

## appt.

### **Read Text:**

Susan M. and Janet Lee, eds. Women's Voices, Feminist Visions: Classic and Contemporary Readings. 3<sup>rd</sup> ed.

### **Goals and Objectives:**

2010 is an interdisciplinary, cross-cultural approach to the study of women of diverse racial, ethnic, and class backgrounds. The course focuses on contemporary concerns and issues facing women's lives, and seeks to familiarize students with major theoretical and practical debates within women's studies scholarship. This course is a study of relationships within society arising not only from differences between men and women, but also among women themselves.

WebCT will be used in this course. It is important that students check WebCT frequently to look for announcements and e-mail messages. Reading questions and other important information will be posted in this manner. The bulletin board is also a useful resource for students to continue discussions that could be limited by the time constraints of class.

### **Participation: (20%)**

Participation is a MAJOR part of your grade. You will be expected to participate in daily discussions either in class or on WebCT postings. It is important to do all reading prior to class and to come prepared to discuss the articles. It is important to have questions and to disagree with what you've read! Please keep an open mind and be respectful of your classmates and the instructor. We are in class to learn not only from the books, but also from each other. **Five 4 unexcused absences. You will lose 5 points from your participation grade for each absence past 4.**

### **Response Paper: (10%)**

You will write one (4-page) paper in response to the film we view in class. In it you will discuss the film from a feminist perspective. What could be done to make the film more feminist? What positive features does the film have in relation to the class readings to the discussion of the film. Paper is due 27 September. **NO LATE WORK ACCEPTED.**

### **Attendance Reports: (10%)**

During the course of the semester you will need to complete five WMST experiences. These can be attendance at a Women's Studies lecture or by completing learning activities described in the text. After each event you will turn in a report on the experience. These must be completed by 22 November. You may only turn in 2 reports at a time.

### **(Midterm 15%, Final Exam 15%)**

The midterm and final exams will cover the materials presented in the first and second halves of the course respectively. The multiple-choice answer format will be used to test your command of relevant terms, concepts, and questions. An essay format will be used to test your understanding of larger issues and your ability to present well-developed discussions of those issues. The student debates will also be a part of the final exam. **THERE WILL BE NO MAKE-UP EXAMS!!**

### **Media Analysis: (15%)**

You will analyze a media event (such as: a song/album, a magazine, an advertisement or a commercial, a film, a television show, a news article or show, etc.) from a feminist perspective. You should analyze the gender assumptions and what affect this has on the spectator. Who is the audience? What direct and indirect messages are being sent? Positive or negative? WHY? How could it be improved (if improvement is necessary)? The best analyses will refer to the even to specific readings and/or theorists. You will present your analysis in a 4-page paper (typed, double-spaced, 12pt. font, 1 inch margins and a title page with title and name). First clear your topic with me. Be creative and use the information that you have learned in class. If you have any questions, please don't hesitate to ask. The analysis is due 8 December 2004. **NO LATE WORK WILL BE ACCEPTED!!**

### **Participation: (20%)**

You will work on an in-class debate presentation in small groups. A class period will be devoted to each debate. In preparation for this activity there are a number of mini-tasks to complete before the end of the semester. Once teams have been determined changes cannot be made. **NO LATE WORK WILL BE ACCEPTED!!**

Ranking. [due 25 October] Once the topics have been determined, you will rank them 1-5, 1 indicating the topic that interests you most and 5 indicating the topic of least interest. You may submit this by email OR on paper,

Research Outline and Bibliography. [due 10 November] AS A TEAM, you will collect information about your topic and compose a detailed outline of your argument. While you do not need to write every word that you plan to write, you should provide me with a well-planned and supported argument. In addition, you will turn in a bibliography of sources consulted. You can add and make corrections to the outline and bibliography after I have returned them. Make sure to turn in a final copy of this outline/bibliography.

Debate Strategy Outline and Questions. [due 17 November] AS A TEAM, you will provide me with a detailed outline of your strategy for the debate. [Who will speak when, key arguments to present, etc.] Additionally, you will compile a list of objections that you could ask of the opposing team and a list of questions they could ask you. You should also have prepared responses. You can add and make corrections to the outline and questions after I have returned them. You will turn in a final copy of this outline.

Personal Essay. [due debate day] In a 2-page mini-essay you will present a personal reaction to the topic of your debate. Support your statements and include any information about the debate process that is pertinent.

Peer Review. [due debate day] Each member of the team will complete a peer review form and submit it to me individually. On this form you should evaluate your team's work process, including the grade you feel the group deserves and bring to my attention anything I should know when determining grades. This is both confidential and anonymous.

Individual Presentation Performance. [in class] I will be evaluating your ability to express yourself and convey your message effectively.

Group Presentation Performance. [in class] I will be evaluating the way in which the group works together to prepare and deliver their presentation. Did all group members participate equally?

**Distribution:**

**Debate Format:** You will be timed during the debate process and can not exceed the time allotted.

Debate Topic Proposal	<u>5 min.</u>	Team 1 argument
Topic Ranking	<u>5 min.</u>	Team 2 argument
Research Outline and Bibliography	<u>3 min.</u>	Team 1 rebuttal
Strategy Outline and Questions	<u>3 min.</u>	Team 2 rebuttal
Individual Presentation Performance	<u>5 min.</u>	Inter-team question/answer
Group Presentation Performance	<u>5 min.</u>	Audience questions
Personal Essay	<u>2 min.</u>	Team 2 final statement
	<u>2 min.</u>	Team 1 final statement
		<u>30 minutes TOTAL TIME</u>

its TOTAL GRADE

**2010: Detailed Syllabus**

20 Introduction to class

23 Chapter 1: Women's Studies: Perspectives and Practices: [1-13]

25 [14-27]

- 30 Readings 4-7 [46-57]  
 4: Feminist Politics, Where We Stand/hooks ; 5: Beyond Bean Counting/Lee ;  
 6: Shame, Guilt, and Responsibility/Johnson ; 7: Denials of Inequality/Rhode
- 1 Chapter 2: Systems of Privilege and Inequality in Women's Lives: [59-71]
- 3 Readings 8-11 [72-85]  
 8: Toward a New Vision of Race/Hill Collins ; 9: Oppression/Frye ; 10: Tomorrow I'm G  
 Rewrite the English Language/Keith ; 11: Homophobia: A Weapon of Sexism/Pharr
- 6 LABOR DAY – NO CLASS**
- 8 Readings 12-14 [86-100]  
 12: White Privilege and Male Privilege/McIntosh ; 13: Something About the Subject Make  
 Hard to Name/Yamato ; 14: Tired of Playing Monopoly/Langston
- 10 Readings 15-16 [101-111]  
 15: Voices: On Becoming Old Women/Copper ; 16: The Social Construction of  
 ity/Wendell
- 13 Chapter 3: Learning Gender in a Diverse Society: [113-126]
- 15 Readings 17-23 [127-151]  
 17: A Fabulous Child's Story/Gould ; 18: The Social Construction of Gender/Lorber ; 19:  
 Plurality of Gender-Based Realities/Sapiro ; 20: When I Was Growing Up/Wong 21: Spik  
 Punch: In the Defense of Female Aggression/Angier ; 22: Boys Will Be Boys and  
 Not/Burton Nelson ; 23: To Be or Not to Be/Feinberg
- 17, 20, 22 Film
- 24 Chapter 4: Sex, Power, and Intimacy: [153-167]
- 27 Readings 24-27 [168-185]  
 24: Sexual Desire and Gender/Schwartz & Butter ; 25: The Search for Men Who Love/h  
 26: Biphobia/Deihl & Ochs ; 27: Coffee Will Make You Black/Sinclair  
**Film Essay Due**
- 29 Readings 28-31 [186-197]  
 28: La Guëra/Moraga ; 29: Prue Shows Her Knickers/Oxford ;  
 30: Compañeros/Reyes & Demeulenaere ; 31: Some Like Indians Endure/Gunn Allen
- 1 Chapter 5: Inscribing Gender on the Body: [199-213]
- 4 Readings 32-35 [214-227]

- 6 Readings 36-39 [228-237]  
 36: Dreadlocked/Chambers ; 37: Hold That Nose/Miya-Jervis ;  
 38: Dancing Toward Reception/McGhan ; 39: Phenomenal Woman/Angelou
- 8 **Midterm Exam**
- 11 Chapter 6: Health and Reproductive Rights: [239-259]
- 13 Readings 40-47 [ 260-285]  
 40: How Far We've Come/Harvard Women's Health Watch ; 41: Gender Role Stressors a  
 Women's Health/Watkins & Whaley ; 42: Forgotten Women/Collier Cool ; 43: Man-made  
 to Women's Health/Germain ; 44: Breast Cancer: Is It Environment?/Ms. ;  
 ht for Birth Control/Sanger ; 46: Caught in the Crossfire/Gorney; 47: How Wome  
 il Rights/Roth
- 15 MIDPOINT WITHDRAWAL DEADLINE  
 Chapter 7: Family Systems, Family Lives: [287-300]
- 18 Readings 48-53 [301-323]  
 48: The Constructed Problems of Contemporary Family Life/Kimmel ;  
 49: Marriage and Love/Goldman ; 50: Motherly Things/Connolly ; 51: Friendly for Whos  
 Family/Holcomb ; 52: What We Call Each Other/Hochman ; 53: Only Daughter/C  
**Debate Topic Proposal Due**
- 20 Chapter 8: Women's Work Inside and Outside the Home: [324-338]
- 22 Readings 54-56 [338-358]  
 54: Women and Economics/Perkins Gilman ;  
 55: A Brief History of Working Women/Hesse-Biber & Carter ; 56: Living in McJobdom/
- 25 Readings 57-60 [359-383]  
 57: Hey, Why Don't You Wear a Shorter Skirt?/Drasas Rogers & Henson ;  
 58: Maid to Order/ Ehrenreich ; 59: Prostitution: A Difficult Issue for Feminists/Alexand  
 60: The Globetrotting Sneaker/Enloe  
**Debate Topic Ranking Due**
- 27 Chapter 9: Women Confronting and Creating Culture: [386-399]  
**28-29 FALL BREAK – NO CLASS**
- 1 Readings 61-68 [400-422]  
 61: Thinking About Shakespeare's Sister/Woolf ; 62: Poetry Is Not a Luxury/Lorde ;  
 63: The Path of Red and Black Ink/Anzaldúa ; 64: Construction of the Female Self/Birnie  
 Henke, Zimmerman Umble, Smith ; 65: From Fly-Girls to Bitches and

- 5 Readings 69-76 [440-462]  
 69: Violence Against Women: An Issue of Human Rights/Women in Action ;  
 70: Supremacy Crimes/Steinem ; 71: Fraternities and College Rape Culture/Boswell & Sp  
 72: A Letter from a Battered Wife/Martin ; 73: Lisa's Ritual, Age 10/Bridges ;  
 74: Pornography and Freedom/Stoltenberg ; 75: The Internet and the Global Prostitution  
 Industry/Hughes ; 76: Militarism and Sexual Violence/Lee
- 8 Chapter 11: State, Law, and Social Policy: [463-478]
- 10 Readings 77-79 [479-492]  
 77: Constitutional Argument/Anthony ; 78: Women and Family Law/Conway, Ahern,  
 agel 79: The Crime That Had No Name/Berry  
**Debate Research Outline and Bibliography Due**
- 12 Readings 80-83 [493-515]  
 80: The Rhetoric and Reality of Welfare Reform/Hartmann, Yi, Debell, Chu ;  
 81: Where Race and Gender Meet/Zia ; 82: Battered Women: A New Asylum Case/Shelto  
 83: Stopping Abuse in Prison/Siegal
- 15 Chapter 12: Religion and Spirituality in Women's Lives: [516-528]  
 Readings 84-85 [529-533]  
 84: Introduction to The Woman's Bible/Stanton ;  
 85: Fundamentalism and the Control of Women/McCarthy Brown
- 17 Readings 86-91 [534-550]  
 86: Grandmother of the Sun/Gunn Allen ; 87: Islam, Social Change and the Reality of Ara  
 Women's Lives/Hijab ; 88: Standing Again at Sinai/Plaskow ; 89: Everywoman Her Own  
 Theology/Ostriker ; 90: Witchcraft and Women's Culture/Starhawk ;  
 91: A Visit from Reverend Tilestone/Cook-Lynn  
**Debate Strategy Outline and Questions Due**
- 19 Chapter 13: Activism, Change, and Feminist Futures: [552-564]  
 Readings 92-94 [565-575]  
 92: Fear of Feminism/Hogeland ; 93: Real Men Join the Movement/Kimmel ;  
 94: From Personal Tragedy to Group Consciousness/Schneider
- 22 Readings 95-99 [576-592]  
 95: The Beijing Declaration and Platform for Action ; 96: Taking the High Road/Pharr ;  
 97: Epilogue: Beyond Backlash/Rosen ; 98: Warning/Joseph ;  
 99: A Day with Feminism/Baumgardner & Richards

- 3 Debate 3
- 6 Debate 4
- 7 Debate 5
- 8 Conclusions  
**Media Analysis Due**
- 15 FINAL EXAM: 8-11

syllabus is subject to minor adjustments. Any changes will be announced both in class and on  
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