." *African Journal of AIDS Research* 1(2):87-95.

Pascoe, C. J. 2005. "'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse." *Sexualities* 8(3):329-346.

Phillips, Layli. 2005. "Deconstructing 'Down Low' Discourse: The Politics of Sexuality, Gender, Race, AIDS, and Anxiety." *Journal of African American Studies* 9(2):3-15.

Schultz, Jaime. 2005. "Reading the Catsuit: Serena Williams and the Production of Blackness at the 2002 U.S. Open." *Journal of Sport and Social Issues* 29(3):338-357.

Spurgas, Alyson K. 2005. "Body Image and Cultural Background." *Sociological Inquiry* 75(3):297-316.

Watson, Sophie. 2000. "Bodies, Gender, Cities." *City*, 4(1): 101-105.

Wilcox, Paula. 2005. "Beauty and the Beast: Gendered and Raced Discourse in the News." *Social & Legal Studies* 14(4):515-532.

**Preliminary Course Outline** (any changes in the following will be announced in class and posted on the Blackboard electronic course site).

<b>Week/Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
<b>Week 1</b>	<i>Introduction to Course/Theoretical Approaches to the Gendered Body</i>	Lorber & Moore, pp. 1-26. Kelly, et. al., "Adolescent Girls with High Body Satisfaction: Who Are They and What Can They Teach Us?"  <b>Assignment #1.</b> Blackboard Post in Forum "Questions and Comments about the Gendered Body."
<b>Week 2</b>	<i>The Self: Images, Ideals, Norms, &amp; Codes of Behavior</i>	Lorber & Moore, pp. 61-64. Brooks, "'Under the Knife and Proud of It': An Analysis of the Normalization of Cosmetic Surgery." Spurgas, "Body Image and Cultural Background."  <b>Assignment #2 due.</b> See Lorber & Moore, "What are Normal Bodies," Exercise II, pp. 247-248 for details.
<b>Week 3</b>	<i>Constructing Women's Bodies, Men's Bodies and the Ambiguous Bridges in-between</i>	Lorber & Moore, pp. 137-155. Pascoe, "'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse,"  <b>Assignment #3 due.</b> Mythology and Gendered Bodies—directions will be distributed in class. <b>Team Proposals</b> are due this week.
<b>Week 4</b>	<i>Race, Gender, Textuality, &amp; the Media</i>	Lorber & Moore, pp. Wilcox, "Beauty and the Beast: Gendered and Raced Discourse in the News." Schultz, "Reading the Catsuit: Serena Williams and the Production of Blackness at

		<p>the 2002 U.S. Open”</p> <p><b>Assignment #4.</b> Blackboard Post on Race, Gender and Commercials—What Have You Observed?</p>
<b>Week 5</b>	<b><i>Sexual Politics: Multiple Contradictions of the Gendered Body</i></b>	<p>Lorber &amp; Moore, pp. 155-167.                      Phillips, Layli, “Deconstructing "Down Low" Discourse: The Politics of Sexuality, Gender, Race, AIDS, and Anxiety”</p> <p><b>Course Take-Home Examination</b> will be distributed this week. It is to be completed by, _____, 2007 (will specify date).</p>
<b>Week 6</b>	<b><i>Gender and Violence as Sites for Control</i></b>	<p>Lorber &amp; Moore, pp. 195-204                      Leclerc-Madlala , “On the Virgin Cleansing Myth: Gendered Bodies, AIDS and Ethnomedicine”</p> <p><b>Team Projects and Oral Presentations</b></p>
<b>Week 7</b>	<b><i>Gendered Bodies for the 21<sup>st</sup> Century</i></b>	<p>Watson, “Bodies, Gender, Cities”</p> <p><b>Team Projects and Oral Presentations</b></p>

*Thank you for actively participating in this course.  
 Congratulations to all graduating SU seniors!*

# Women & Sport

## Wendy A. Burns-Ardolino

Assistant Professor & Coordinator of Integrative Studies  
 Communicative Arts and Integrative Studies  
 Clayton State University

### Contact Information

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*Website:* <http://a-s.clayton.edu/wburnsar>

### Course Information

*Course Title:* Women and Sport

*Type of Course:* Other

*Requirements Fulfilled:* General Education

*Student Population:* First Year, Sophomore

### Biography

Wendy A. Burns-Ardolino is an Assistant Professor and the Coordinator of Integrative Studies at Clayton State University (BA, Hull University, UK, 1990; MA, George Mason University, 1997; PhD, GMU, 2004). Dr. Burns-Ardolino's publications focus on feminist theory, body studies, globalization, and popular culture. She has published articles in *Hypatia: A Journal of Feminist Philosophy*, *Cultural Matters: A Journal of Cultural Studies* and *The Women's Movement Today: An Encyclopedia of Third Wave Feminism*. Her manuscript, *Jiggle: (Re)Shaping American Women*, is under contract for publication in 2006 with Lexington Books in Lanham, Maryland. She coordinates the Integrative Studies Major and teaches interdisciplinary courses which cut across the fields of cultural studies, women's studies and media studies.

## WST Women & Sport

Dr. Wendy A. Burns-Ardolino (Dr. W)

Fall 2005 TR 9:00AM – 10:15AM

[wburnsar@clayton.edu](mailto:wburnsar@clayton.edu)

Office Hours: Mon - Thurs 1-4pm

Arts & Sciences Building 110-C

Website: <http://a-s.clayton.edu/wburnsar>

**Course Description:** This course is at once an exercise in feminist theory and an introduction into the application of theory to social issues. In this discussion based course we will examine the cultural production of the female athlete and explore the underpinning social, economic and political implications of women in sports. We will pay particular attention to the ways in which female athletes are culturally constructed in relation to male athletes. We will discuss what it means to be a physically strong woman, while bearing in mind the condition of female athletes as both subjects and objects. We will interrogate the contradictory position of female athletes who are simultaneously stigmatized and praised for what women's bodies should or should not look like and what women's bodies should or should not be able to do. We will closely examine the link between physically active women and girls in contemporary sport culture and the success of iconic professional female athletes. Ultimately we will seek to better understand how the proliferation of both women/girl's sports and professional women athletes has influenced the everyday lives of women and girls.

**Response Papers:** Students will sign-up for 4 response papers to be turned in at designated points during the semester. Response papers should be 750 words minimum (12-point font, 1-inch margins, double-spaced). They should reflect the student's analysis of the reading(s) and/or media presentations on a weekly topic. Students are not required to do outside research for these papers, but they should reflect a rigorous interrogation of the issues and concerns discussed during this week. Each paper is worth 10% of the final course grade.

**Midterm Research Paper:** Students will choose a topic taken from course material to research in-depth. Students will be allowed to cite sources from course readings, but will also be asked to cite at least 3 other sources of peer-reviewed work from fields relevant to the course for a minimum of 6 total sources cited. The research paper will be 1500 words minimum (12-point font, 1-inch margins, double-spaced). The mid-term paper is worth 20% of the final course grade.

**Final Exam:** Students will write a final exam for this course. The final exam will consist of 5 essay questions. Each student will be required to answer 3 questions. The questions will be taken directly from course readings, media presentations and in-class discussions. The final exam is worth 20% of the final course grade.

**Policies:** Late papers will be deducted a letter grade for each day late. Papers are to be turned in at the beginning of class. Students are expected to be on time, to be respectful of other students and to be responsible for the readings. Students who are habitually late will be marked absent. Participation and attendance is important for the success of the course. Students who have a borderline grade may get the higher grade provided they do not have excessive absences and regularly participate in class discussions. Excessive means more than 3 classes.

### **Required Texts**

Heywood, Leslie and Shari L. Dworkin. *Built to Win: The Female Athlete as Cultural Icon*. Minneapolis: University of Minnesota Press, 2003.

Hong, Fan and J.A. Mangan. *Soccer, Women, Sexual Liberation: Kicking off a New Era*. London: Frank Cass & Co. Ltd, 2004.

Scraton, Shelia and Anne Flintoff. Ed. *Gender and Sport: A Reader*. London: Routledge, 2002.

Various Articles available in course pack = **CP**

### **Schedule:**

#### **Week 1 - Gender Theory in Sport?**

##### **Reader**

- 1- The discourse of gender and sport – Hall
- 2- Just do...what? Sport, bodies, gender –Dworkin & Messner
- 3 - Sport feminism: the contribution of feminist thought - Scraton & Flintoff

##### **Icon**

Two – Sport as the Stealth Feminism of the Third Wave

#### **Week 2 – Media and Representation**

##### **Reader**

- 6 - Denial of power in Televised women's Sports – Duncan & Hasbrook

##### **Icon**

Prologue – Women we love who kick butt  
One - Powered up or dreaming?

**Film:** *Playing Unfair: The Media Image of the Female Athlete*

### **Week 3 - (Body) Image is/not Everything**

#### **CP**

#### **2 Articles discuss Nike's Ads aimed at girls and women**

Helstein, Michelle. "That's Who I want to be: The politics and Production of desire within Nike Advertising to Women." *Journal of Sport & Social Science* 27.3 (Aug. 2003): 276-292.

Lucas, Shelly. "Nike's Commercial Solution: Girls, Sneakers, and Salvation." *International Review for the Sociology of Sport* 35.2 (2000): 149-164.

#### **Icon**

Four – Bodies, Babes, and the WNBA

### **Week 4 – Masculinity/Femininity and Women's Sporting Bodies**

#### **Icon**

Three – A New Look at Female Athletes and Masculinity

#### **Reader -**

15 – The embodiment of gender: Discipline, Domination and Empowerment

#### **CP**

Theberge, Nancy. "'No Fear Comes:' Adolescent Girls, Ice Hockey, and the Embodiment of Gender.' *Youth & Society* 34.4 (June 2003): 497-516.

Krane, Vikki et al. "Living the Paradox: Female Athletes Negotiate Femininity and Muscularity." *Sex Roles: A Journal of Research* 50.5 (March 2004): 315-331.

### **Week 5 – "Racing" Sport?**

#### **Reader**

Introduction starts 107

8 'Race', gender and the concept of 'difference' in feminist thought – Maynard

9 Connecting Ethnicity, Gender and Physicality: Muslim Pakistani women, physical

activity and health – Wray

10 Sport, Masculinity and Black Cultural Resistance

### **Week 6 - Race, Class and Gender in Sporting Bodies?**

#### **Icon**

Five - Body Panic Parity  
Six – She Will Beat You Up, and Your Papa, Too

**Film:** *Girlfight* 2000

### **Week 7 - Homophobia and the feminine apologetic**

#### **Reader**

Introduction starts on 191

13 Changing the Game: Homophobia, Sexism and Lesbians in Sport

#### **CP**

Knight, Jennifer and Traci Giuliano. "Blood, Sweat, and Jeers: The impact of the media's heterosexist portrayals on perceptions of male and female athletes."

*Journal of Sport Behavior* 26.3 (Sept 2003): 272-287.

**Film:** *Out for a Change: Addressing Homophobia in Women's Sports*

### **Week 8 - Midterm Presentations**

### **Week 9 – Midterm Presentations**

### **Week 10 – Soccer as the new Women's Liberation**

**Film:** *Bend it Like Beckham*

#### **Soccer**

Introduction 'M's' in Football: Myths, Management, Marketing, Media and Money.

A Reprise – de Varona

1 – Women's Soccer in the United States: Yet Another 'Exceptionalism' –  
Markovits and Hellerman

2 – The Game of Choice: Girls' and Women's Soccer in Canada - Hall

### **Week 11 - A Cross- Cultural Analysis of Women's Soccer (Some Case Studies)**

3 – Will the "Iron Roses" Bloom Forever? Women's Football in China: Changes and

Challenges – Fan Hong & J.A. Mangan

4 – Chains, Challenges and Changes: The Making of Women's Football in Korea - Koh

5 – Forwards and Backwards: Women's Soccer in Twentieth-Century India –  
Majumdar



## **Week 12**

6 – Asserting the Right to Play – Women's Football in Denmark – Brus and Tranbaek

7 – The Fastest Growing Sport? Women's Football in England – Williams

8 – The challenges of Women's Football in East and West Germany - Pfister

## **Week 13**

12 – From Heydays to Struggles: Women's Soccer in New Zealand – Cox & Thompson

13 – Football Feminine – Development of the African Game: Senegal, Nigeria and

South Africa – Saavedra

14 – Women's Football in Brazil: Progress and Problems – Votre & Mourao

**Discussion of Women's Soccer as a movement: trends and possibilities for liberation?**

## **Week 14 – Policy and Politics – Possibilities for Change**

### **Reader**

Introduction start on 271

18 Playing with Patriarchy: The Gendered Dynamics of Sports - Talbot

19 Challenging the Gendered Space of Sport: Women's ice hockey and the struggle for legitimacy - Theberge

### **Icon**

Epilogue: It's an Image

Appendix

## **Week 15 - Discussion, Review and Exam**

# Women & Violence

## **Danielle M. Currier**

Assistant Professor  
Department of Anthropology and Sociology  
Radford University

### Contact Information

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### Course Information

*Course Title:* Women and Violence

## Women and Violence SOCY495

Dr. Danielle M. Currier

[dmeurrier@radford.edu](mailto:dmeurrier@radford.edu)

### Course Description

There are many different kinds of violence prevalent in our society today. Much of this violence has a specifically “gendered” nature, meaning that women and men perpetrate different kinds of violence, and women and men are the victims of different kinds of violence.

This class will be an examination of some of the violence expressed specifically against women in the United States, using a sociological lens. “International” forms of violence against women will be examined in group or individual research projects. The types of violence we will examine are: symbolic and institutional violence against women, the violence that women do to themselves, and violence done by men against women.

Class objectives include recognizing and examining:

- The public nature of violence. We will look at how personal/private experiences of violence are rooted in social conditions and have social as well as individual ramifications.
- The broad social / cultural beliefs, attitudes, and practices that create and perpetuate a culture of violence against women.
- The ways in which systems of oppression – racism, sexism, classism, homophobia – affect the kinds of violence perpetrated against women as well as the responses of both the women themselves and of society to this violence.
- The various forms and consequences of violence against women, on social and personal levels.
- Public and private resistance to this violence and the resulting positive action that challenges the culture of violence in which we live.

### Required Reading

#### Books:

Hornbacher, Marya (1998). *Wasted: a memoir of anorexia and bulimia*.

Kettewell, Caroline. *Skin Game: A Memoir*.

Pierce-Baker, Charlotte (1998). *Surviving the Silence: black women's stories of rape*.

Articles:

The class packet includes most of the articles that will be required during the course. A few small articles will be distributed as we have time for them.

**GRADED COMPONENTS**

100 points	News article assignments
200 points	Weekly journal
200 points	Class Passes and in-class writing assignments
250 points	Class Participation
250 points	Research project

**Grade Calculation:**

- A (900 – 1000 points)
- B (800 – 899 points)
- C (700 – 799 points)
- D (600 – 699 points)
- F (599 points and below)

\*\*\*\*\*

*Everything handed into class must be typed. Handwritten assignments will not be accepted (except for special circumstances). Late assignments will not be accepted.*

*HONOR CODE!!! I expect all students in this class to abide by the RU honor code. Any student caught cheating or plagiarizing will flunk the class.*

*RESPECT CODE!!! In this class we will be discussing many topics that are personal, potentially disturbing, and sensitive. Please be aware that some of your classmates may have dealt personally with some of these topics, so be aware of the potential ramifications of what you are saying.*

*I will not tolerate comments that are overtly prejudicial or discriminatory. This includes comments that can be construed as racist, sexist, or homophobic, as well as comments that are derogatory to any particular religion, sexuality, ethnicity, or nationality.*

\*\*\*\*\*

**ASSIGNMENTS ON NEWS EVENTS**

During the course of the semester, you need to bring in two articles dealing with violence against women. For each article, write a 1-2 page paper describing it and addressing why it relates to this class. DO NOT do just a summary!!! I want some critical thinking and personal reflections – how did you respond to this article? (emotions). How did this

article inform you? How does it relate to the rest of the class? You will present this article and your comments to the class.

Articles may be nationally or internationally oriented or focused. Articles must be about violence against women and/or women's low status and power. This is to help you see how what we are studying relates to everyday life.

The paper is due the same day you present your article. No late papers are accepted.

### **JOURNAL**

You are required to keep a journal for this class. You are to hand an entry in every Thursday. Because of the emotionally charged nature of some of the topics we will be discussing, many students find it useful to help them "sort out" many of the topics with which we will be dealing.

Your journals are a confidential outlet in which to express concerns or problems you have with the topics or class discussion itself, comment on the readings and/or the topics we are addressing, or just keep track of your feelings about or progress in this class. I will be the only person who reads this journal. PLEASE apply some critical thinking to the topics we are discussing.

I prefer that your journal is typed, but they can be handwritten if, and only if, I can read your writing. ☺

### **CLASS PASSES**

Most days you are required to bring a short writing assignment with you to class. These must be typed and you will hand these in at the beginning of class. If you do not have it, you cannot come to class.

These are meant to help you tie your own life to what we are learning in class. They will also help facilitate class discussion by giving everyone something to say and contribute.

Late assignments will not be accepted. If you are going to miss class for any reason, you must let me know and get that day's assignment to me before the end of that day.

### **CLASS PARTICIPATION**

One of the best ways to learn is through interaction with each other. It is also a good way to develop and strengthen critical thinking skills. Class participation is crucial to the success of this course. I know some people are more shy than others, so speak to me if this will be a problem for you.

You may challenge, encourage, support, and respectfully disagree with one another. But you may not insult, put down, name call, or rudely interrupt each other.

- 1) *Prepare* – do reading assignments and be prepared to contribute to class discussion.
- 2) *Relate discussion to class material* – whether you agree or disagree with the readings.
- 3) *Have something unique to say* – don't just repeat what other people have said.

## **RESEARCH PROJECT**

These projects will deal with international forms of violence against women.

You have 2 choices with this:

- 1) Work with a group of 3-6 people to do research, finishing with an oral presentation to the entire class at the end of the semester. You do not have to do a major written research paper, but you do have to hand in a list of your final resources and a copy of the notes you use for your oral presentation.  
You do not have to work together on finding your information, but the final presentation has to be done as a group. You must divide the topic and focus on the part you have chosen. I do not want much overlap between each person's information.
  - 2) Write a 7-10 page paper on one of the chosen topics.
- (I) *Introductory Information (due 2/1)*  
*Group:* A list of the people in your group; topic you are researching; who will be doing what.  
1-2 paragraph summary of what each person in the group will be examining.
  - (II) *1<sup>st</sup> Progress Update and list of sources (due 2/17)*  
*Group:* Changes in what people are looking at; a list of sources (at least 3 for each person).  
*Individual:* 3-5 sources and update of any changes to your topic.
  - (III) *2<sup>nd</sup> Progress Update (due 3/17)*  
*Individual:* 1-page summary of what you are finding, problems you may be having, or any changes in the topic or focus of your research. This is also a time to address any problems you may be having with the group (this is an individual assignment, so the others in your group won't see it).
  - (IV) *Final presentation of research findings or paper due (4/21, 4/26)*  
Description of the violence – what it is, where it happens, to whom, how prevalent it is, etc.  
Cultural nature of this violence – what are the structural forces that lead to this violence, why in these places, how does it fit into the culture as a whole?

You must include a discussion of how your type of violence fits into the role women play in the societies where the violence is prevalent – think about their political position (can they vote, own property, drive cars, hold jobs etc); their educational levels; their overall level of autonomy or agency.

Topics to be addressed:

Female Genital Surgery

Female Infanticide

Foot Binding

Honor Killings (includes Bride Burning and Dowry Death)

Rape as a Tool of War

Sex Slavery / Prostitution / Sex Tourism

**1/11 CLASS INTRODUCTION**  
(T)

**1/13 VIOLENCE IN GENERAL –THEORETICAL UNDERPINNINGS**

(R) *Readings:* Prior Restraint (handout)  
With No Immediate Cause (1-2)

*Class Pass:* 1 – Write a definition of violence (in general)  
2 – What does it mean that violence a cycle?

**1/18 WHY VIOLENCE AGAINST WOMEN?**

(T) *Readings:* Report Indicates Gender-Related Violence is Global (3-4)  
The Cultural Context of Male Violence Against Women  
(5-12)

*Class Pass:* List of how violence is gendered – micro and macro ways

**1/20 BEING A “MAN” OR A “WOMAN”**

(R) *Readings:* Hegemonic Masculinity and Emphasized Femininity (12a-12d)

*Class Pass:* 1 – Make a list of ways that you have seen yourself or others conform to the ideals of either hegemonic masculinity or emphasized femininity.  
2 – Make a list of ways you or others have rejected/challenged these ideals.

**1/25 SEXISM / IDEOLOGY**

(T) *Readings:* **White Privilege and Male Privilege (13-18)**  
Blaming the Victim (18a-18k)

*Class Pass:* What does it mean to “blame the victim”? Give some examples.  
Make a list of ways that you have seen men be privileged over women

**1/27 CULTURE**

(R) *Video:* “Shackled Women”

**2/1 CULTURE**



(T) *Readings:* Who Owns Her Body? Challenges to Cultural Relativism (19-44)

*Class Pass:* 1 – List of things in OUR culture other people might find strange (*things we take for granted as “normal” but others don’t*)  
2 – Group update #1

**2/3 LANGUAGE**

(R) *Readings:* Gender Stereotyping in the English Language (45-49a)  
Tori Amos & Cannibal Corpse Song lyrics (49b, 49c)

*Class Pass:* 1 – List of insults used against women and list of insults against men  
2 – Bring in the lyrics to a song that depicts violence against women

**2/8 MEDIA / SYMBOLIC VIOLENCE**

(T) *Video:* *Dreamworlds*

**2/10 MEDIA / SYMBOLIC VIOLENCE**

(R) *Readings:* The Influence of the Media on Gender Images (50-58)  
Two ways a Woman can get Hurt: Advertising and Violence (59-69)

*Class Pass:* 1 – Bring 5+ magazine ads depicting objectification of women  
2 – Bring 5+ magazine ads depicting objectification of men

**2/15 MEDIA / PORNOGRAPHY**

(T) *Video:* PBS Pornography documentary

**2/17 PORNOGRAPHY**

(R) *Readings:* Erotica vs. Pornography (72-78)  
Sex for Hire (79-81)

*Class Pass:* 1 – List of pros and cons of pornography  
2 – 1<sup>st</sup> Progress Update – progress and list of sources

**2/22 CUTTING**

(T) *Readings:* *Skin Game (whole book)*

*Class Pass:* Questions on *Skin Game* (to be handed out)

**2/24 EATING DISORDERS**

**(R)** *Video to be announced*

**3/1 EATING DISORDERS**

**(R)** *Readings:* Am I Thin Enough Yet? (177-184)  
 Waifs on the Web (199-201)  
 Pro-Anorexia Movement Flourishing On-line (202)  
 Letting Ourselves Go: Making Room for the Fat Body...  
 (185-198)

*Class Pass:* Go on the web and find either a “pro” or “anti” anorexia site – bring in information about it or print out the web site info

**3/3 EATING DISORDERS**

**(T)** *Readings:* *Wasted* (whole book)

*Class Pass:* Questions on *Wasted* (to be handed out)

**3/8 RAPE – BASIC FACTS AND DEFINITIONS**

**(R)** *Readings:* Rape Statistics (82-83)  
 The Charge of Rape, the Force of Myth (84-86)  
 Beyond the Risk of Rape (86a)  
 Unraveling the old myths that foster sexual violence (86b-86c)

*Class Pass:* 1 – Write a definition of rape. What is rape, what isn't?  
 2 – Make a list of “rape myths” – things you've heard you know aren't true.

**TBA – Watching “The Accused”**

**3/10 RAPE**

**(T)** *Readings:* The Feminist Subject of Rape (87-102)

**3/12 – 3/20 SPRING BREAK**

**3/22 Discussion of “The Accused” and RAPE MYTHS**

**(T)** *Readings:* Riding the Bull at Gilley's (103-113)

*Class Pass:* 1 – List the excuses and justifications used by the men in this article.

2 – Write 1-2 pages about your reactions to the men in this article and the ways the excuse or justify their actions. How are these related to the myths we have discussed in class? How prevalent do you think these myths still are? Which do you think are the most difficult to contradict or change in society. Why do you think these myths persist?

**3/24**

**(R)** *Class Pass:* 2<sup>nd</sup> Progress Update

**3/29 RAPE AND COLLEGE STUDENTS**

**(T)** *Readings:* Fraternities and Rape on Campus (114-122)  
 Pulling Train (123-129)  
 Confession (130-132)  
 Dating Guide to Rape-Free Sex (133)

*Class Pass:* 1 – List of characteristics of “rape prone environments”  
 2 – List of how women restrict their actions out fear of being attacked

**3/31 THE COLOR OF VIOLENCE AGAINST WOMEN**

**(R)** *Readings:* The Color of Violence Against Women (134-137)  
 Alaska’s Native Women Face Abuse (138-139)

**4/5 RAPE AND BLACK WOMEN**

**(T)** *Readings:* *Surviving the Silence: black women’s stories of rape* (whole book)

*Class Pass:* Questions on *Surviving the Silence*

**4/7 DOMESTIC VIOLENCE**

**(R)** *Readings:* General Facts about Domestic Violence (140)  
 Cycle Theory of Violence (141)  
 Living in Terror, Pain: Being a Battered Wife (142-143)  
 Social Science Perspectives on Wife Abuse (144-152)

**4/12 DOMESTIC VIOLENCE**

**(T)** *Readings:* Battered Women: Why Don’t They Just Leave? (153-169)  
*Class Pass:* List of why women stay in abusive relationships. Micro and macro.

**4/14 DOMESTIC VIOLENCE**

- (R)**            *Readings:*    Cops, Courts, and Women Battering (170-176)  
                  *Class Pass:*    List characteristics of men who abuse women

**4/19 STALKING**

**(T)**

**4/21 CLASS PRESENTATIONS**

**(R)**            **RESEARCH PAPERS DUE IN CLASS**

*Class Pass:*    Coming to class

**4/26 CLASS PRESENTATIONS**

**(T)**

*Class Pass:*    Coming to class

**4/28 WRAP-UP**

*Readings:*    Outside In: A Man in the Movement (203-206)

*Class Pass:*    (1) List of ways to stop violence against women  
                      (2) Bring in handouts on class.

# Single Motherhood in the Contemporary U.S.: Myths and Realities

## Debbie Byrd

Associate Professor  
English and Women's Studies  
Lafayette College

### Contact Information

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### Course Information

*Course Title:* Single Motherhood in the Contemporary U.S.: Myths and Realities  
*Type of Course:* Seminar  
*Requirements Fulfilled:* Women's and Gender Studies, General Education  
*Student Population:* Sophomore, Junior, Senior

### Comments

This course is a service-learning course; students design and implement activities and programs to support teenaged and low-income single mothers in the local area. The course gives students the chance to gain experience as activists and the opportunity to synthesize knowledge gained from firsthand experience and observation with knowledge gleaned from scholarly readings and class discussions.

## **WS 353: Single Motherhood in the Contemporary U.S.: Myths and Realities**

**Professor Debbie Byrd**  
TR 1:15-2:30, Pardee 102A

**Office: Pardee 207**  
**Office Hours: Tues. 11 a.m.-noon,**  
**TR 2:45-3:45, & by appt.**  
**Email: byrdd@lafayette.edu**

### **Course Objectives:**

1. To expose you to scholarship and “real-life” experiences that when synthesized, will enhance your ability to identify and evaluate ideologies, institutions, and public policies that affect single women’s experiences of motherhood.
2. To enhance your theoretical understanding of such phenomena as the myth of meritocracy, unearned privilege, and systemic and internalized oppression by allowing you to identify, work within, and assess concrete instances of institutionalized injustice.
3. To provide you with readings, discussions, writing assignments and service-learning experiences that will help you discover, articulate, and test the validity of your own definitions of “community,” “civic engagement,” and “responsible citizenship.”
4. To allow you to explore ways in which you could use your knowledge, talents, imagination, and empathy to make positive, meaningful contributions to the communities to which you belong.
5. To give you the opportunity to learn with and from women whose lives in many ways may be quite different from your own.

\* Katherine Arnoldi, The Amazing True Story of a Teenage Single Mom

\*\* Nancy Jean King, “Stressed.” Exhibited at the Fourth Annual Exhibition of Art by Michigan Prisoners, Feb. 1999. University of Michigan, Rackham Galleries.

### **Required Texts:**

Adair, Vivyan C. and Sandra L. Dahlberg, ed. Reclaiming Class: Women, Poverty, and the Promise of Higher Education in America. Philadelphia: Temple UP, 2003.

Arnoldi, Katherine. The Amazing “True” Story of a Teenage Single Mom. New York: Hyperion, 1998.

Figueira-McDonald, Josefina and Rosemary C. Sarri, eds. Women at the Margins: Neglect, Punishment, and Resistance. New York: Haworth P, 2002.

Gilens, Martin. Why Americans Hate Welfare: Race, Media, and the Politics of Antipoverty Policy. Chicago: University of Chicago P, 1999.

Gonnerman, Jennifer. Life on the Outside: The Prison Odyssey of Elaine Bartlett. NY: Farrar, Straus and Giroux, 2005.

Lipper, Joanna. Growing Up Fast. New York: Picado/St. Martens P, 2003.

Ludtke, Melissa. On Our Own: Unmarried Motherhood in America. Berkeley: U of California P, 1997.

Occasional handouts and in-class videos.

### **Course Requirements:**

A **reflective journal** comprised of weekly essays in which you respond analytically to and seek to integrate information garnered from course readings, discussions, and service learning experiences. (40% of your final grade)

**Active participation in class discussions and exercises.** In addition to activities that take place in the classroom, during the semester you will be required to spend a minimum of 20 hours outside of class time working with parenting and pregnant teens who attend Easton High School and/or the single mothers who reside with their children at Third Street Alliance for Women and Children. You also may be asked to participate on Blackboard discussion boards. (15%)

A **creatively designed, research-based presentation** to one or both groups of single mothers and submission of an annotated bibliography of sources consulted. It is recommended that you work collaboratively on this presentation, which will be described in detail in a handout distributed early in the semester. (15%)

A **carefully researched chapter to be incorporated into a Parenting Resource Manual for Single Mothers**, preferably to be done in collaboration with one or two others in the class. Detailed instructions for this final course project will be distributed the third week of class. (30%)

**Attendance Policy:** You are permitted two absences. Beginning with the third absence, your final course grade will be lowered 1/3 of a letter grade for every absence. We'll try to stick to the syllabus as closely as possible, but will make adjustments if we decide we need to spend more or less time on a particular topic. If you miss class, it's your responsibility to make sure you know what to prepare for subsequent course sessions.

**Plagiarism:** It's unacceptable to present others' ideas as your own. You are responsible for abiding by the college's policies on academic honesty; anyone suspected cases of plagiarism will be reported to the Office of the Dean of Studies.

### ***Tentative Schedule of Course Readings***

- |          |  |
|----------|--|
| T, 8/29  | Introduction to one another and the course<br>Brief presentation by Ms. Kay Stocker, an Easton Hospital nurse who works closely with the teen moms at Easton High School                         |
| Th, 8/31 | Ludtke, Chap. 1: "My Story: Decision-making About Unmarried Motherhood" (3-19) and Chap. 2: "Unmarried Motherhood: A Half-Century of Change" (20-33)<br>Video by and about former EAHS teen moms |

- T, 9/5 Ludtke, Chap. 3: "Having a Baby: Unmarried Adolescent Mothers" (34-101)  
 Gilbert, "You're Not the Type"; Johnson, "Poverty, Hopelessness and Hope"; McIntosh, "White Privilege: Unpacking the Invisible Knapsack" (these three short essays will be on reserve in the library)
- Th, 9/7 Ludtke, Chap. 5: "Raising Children: Unmarried Adolescent Mothers" (162-235)  
 Jensen, "Exploding the Stereotypes: Welfare"; Albelda and Tilly, "Farewell to Welfare but Not to Poverty"; Burnham, "Welfare Reform, Family Hardship, and Women of Color" (reserve)
- T, 9/12 **from Figueira-McDonough:**  
 Figueira-McDonough and Sarri, "Increasing Inequality: The Ascendancy of Neoconservatism and Institutional Exclusion of Poor Women" (5-27)  
 Handler, "Welfare Reform: Tightening the Screws" (33-51)  
 Pearce, "Welfare Reform Now That We Know It: Enforcing Women's Women's Poverty and Preventing Self-Sufficiency" (125-46)  
 Mulroy, "Low-Income Women and Housing: Where Will They Live?" (151-171)
- Th, 9/14 **from Figueira-McDonough:**  
 Luna & Figueira-McDonough, "Charity, Ideology, and Exclusion: Continuities and Resistance in U.S. Welfare Reform" (321-41)  
**from Adair:**  
 Adair, "Disciplined and Punished: Poor Women, Bodily Inscription, and Resistance through Education" (25-49)  
 Waldner, "If You Want Me to Pull Myself Up, Give Me Bootstraps" (97-109)  
 Mitchell, "If I Survive, It Will Be Despite Welfare Reform: Reflections of a Former Welfare Student" (113-18)
- T, 9/19 Arnoldi, The Amazing "True" Story of a Teenage Single Mom  
**from Adair:**  
 Megivern, "Not By Myself Alone: Upward Bound with Family and Friends" (119-30)  
 Harris, "Choosing the Lesser Evil: The Violence of the Welfare Stereotype" (131-38)  
 Madsen, "From Welfare to Academe: Welfare Reform as College-Educated Welfare Mothers Know It" (139-56)  
 Almanza, "Seven Years in Exile" (157-65)
- Th, 9/21 Lipper, Chapters 1-3 (1-133)



- T, 9/26 Lipper, Chapters 4-6 (135-266)  
*from Figueira-McDonough:*  
Walruff, "Teenage Pregnancy: Mediating Rotten Outcomes and Improving Opportunities" (229-44)
- 
- W, 9/27 *Monthly "Lunch and Learn" sessions for the parenting and pregnant girls at EAHS; if possible, you'll be attending one or more of the 50-minute sessions, which run from 10:30 a.m. -1:00 p.m.*
- 
- Th, 9/28 Lipper, Chapters 5-8 (267-363)
- 
- F, 9/29 *Presentation by Katherine Arnoldi, Interfaith Chapel, noon-1:00 p.m. Evening pizza party and program with Arnoldi and local single moms Please try to keep this evening free (c. 6-9 p.m.)*
- 
- T, 10/3 Ludtke, Chap. 7: "Where's Daddy: Unmarried Adolescent Mothers" (284-338)  
*from Adair:* Brush, "'That's Why I'm on Prozac': Battered Women, Traumatic Stress, and Education in the Context of Welfare Reform" (215-35)
- Th, 10/5 Gilens, "The American Welfare State: Public Opinion and Public Policy" (11-30) and "Racial Attitudes, the Undeserving Poor, and Opposition to Welfare" (60-79)
- T, 10/10 NO CLASS—FALL BREAK
- Th, 10/12 **Video:** Four [NYC] Welfare Case Studies (Point of View, 7/25/01)  
Gilens, Chapter 5 (102-132)
- T, 10/17 Gilens, Chapters 6-9 (133-216)
- Th, 10/19 *from Adair:*  
Owens-Manley, "The Leper Keepers: Front-Line Workers and the Key to Education for Poor Women" (196-213)  
Dahlberg, "Survival in a Not So Brave New World" (67-84)  
Moody, "To Be Young, Pregnant, and Black: My Life as a Welfare Coed" (95-96)  
Dahlberg, "Families First—but Not in Higher Education" (169-93)
- T, 10/24 Discussion of presentation plans and drafts of Resource Manual chapters

- Th, 10/26 Lunch and/or class session with Professor Rebecca Kissane (A & S), whose research focuses on the welfare system.  
Kissane, "Responsible but Uninformed: Nonprofit Executive and Program Directors' Knowledge of Welfare Reform" (H)
- T, 10/31 ***from Figueira-McDonough:***  
Whitley and Dressel, "The Controllers and the Controlled" (103-120)  
Pimlott and Sarri, "The Forgotten Group: Women in Prisons and Jails" (55-79)  
Burke, "Triple Jeopardy: Women Marginalized by Substance Abuse, Poverty, and Incarceration" (175-95)
- Th, 11/2 ***from Figueira-McDonough:***  
Ascione and Dixon, "Children and Their Incarcerated Mothers" (271-91)  
LaBelle, "Women, the Law, and the Justice System: Neglect, Violence, And Resistance" (347-68)  
Video on women who commit violent crimes
- T, 11/7 Crittendon, "How to Bring Children Up Without Putting Women Down" (H)  
***from Figueira-McDonough:***  
Sarri and Figueira-McDonough, "Whither the Twenty-First Century for Women at the Margins: Resistance and Action" (407-17)  
Finn, "Borders and Bridges: Building New Directions for the Women's Movement" (375-97)
- Th, 11/9 Workshop on presentations and final course projects
- T, 11/14 Ludtke, Chap. 4: "Having a Baby: Unmarried Older Mothers" (102-61) and Chap. 6: "Raising Children: Unmarried Older Mothers" (236-83)
- Th, 11/16 Ludtke, Chap. 8: "Where's Daddy: Unmarried Older Mothers" (339-408) and Chap. 9: "Unmarried Mothers: Who We Are and Where We're Headed" (409-434)
- 11/21 Readings TBA  
***Deadline for submitting final draft of Resource Manual chapter or other kinds of course projects***
- 11/23 NO CLASS—THANKSGIVING BREAK

11/28-12/7    Gonnerman, pages TBA  
                  Construction of Resource Manual  
                  Summing Up and Course Evaluations

## *The Reflective Journal*

Most Tuesdays during the semester, I'll be asking you to submit a four-page, typed, double-spaced essay in which you record and reflect upon the most important things that you've learned during the past week. Since the service component of the course won't begin until about three weeks into the semester, your initial journal entries will focus primarily on assigned readings and class discussions (though I'll also be asking you to identify some of the assumptions and expectations you have about single mothers and will urge you to reflect on relationships you already have with such women).

When responding to the readings, you should make note of some of the key arguments, theories, and factual claims you're encountering. You can do this "summarizing" in a narrative, in "bullet" form, and/or by quoting key statements or statistics. After **recording** arguments and facts you consider important, you should **reflect on** that information. You might ponder the validity of a generalization, explain why particular pieces of information surprised or troubled you, identify ways in which one person's "take" on a topic differs from or resembles the perspective articulated by another person, discuss how readings do or don't mesh with what you've learned from firsthand experience, from the media, or from other coursework. You **don't** need to write about every essay that's assigned—but you should try to identify the main points or common threads in a given day's readings.

Once we begin working with local single mothers at Easton High School and at Third Street Alliance, your reflective journal will be a place where you can synthesize scholarly and experiential knowledge. I'd still like you to draw attention to some of the main points in the readings, but your emphasis will be on identifying ways in which your firsthand interaction with single mothers validates—or calls into question—the claims you've encountered in written texts. Ideally, the readings will help you notice and make sense of some things you see and hear in the service-learning environment—conversely, your conversations with the mothers should help you better understand and assess the written materials.

The reflective journal also is a place in which to raise questions and concerns and to ponder your emotional as well as intellectual response to course activities. Are there subjects about which you'd like more information? Ideas that others seem to endorse that you yourself consider problematic? Issues about which you're feeling quite confused? Interactions with classmates or with those in the service-learning environment that you're finding troubling or stressful?

Finally, keep in mind that there is no set or "ideal" format for this journal. I'll give you lots of feedback on the early entries so you can figure out what works best for you. If you think it would be useful, I'll also distribute copies of 2 or 3 different kinds of weekly entries that do a great job of fulfilling the threefold goal of recording, reflecting, and synthesizing.

**Your first set of journal entries, due Tues. 9/5, will consist of the two assignments listed below.**

1. Your assignment for Thurs., 8/31—to be done **BEFORE** you do the assigned readings:

Imagine that on Thurs. a high school junior and a high school senior, both of whom have 10-month old babies, are going to come to our class to tell you about how they became pregnant and what their experiences of being student-mothers have been like so far.

Page 1:

Write a couple of paragraphs in which you speculate about the kinds of things the girls might tell you about the two subjects listed above. You also could jot down questions you'd like to pose to our two visitors.

Page 2:

Ask two friends who aren't in this class—one male and one female—to tell you what they think of when they hear the phrase “teenage mom.” Record their comments.

Page 3:

Write a couple of paragraphs about single mothers (of any age) that you know fairly well. If you haven't had much interaction with single mothers, speculate about why this might be the case.

2. Your assignment for Tues., 9/5:

What are the most important things you learned from reading the first three chapters of Ludtke and from watching the video made by a former EAHS mom? Did any of the information contained in these two texts really surprise you? impress you? irritate you? confuse you? Did the two texts contradict each other in any important way? Having read Ludtke and seen the video, what strikes you as interesting about the entry you wrote for 8/31? Conclude by composing two questions you'd like the class to discuss (or continue discussing).

## *Instructions for the Major Course Project*

For your major project, you are to create—collaboratively—a Parenting Resource Manual that will be useful to the single mothers with whom we've been working. You may work individually or in groups on specific topics and “chapters”; I'll leave the exact nature of the collaborative process up to you. When researching the subjects you've selected, consult a wide range of sources to try to insure that the information you present is accurate and up-to-date. And of course I'll expect you to properly cite all borrowings from secondary sources, including websites.

Remember that the audience for this manual is diverse. A few of the high school students are pregnant mothers-to-be who might be interested in information on prenatal care. The other high school teen moms will be most interested in issues related to parenting infants and toddlers, whereas the older women at TSA will want information on parenting children ages 3 through 16. Your audience is also diverse in terms of socio-economic class: most of the single moms we're working with are from low-income families, but this isn't the case with all of the moms. You also should keep issues of race and national origin in mind. For example, if you want to create a list of recommended children's books, be sure that the authors and characters represent a variety of racial and ethnic backgrounds. Similarly, if you are presenting information on domestic violence hotlines, you should note numbers for Spanish-speaking as well as English-language callers.

As we've discussed often throughout the semester, it's important to find out what kinds of support and information the single mothers are interested in receiving rather than assuming we know best what they need. They've expressed interest in the Parenting Resource Manual and have mentioned some topics that they want to know more about. Some of their suggestions are listed on the next page; in the coming weeks, please talk with the mothers and continue adding to the list. You also might want to consult TSA's Director of Resident Services and the nurse, social worker, and guidance counselor who mentor the high school students, since these persons have had countless conversations with the moms. Keep in mind that I don't expect you to produce chapters on every single subject that comes up! What you're going to be doing is making a substantial start on a resource manual that can be added to by students who take this course in the future.

Hopefully, you'll be able to find topics to research that interest *you* as well as the single mothers. And I imagine that as you work on the manual, you'll not only learn a lot about mothering and motherhood, but also will become much more familiar with the services available (or not available) to single mothers in the city of Easton. In other words, you'll be learning a lot about the public policies, institutions, and systems of power and privilege that have a profound influence on the quality of life experienced by single mothers and their children. And you'll continue to learn with and from the single mothers, many of whom (as you've already discovered) have skills, knowledge, and a degree of resourcefulness that most “traditional” college students don't have.

Final drafts of the resource manual chapters will be due two weeks before the end of the semester so we'll have time to duplicate, bind, and disseminate the manual. Feel free to "decorate" your chapters with line drawings and simple emblems, but keep in mind that the photocopying machine will not reproduce colored ink or do a good job with photos. Most likely, we'll run each chapter off on a different color of paper. And we'll be putting the material in a 3-ring notebook, so make the left hand margin bigger than the right. We'll discover and deal with other mechanical details as you work on the project. And of course we'll discuss more substantive issues; periodically I'll be asking you to submit drafts of your chapters so we can identify and address concerns--whether these be questions about the reliability of sources, strategies for effectively organizing ideas, or ways to make your writing more lively or concise.

Here are some topics in which the single moms have expressed interest; I'm sure you'll have other subjects to add to the list. FYI, the order in which the items appear is random.

OB/Gyn issues: pap smears, STDs, breast exams, contraception (types, reliability, proper use of, cost, places where they're available), etc.  
 Eating disorders: causes, ways to address effectively, support groups  
 Other health issues: coping with stress, depression, high blood pressure, drug abuse, etc.  
 Subsidized housing in the area: addresses and phone numbers, sizes and costs of units, length of time on wait lists, how to qualify, etc.  
 Good and affordable childcare centers, esp. ones that accept Title 20 vouchers  
 Abortion and adoption services in the area  
 Advice on writing a resume, interviewing, job hunting, applying to local colleges and pre-professional programs  
 Free and inexpensive things to do (with and without the kids): local fairs and festivals; locations, operating hours, and children's events of local library branches; recreational programs run by the city (e.g., free childcare and supervised play at select playgrounds on summer mornings); plays, concerts, talks, and children's programs on local college campuses.....  
 Titles of good children's books  
 Neonatal care, breastfeeding, making homemade baby food  
 Information on the stages of child development and appropriate activities and toys for each stage  
 Child and adult nutrition  
 Childproofing a home and child discipline  
 Information on dating and domestic violence—warning signs, how to get help, etc.  
 A cookbook containing easy-to-make, inexpensive recipes, plus suggestions about how to save time and money when grocery shopping and planning/preparing meals  
 Other money-saving tips: making educational toys, finding good-quality used car seats, using coupons and shopping sales, discounts on bus passes, etc.

***Note: Some of you might decide to conduct research that will benefit the single mothers but would not be appropriate for inclusion in the manual; in these cases we'll work out project details as we go.***

## *Instructions for the Oral Presentation*

At some point during the second half of the semester, you will create a 20-30 minute presentation for one or both groups of single mothers. You may do the presentation by yourself if you'd like, but you'll probably find it easier to "instruct and entertain" if you work with one or more partners. That way you and your partners can share the work of researching a topic and designing a creative, interesting way to present the information. For example, you might want to do a skit, use a "Jeopardy" or "Wheel of Fortune" format, or invent a game for your audience to play.

Ideally, the subject on which you do your presentation will be the same one that you're conducting research on for the Parenting Resource Manual. For example, if you've decided to do the grocery shopping/cookbook option, you might create a pricing game that illustrates that buying items in bulk is generally cheaper than buying in smaller units (assuming, of course, that one has the money to buy the bigger item, which isn't always the case). Or you might conduct a mini cooking class in which members of your audience get practice packaging up portions of lasagna for safe and effective freezing (after sampling the dish!) or make one of the recipes in your cookbook (chicken caesar salad, a Chinese stirfry, homemade baby food).

If you selected the resume-writing/job interviewing option, you and your partner(s) could create a skit that would provoke discussion about what to do/not to do when interviewing for a job. You could address "dress code" issues, the importance of finding out about health care benefits and/or sick days (the latter often used when the baby—not the mom—is sick), the importance of being on time for the appt., how to respond to inappropriate questions, etc. If you're sharing information about free and inexpensive things to do in the Easton area, you could create a "Where in the Lehigh Valley is Carmen San Diego?" game to let your audience know the location of various events, libraries and churches, parks, etc. If you're doing a topic like dating and domestic violence, your presentation may not be "fun" in the way the above presentations are intended to be—but you do need to think about how to engage your audience and find ways to avoid talking at rather than with the moms.

In short, let your imaginations run wild when figuring out how to share with the moms a few bits of the information you're gathering. Hopefully, these presentations will be so engaging and memorable that the moms will want to read more about the subject once they receive the manual!

As usual, I'm flexible—if you want to do a presentation on one topic and a research manual chapter on another topic, feel free to do so. And you can have one set of partners on the presentation and another set on the manual; take whatever approach is most enjoyable and educational for you.



# Practicum in Feminist and Gender Studies

## **Gay Victoria**

Director, Faculty  
Center for Service and Learning;  
Feminist and Gender Studies  
Colorado College

### Contact Information

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### Course Information

*Course Title:* Practicum in Feminist and Gender Studies  
*Type of Course:* Seminar  
*Requirements Fulfilled:* n/a  
*Student Population:* Junior, Senior

**A GUIDE<sup>1</sup> TO THE  
PRACTICUM IN FEMINIST AND GENDER STUDIES  
FG410  
COLORADO COLLEGE  
Fall 2006**

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Gay Victoria  
Center for Community Service  
389-6885 (W)  
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The Feminist and Gender Studies Practicum is designed for students interested in a field-learning experience as part of their Feminist and Gender Studies program. A Practicum is an educational work experience in which the student agrees to do a project or other work that will benefit the placement organization. In exchange, the student discovers new skills, knowledge, ideas about her- or himself, feminism, and Gender Studies. Practicum work is not paid. Practicum students are placed in a Colorado Springs community agency that provides services dealing with feminist and gender issues. Practicum students:

- explore the intersections between academic Feminist and Gender Studies, direct action, and the experiences of the clients being served;
- analyze the workings of organizations who work in the area of gender and the relationship of these organizations to feminism and/or various social movements;
- acquire knowledge and skills in relation to a particular gender issue;
- develop new understandings about their own values, beliefs and abilities that affect their work with others.

The Practicum agency/organization benefits from the program by including a bright, inquisitive student on its working staff. The Colorado College student is a liberal arts student with writing, analytical, and research skills. Students

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<sup>1</sup>This document draws upon similar guides for internship programs at Beloit College, Carleton College, Grinnell College, Macalester College and from the Field Instruction Manual for the undergraduate social work program at Spalding University.

have chosen to participate in the Practicum course and are interested and motivated to learn from a fieldwork experience.

The campus community also reaps benefits from the program. The students return to campus with new experiences and perspectives that can be shared with their peers and instructors. They bring to the classroom knowledge of how theories and techniques are applied in the work place.

## Rationale for Experiential Learning<sup>2</sup>

The experiential approach is a powerful motivator for learning because it is positive, meaningful and real. The learning environment is success-oriented rather than competitive. It offers opportunities for real-life physical and emotional consequences. Because the learners participate in the design, implementation and management of their own learning, they are invested in the goal, hence internally motivated. That motivation frequently transfers back to the traditional classroom as students recognize the need for more theoretical background or as they find reasons to improve their basic skills.

Additionally, by providing for integration of ideas and actions into the larger community, experiential learning facilitates the transition to adulthood and develops skills for responsible citizenship. Documented outcomes of experiential learning include:

- concern for fellow human beings;
- the ability to get things done and work with others;
- self-motivation to learn, participate and achieve;
- an improved self-concept, confidence, competence, and awareness;
- responsibility to the organization or class;
- openness to new experiences; and a sense of usefulness to the community.

Finally, experiential education contributes to the preparation of a well-educated and productive work force. If our goal is to prepare an enlightened citizenry to lead productive and purposeful lives and to contribute to the growth and development of society, then we must insure that they learn how to learn, how to grow and adjust to change. We must teach students how to reflect on their experiences, define their learning goals, and independently manage their own learning. These outcomes require an education that combines experiential learning with abstract learning.

### College Arrangements

### Eligibility

Students may enroll in the Practicum once they have completed FG110 Introduction to Feminist and Gender Studies and have at least junior status.

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<sup>2</sup>Adapted from the "Grinnell College Internship Program" catalogue which cites "A Nation at Risk: Another View," Experiential Education, National Society for Internships and Experiential Education, 1984.

Since the Practicum is designed to be a capstone experience for the Feminist and Gender Studies major/minor, it is imperative that students have basic knowledge and exposure to fundamental gender issues. However, students need not be majors/minors to enroll in the Practicum.

In order to assure the best Practicum placement possible, students should speak with the Practicum faculty the semester before they intend to enroll in the Practicum.

The Practicum is an overload to the regular block courses that a student takes. Students will spend approximately 20 hours/block on the work of the Practicum. Students should evaluate whether they have the time (at least 5 hours each week) for this commitment. Students on academic warning are discouraged from enrolling in the Practicum.

## Grading

The Practicum is as academically rigorous as any other Colorado College course.

**All work**

**that is submitted late will be lowered 50% unless otherwise approved by faculty *in advance*.** This includes papers, learning contracts, time sheets, field notes, etc. Plan in advance for signatures, etc. from your site supervisor.

Ordinarily students work at their placement **once a week for a 4-hour shift**. Your hours must be documented on a time sheet (attached) and authorized by your agency supervisor prior to submission each block. Over the course of the semester you are responsible for a total of **48 hours** of contact time in your agency. Although your placement hours are a requirement of this course, they do not count as part of your grade. It is the learning that takes place as a result of your placement hours that is graded.

Your grade will be based on the following:

- **Seminar attendance and participation, 28 points** -- there are two required class meetings each block, a one-hour meeting over the noon hour (2 points each) and a three hour seminar meeting (5 points each) (see Appendix 1). **There are NO excused absences for missing class, plan accordingly.**
- **Learning Contract, 10 points** -- You are required to develop a learning contract (attached) in consultation with your placement supervisor (see Appendix 2) which must also be approved by me.
- **Field notes, 12 points** -- Follow each block's guide to focus your field notes (see Appendix 3)

- **Papers, 36 points** --You are required to write four papers over the course of the semester - three are worth 8 points and the Final Paper is worth 12 points (see Appendix 4, 5, 6, & 7).
- **Oral presentations, 9 points** -- You are required to make oral presentation of your first 3 papers.
- **Evaluation meeting, 5 points.** -- You are required to arrange and participate in an evaluation process at the end of the semester along with your site supervisor and myself.

There is a **total of 100 points** possible in this course.

## Credit

Students earn .5 units for each semester they are enrolled in the Practicum up to a maximum of 2 semesters. Students may count a maximum of 1 unit of Practicum credit toward the 6 units required for the Feminist and Gender Studies minor or the 12.5 units required for the Feminist and Gender Studies major.

College Policy allows students to enroll in one-half unit extended format course each semester (the Dean of the College can authorize more in unusual circumstances).

The Practicum is more than just community service work. Credit is earned for the new learning resulting from the field experience and not for the experience itself. Under NO circumstances may students receive Practicum credit for community service work done on their own or away from the Colorado Springs area. Federal Work Study Community Placements may not be used to fulfill Practicum requirements.

## Withdrawal

Once a Practicum placement has been arranged, the student, the College and the Practicum agency have made a commitment to the Practicum experience. Because the agency and its clients are counting on the work of the student, **only under unusual or emergency circumstances will the student be able to withdraw from the Practicum before the semester's work is finished.**

Students in especially demanding block courses or courses that take them away from campus must take responsibility to carefully plan their Practicum work with their agency supervisor. The agency supervisor may request a student's withdrawal if, in the agency's view, the student's continued participation is not in the best interests of the agency or its clients.

## Conflict Resolution

Occasionally, personnel or other problems develop between a student and the placement agency. Generally, such problems should be addressed at the lowest possible level of decision-making, and as quickly as possible. Students should try first to resolve the problem by directly talking to all parties involved in the problem. Students should make certain their agency supervisor and the Practicum faculty is aware of the problem even if they are able to resolve it themselves. If the problem requires an intermediary, the agency supervisor and Practicum faculty are there to serve in this capacity.

Discrimination and harassment are always inappropriate; students who experience such behavior should take immediate action by talking to the person involved, by talking to their agency supervisor or by talking with the Practicum faculty.

### Choosing a Practicum Location

The Practicum faculty has created a notebook of possible Practicum projects and locations. Look through this book and consult with the faculty about which location would be best suited to your interests and skills. The overall criterion for selection of a Practicum setting is the agency's ability to offer learning opportunities appropriate to the fulfillment of the Feminist and Gender Studies educational objectives. More specifically, the criteria are the following:

- student becomes involved in the direct delivery of services in some significant capacity;
- agency understands and accepts and assists the student in the role of learner;
- agency provides a supervisor who is professionally equipped to, and has made the time commitment to, provide supervision to students in the learning experience;
- agency demonstrates commitment to the value of undergraduate Feminist and Gender Studies;
- agency agrees with Colorado College's non-discrimination policy that is committed to educating and employing persons on the basis of their qualifications regardless of the student's age, color, gender, national origin, physical challenge, race, religion, or sexual orientation.

In addition to these generic criteria, a Practicum assignment can be fashioned to fit the academic background and interests of a student as well as the needs of the placement organization. A good placement builds upon a student's academic strengths and previous experience at the same time that it provides a challenge and requires that the student master new materials and skills.

**A Practicum placement is NOT a location to work through personal issues.** Students should not select a Practicum agency that addresses their own personal biography or emotional traumas. Working with clients who share their

personal traumas almost always heightens our own trauma experience. Clients are entitled to professional services; taking care of Practicum students is not their responsibility.

### Transportation

Students are responsible for their own transportation to their placement site.



## Role of the Student

The Practicum student will:

- take primary responsibility for defining and meeting their own learning needs and selecting a placement site;
- develop a learning contract which meets the approval of the Practicum faculty and the agency supervisor;
- abide by supervision and direction of the Practicum faculty and the agency supervisor; in some cases, this may entail providing direct services to individuals, groups, families, and communities served by the agency; in other cases, this may entail supporting agency staff or working on a special project for the agency ;
- plan your agency schedule each block and stick to it; **dependability is essential**; it is important to be professional; notify the agency supervisor in advance if you are going to be absent or late; you are responsible for keeping a log of your hours and making up time lost due to absences; you must complete 48 hours during the semester;
- meet agreed upon deadlines;
- ask for the needed information, advice or supervision without being demanding; use good judgment in deciding whether to act independently or ask for help; take initiative in finding challenges and new learning opportunities;
- maintain clear channels of communication with the Practicum faculty and the agency supervisor; communicate major problems to the Practicum faculty; let your faculty supervisor know if there is a change in your supervision immediately;
- maintain conduct and appearance appropriate to the setting;
- be respectful of clients and co-workers; maintain confidentiality in discussing client and agency issues;
- integrate classroom learning with practice in the field; be reflective about the learning derived from the Practicum;
- prepare for and participate in Practicum seminars;
- faithfully keep field notes about your Practicum experience;
- meet with the Practicum faculty and the agency supervisor at the end of the semester to complete an evaluation of the student's Practicum work;
- assist in evaluating the Practicum agency.

## Role of the Agency Supervisor

The agency will provide a staff member designated as the agency supervisor who will:

- meet with students interested in your agency before or at the very beginning of the semester to develop a placement;
- develop an orientation or training process to facilitate the student's introduction to the agency, its mission and clients;
- identify specific projects/activities for the student to complete during the semester; students who have a clear identifiable project report greater satisfaction/learning as a result of this experience;
- provide the student with the opportunity to gain a broad identification with and understanding of the total agency; explain to the student how the agency makes decisions; facilitate visits/meetings/rotations with other agency personnel in order to gain this perspective;
- help the student match his or her interests and agency opportunities within the broad scope of the Practicum educational objectives;
- help the student develop individual learning contracts and strategies for learning specific to the placement;
- identify one or two reading assignments that will help the student appreciate the situation of agency clients;
- challenge the student to make learning a conscious process and remember that the student is primarily in the role of learner in the agency;
- encourage healthy critical analysis on the part of the student;
- hold monthly or bi-monthly supervisory conferences with each student to guide the student, answer questions, and discuss on-going projects;
- contact the Practicum faculty if problems occur with the student's performance or carrying out of assigned tasks;
- meet at end of semester with Practicum faculty and student to complete an evaluation.

### *Role of the Practicum Faculty*

The Feminist and Gender Studies program at the college will provide a faculty member who will:

- be informed on College policies and requirements and their implication for the Practicum experience;
- confer with students about various placements during Practicum planning; initiate contact with proposed agencies and select work supervisors; verify placements with the student and the agency;
- generate new Practicum sites as student interest dictates;
- serve as a liaison between the agency and the student and the student and the college;
- consult on the development of the learning contract;
- come to agreement with students about seminar and journal expectations;
- guide students in writing reflective journal entries, which will promote an integration of theory and practice;
- coordinate Practicum seminars;

- arrange and meet at the end of the semester with the Agency supervisor and Practicum student to do a final evaluation;
- monitor student experience at the Practicum site;
- evaluate student performance and file grades for students;
- evaluate Practicum locations.

## APPENDIX 1: SEMINAR SCHEDULE

The seminars are an integral part of the Practicum; students are **required (no exceptions)** to attend all seminars and are responsible for scheduling their other activities around the seminar meeting times. Only academic exceptions to this policy will be negotiated with the instructor in advance. The seminars provide an opportunity to:

- reinforce the primary role of the Practicum student as a learner;
- share information about agency resources, services, policies and procedures;
- contrast and compare gendered services in a variety of community settings;
- integrate academic course work and observations from the Practicum environment;
- discuss and process learning experiences, issues and problems of concern to students regardless of the agency setting in which they practice.

### Block I

**Friday, September 8, 12:00-1:00 p.m. in the Feminist and Gender Studies living room.** Before this meeting all students should have reviewed the Practicum Site notebook and decided which agency interests them and have either visited that agency or secured an appointment to do so.

- Introductions
- Review of the Practicum Guide
- Discussion of placements
- Discussion of Field Notes (Appendix 3)

**Friday, September 22, 2:00 - 5:00 p.m.** Students should have visited their Practicum

location at least one time prior to this meeting.

- Discussion of Learning Contract (See Appendix 2)
- Discussion of reading, "Rethinking Feminist Organizations" by Patricia Yancey Martin
- Discussion of final paper assignment: Agency Paper (See Appendix 4)
- Update on placements

### Wednesday,

**September 27, 12:00 noon**

- Block I Field Notes due

**Block II****Friday, October 6, 12:00-1:00 p.m.**

- Block I Time-Sheet due
- Update on placements
- Questions about Agency Paper

**Friday, October 20, 2:00 - 5:00**

- Learning Contracts Due
- Discussion of assigned reading, "The Unhappy Marriage of Theory and Practice: An Analysis of a Battered Women's Shelter," by Susan B. Murray
- Discussion of 1st paper assignment: Points of Contention (See Appendix 5)
- Update on placements

**Wednesday, October 25, 12:00 noon**

- Block II Field Notes due

**Block III****Friday, November 3, 12:00-1:00 p.m.**

- Block II Time-Sheet due
- Update on Placements
- Points of Contention paper due

**Friday, November 17, 2:00-5:00 p.m.**

- Oral presentation of Points of Contention paper
- Discussion of Reading, "Feminism on the Job: Confronting Opposition in Abortion Work", by Wendy Simonds
- Discussion of 2<sup>nd</sup> paper assignment: Personal Identity Narrative (see Appendix 6)
- Discussion of 3<sup>rd</sup> paper, Personal Reflection (Appendix 7)
- Discussion of Evaluation meetings
- Panel of service providers speaking on life in non-profit agencies dealing with gender issues
- Update on placements

**Wednesday, November 22, 12:00 noon**

- Block III Field Notes due

**Block IV****Friday, December 1, 12:00-1:00 p.m.**

- Personal Identity Narrative due
- Block III Time-Sheet due
- Update on placements
- Finalize Evaluation meetings

**Friday, December 15, 2:00-5:00 p.m.**

- Oral Presentation of Personal Identity Narrative

- Personal Reflection due
- Oral Presentation of Personal Reflection
- Discussion of Readings, "Ms. Goes to College: Special Report" - Five Years Later
- Update on placements

**Wednesday, December 20, 12:00 noon**

- Agency Paper due, copy to your site supervisor
- Final Time Sheet due
- Final Field Notes due

## APPENDIX 2: LEARNING CONTRACT GUIDELINES<sup>3</sup>

This contract should be **developed in consultation with your agency supervisor**. It is worth 10 points. As you become familiar with your placement site, work in close consultation with your supervisor to develop meaningful, appropriate, and realistic learning objectives, identify resources and strategies that can help you realize your objectives, and ways in which you can demonstrate your accomplishment of the objectives. The writing of effective goals includes the following elements:

- specify the area(s) of the agency in which you will be working throughout your placement; if you are planning to assist in more than one area, include a timeline for your progression through the areas;
- create a proposed timeline appropriate for your learning experience with identifiable dates for transition (exploration, training, observation, practice, expertise, etc.),
- use action verbs,
- use measurable terms (terms that provide a "before and after" means of assessment),
- specify a plan for achieving each goal.

**Learning Objectives:** Describe what you intend to learn during your practicum. **Be specific.** Is your primary goal to gain, apply, or test a particular body of knowledge or theory, or is it to learn or improve a skill? Are you interested in testing a career interest or your suitability for that field? Remember, Learning Objectives describe **what you will learn, not what you will do**. Use an action verb to state your goals. Examples of action verbs include:

- recognize
- diagnose
- evaluate

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<sup>3</sup> Adapted from Intern Phase Two: Making the Most of Your Internship, Macalester College and Field Work Savvy: A Handbook for Students in Internship, Co-Operative Education, Service-Learning and other forms of Experiential Education, J. Milnes, Winepress Publishing: Enumclaw, WA.

- compare and contrast
- determine
- conduct
- establish
- develop
- learn
- teach
- create

Write one sentence for each goal. Number your goals so that number 1 under Learning Resources and Strategies corresponds to Goal number 1.

**Learning Resources and Strategies:** It is not enough to simply state your goals. You then need to develop a plan for how you will achieve that goal. Describe what you will do to reach your objectives. Will you spend time in orientation or training sessions? Will you be involved in a special project or projects? Will you ask your practicum advisor or agency supervisor to recommend materials, policy manuals, books, or articles for you to read? Will you attend related meetings, conferences, lectures, etc.? Do you plan to conduct interviews with clients or agency personnel? Will you ask people to observe you at work and give you feedback and suggestions? You can use more than one strategy to reach each objective.

**Anticipated Evidence of Accomplishment:** Describe how you will know and show your practicum advisor and agency supervisor that you have achieved your learning objectives. Developing measurable goals will allow the goal to be assessed in the end of your placement. Remember, your papers may be evidence, your participation in class may be evidence, and activities at your practicum site may serve as evidence.

Reminder: Learning Objectives can change. Mid-semester would be a good time to reassess your learning objectives and change your contract if your practicum advisor and agency supervisor agree. Experiential learning often leads you in directions you cannot fully anticipate. What is important is to be aware of those changes in direction and to consciously change your learning objectives to coincide with your new learning or interests.

## APPENDIX 3: FIELD NOTES

You are required to document your placement through written field notes. The field notes will help you process your experiences. W. H. Auden stated it best when he said, "How do I know what I think until I see what I say?" Field notes will be graded on the level of observation, reflection, and analysis they present.

- Field notes should be kept after each time you volunteer at your placement site. I suggest that you take a few minutes immediately after leaving to at least make brief notes of your impression and observations. Even a few key words can be helpful later. The more time that elapses between your observations and recording of them, the more detail may be lost and the harder it will be to create thoughtful entries.
- Your field notes may also contain personal feelings about your observations. This is the subjective account of your experiences - your feeling and perceptions about what happened, about your behavior and the behavior of others.
- Field notes for each block should focus on a specific theme outlined below. They will be turned in once a block.
  - **Block I, Beginning your placement:** Describe your feelings the first time that you served at your placement site. Were you nervous? Why? Do you anticipate any challenges as a result of your first visit to the agency? What are they? What were your impressions of the staff and clients? What is your overall impression of the agency and the work that it does? Does this placement represent what you thought it would?
  - **Block II, Feminist and Gender Issues and Non-Profit Work:** Is your placement meeting your expectations? Why or why not? What do you like the most about your placement? What do you like the least? Discuss what the staff appears to find as rewards and liabilities of working in this agency. Do you think the staff makes sacrifices to work where they do? If they do make sacrifices, do you think they find it worthwhile? Would it be something you would find worthwhile on a long-term basis?
  - **Block III, Feminist & Gender Issues and Action:** Does your placement inspire you to get involved more in feminist/gender issues? What kind of action would you want to be involved with after graduating? Do you think that volunteering is a type of action or activism? Why or why not? Do you consider the staff at the agency activists? Explain.
  - **Block IV, Gender in the "Real" World:** How has your placement changed you? If so, have your family and/or friends been aware of your experience, and do they understand the changes that you have undergone? Do you think that this experience will impact the rest of your education? Do you think this experience will impact your vocation? How might you lead your life differently as a result of this experience? If you could share one piece of wisdom gained through this

placement with your daughter or son (pretending for the moment that you have children), what would it be?

## APPENDIX 4: AGENCY PAPER<sup>4</sup>

The purpose of this paper is not merely to gather information about the agency in which you are placed. **It is a critical analysis of the organization in which you are placed in relation to our reading on Rethinking Feminist Organizations.** Your goal should be to discover **and analyze** the working of the organization as it relates to gender and/or feminism -- including the clients that the organization serves and the staff that work in the organization. "Analyze" means that this paper goes beyond mere description.

The following guide is not intended to be a template for your paper. I do not expect you to address all of the questions/topics in this paper. The guide is a tool to help you investigate the organization in which you are placed and to guide your thoughts. While giving an overview of the agency, you probably will want to focus your paper on those aspects of the agency that are most interesting to you, which are most important (for whatever reason), or which are most problematic, etc. Doing this will help you direct your paper. Remember that you will undoubtedly need to do a bit of investigation to discover the full picture and/or who has the institutional memory in your organization. Do not recite the agency brochure or web site to me.

The paper should be approximately twelve pages in length, is worth 12 points, and will be graded on:

- Ability to present a coherent understanding of your placement organization
- Thoughtfulness of your analysis of your placement as a "feminist" organization
- Ability to relate to Martin's article, "Rethinking Feminist Organizations"

**You will be provide your site supervisor with a copy of your this paper.**

### HISTORY OF YOUR ORGANIZATION

- When was your organization founded, by whom, and how was its beginning influenced by the women's movement, the women's health movement, gay rights movement or other movements for social change?
- How has the organization changed over time?
- What have been major crises in the organization and how have they been resolved?
- Are founding members of your organization still involved? If so, how has their role changed over time? If not, how do current members relate to the founders and their vision? (Are the founders forgotten, revered, criticized, or what?)

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<sup>4</sup> Trimberger, Kay. "Practicum in Feminist Organizations." *Transformations*, 1966, 104-115.



# STRUCTURE AND CULTURE OF YOUR ORGANIZATION

## Goals

- What are the formal goals of your organization? How did you find out about these formal goals?
- What are the informal goals of your organization? How did you find out about these informal goals?
- Do any of these goals potentially or actually conflict with each other? How do they conflict and with what consequences?
- To what degree do these goals reflect feminist concerns? Do these goals address the concerns of other disadvantaged groups in our society? How?

## Formal Structure

- Include a map (or chart) of your organization, which depicts the formal structure and the formal positions in the organizations. Include any policy boards or committees that exist.
- Identify which positions have authority and what types of authority.
- Give some examples of formal rules in the organization and what areas of behavior they address.

## Informal Structure

- Describe the informal structure of the organization. You may use a diagram to indicate key groups and linkages.
- Give some examples of informal rules. How are they conveyed to others?
- Who has the most influence in the informal structure? What accounts for their influence?

## Interaction of the Formal and Informal Structures

- How would you place your organization on a continuum from very formal (lots of written rules) to very informal (few official rules)?
- How would you place your organization on a continuum from very hierarchical to collective?
- What does this pattern suggest about issues and areas that are important or problematic in your setting? How is this related to the gender composition of the organization?

- To what extent does the pattern of rules reflect feminist and other concerns related to social change?
- To what extent is the informal structure and influence system compatible with the formal structure and authority positions? What are the implications of any incompatibility?

## **Culture of Your Organization**

- What kinds of beliefs and values dominate the organization?
- What are the main norms (e.g., the does and don'ts)?
- What are the main ceremonies and rituals?
- What physical impression does the organization and its artifacts create?
- What language dominates everyday discourse (e.g., buzzwords, catch phrases)?
- What reward systems are in place? What messages do they send in terms of activities or accomplishments that are valued, and those that are not?
- What are the favorite topics of informal conversation?
- Are there identifiable subcultures in the organization? How are they different? Are they in conflict or in harmony?

## **THE LARGER ENVIRONMENT AND ITS IMPACT ON THE ORGANIZATION**

### **Constituencies and Beneficiaries**

- Who are the identified constituencies of your organization?
- Who actually benefits from its work?
- To what extent do constituencies and beneficiaries overlap or conflict with each other?

### **Resource Acquisition**

- Identify all of the external resources sought by your organization?
- Why are they needed?
- How are they obtained and with what costs & benefits?

### **Alliances and Competitors**

- Identify the groups, agencies and organizations with which your organization cooperates. Select one of these settings and describe the nature of the

relationship. What are the reasons for the cooperation? What are the outcomes or consequences? What are the costs and benefits? What position in your organization 'manages' this relationship?

- Identify the groups, agencies and organizations with which your organization competes. Select one of these competitive settings and describe the nature of the relationship. What are the reasons for the competition? What are the outcomes or consequences? What are the costs and benefits?

## APPENDIX 5: POINTS OF CONTENTION PAPER

Susan B. Murray's article, "The Unhappy Marriage of Theory and Practice: An Analysis of a Battered Women's Shelter" talks at length about the disjuncture that can exist in non-profit agencies. While agencies may profess certain values and beliefs regarding gender and the rights of those they serve, practices may, in fact, not support those values and beliefs very well. They may even go so far as to undermine their stated values and beliefs. I would like for you to use the information and insights are gaining while researching and planning your Agency Paper to identify at least one point of contention in your placement. Identify an area in which you believe the agency is not fully meeting its stated goals or where you believe practice to be contradictory to their stated mission. Your critique should not merely identify those points of contention, but should also present a discussion of them and the effects they have on the agency and/or its clients.

This paper should be 5 pages in length, worth 8 points, and will be graded on:

- your ability to identify an area of contention within your agency
- your ability to explain exactly how (in your estimation) practice and theory diverge
- your ability to document the effects this has on the agency and/or clients

## APPENDIX 6: PERSONAL IDENTITY NARRATIVE

This paper should be approximately 5 pages in length and worth 8 points. In it, I want you to explore some aspect of your identity that simultaneously positions you as the same as members of the organization where you are doing your practicum (either clients or employees) and also as different from members of that organization. The identity you explore should be in some way directly related to your placement site.

This paper will be graded on:

- Ability to isolate one aspect of your personal identity and relate it to those you encounter in the organization in which you are doing your placement.

- Ability to clarify how your identity is similar and different from those in your placement.
- Ability to analyze the contradictory messages we receive and generate about others who are like us and others who are different from ourselves.

## APPENDIX 7: PERSONAL REFLECTION PAPER

Your final evaluation paper for the Practicum should be a narrative of your practicum experience. Before you write it, please review the Expectations and Achievements paper that you wrote during the first class meeting as well as the Learning Contract that you developed with your site supervisor.

This paper is worth 8 points and should be approximately 5-6 pages in length. You should address all of the following:

- 1) Review your initial entrance into the practicum site. Why did you choose this particular site? What were your early impressions about the work, co-workers, clients, etc. Did this change over time? How and why? Did you realize your expectations and/or your learning goals? Why or why not? Were there unexpected achievements? Explain.
- 2) What experience(s) most impacted you during your practicum? Explain its significance.
- 3) Evaluate what you have learned during the practicum. Has your practicum strengthened your academic training? How? How has it affected your life, both personally and in terms of your future academic career goals? How has it affected, if at all, your commitment to "action"? If so, in what way?

LEARNING CONTRACT  
PRACTICUM IN FEMINIST AND GENDER STUDIES

Student \_\_\_\_\_ Date \_\_\_\_\_

LEARNING ANTICIPATED EVIDENCE OBJECTIVES ACCOMPLISHMENT	LEARNING RESOURCES AND STRATEGIES	OF
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Student \_\_\_\_\_ Date \_\_\_\_\_

Agency Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Practicum Faculty \_\_\_\_\_ Date \_\_\_\_\_

# Additional Resources

## Additional Resources

*The following resources are a sampling of resources that are available to women's and gender studies practitioners. We hope that these recommendations will assist you to begin more in-depth research about pedagogy and praxis and we encourage NWSA members to share additional sources that they find to be informative on the Discussion Boards at [www.nwsa.org](http://www.nwsa.org).*

### Books

*The Feminist Classroom: Dynamics of Gender, Race, and Privilege*  
By Frances A. Maher & Mary Kay Thompson Tetreault

*The Feminist Teacher Anthology: Pedagogies and Classroom Strategies*  
Edited by Gail Cohee, Elisabeth Daumer, Theresa Kemp, Paula Krebs, Sue Lafky, & Sandra Runzo

*Troubling Women's Studies: Pasts, Presents And Possibilities*  
By Ann Braithwaite and Susan Heald

*Twenty-First-Century Feminist Classrooms: Pedagogies of Identity and Difference*  
Edited by Susan Sanchez-Casal & Amie A. MacDonald

*Women's Studies for the Future*  
By Elizabeth Lapovsky Kennedy

*Women's Studies on Its Own*  
Edited by Robyn Weigman

### Journals

*Feminist Collections: A Quarterly of Women's Studies Resources*  
<http://womenst.library.wisc.edu/fcmain.htm>

*Feminist Teacher: A Journal of the Practices, Theories, and Scholarship of Feminist Teaching*  
<http://www.uwec.edu/wmns/FeministTeacher>

*Women's Studies Quarterly*  
<http://www.feministpress.org/wsqa>

### Listservs

WMST-L  
[http://userpages.umbc.edu/~korenman/wmst/wmst-l\\_index.html](http://userpages.umbc.edu/~korenman/wmst/wmst-l_index.html)

WSPHD-L  
[http://depts.drew.edu/wmst/WS\\_PhD/student\\_listserv.htm](http://depts.drew.edu/wmst/WS_PhD/student_listserv.htm)

### NWSA Publications

*Teaching Resources on Racism, White Privileges, & Anti-White Supremacy*

## *Feminist Theory Syllabi Collection*

### **Online Resources**

Women Make Movies

[www.wmm.com/resources/for\\_educators.shtml](http://www.wmm.com/resources/for_educators.shtml)

Women's Studies Database: Syllabi

<http://www.mith2.umd.edu/WomensStudies/Syllabi/>

Women's Studies Online Resources

<http://research.umbc.edu/~korenman/wmst/>

Curricular Materials from the Women's Studies Librarians' Office at the University of Wisconsin-Madison

<http://womenst.library.wisc.edu/resources/curriculum>

Syllabi on the Web for Women- and Gender- Related Courses

<http://www.umbc.edu/cwit/syllabi.html>

WMST-L Files Collection

<http://userpages.umbc.edu/~korenman/wmst/wmsttoc.html>