

WNS 210 C: Introduction to Women's Studies (3)

Fall 2010

Days/Times of Meeting: MWF 9:00-9:50 Office: Cook Room 337
Place of Meeting: Cook 304 Professor: Susan Logsdon-Conradsen
Office Phone: 236-5494 Email: sconradsen@berry.edu
Office hours: MWF 8:30-9 & 10:50-12; M 12:50 – 4:10; F 12:50-2:30

Course Description: This course provides an interdisciplinary overview of the history and current status of women, paying particular attention to diversity in women's experiences. Issues addressed include gender socialization, representations of women in culture, work and family, law and social policy, violence against women, health care and religion. (3-0-3).

Textbooks:

- National Council of Women's Organizations (2005). 50 Ways to Improve Women's Lives. Makawo, Maui, HI: Inner Ocean. (this book is used solely for activism journal assignments)
- Shaw, S. M., & Lee, J. (2009). Women's Voices Feminist Visions. Classic and Contemporary Readings, 4th Ed. Boston: McGraw Hill.
- Reserved readings are at Memorial Library, on e-reserve, or online. (marked RR on syllabus)

Optional:

- Lamb, S., & Brown, L.M. (2006). Packaging Girlhood: Rescuing Our Daughters from Marketers' Schemes. New York: St. Martins Press.

Purpose of the Course: The purpose of this course is to study gender as a fundamental category of social and cultural analysis and to understand how gender intersects with race, ethnicity, class, sexuality, and other aspects of identity to shape human experience. A main goal of this class is to engage students in thoughtful dialogue as we explore diversity and differences among people, the roots of those differences, and the consequences of real and perceived difference. Another purpose is to provide opportunities for you to take what you are learning in this class to better the world, to "make a difference", as we empower ourselves and others through knowledge and service.

Student Learning Outcomes:

By the end of the semester, students will be able to:

1. Understand the origins, methods, and theories of the field of women's studies.
2. Discuss the intersectionality of gender, race, class, and other identity aspects that shape our lives.
3. Explain how "women" is a socially constructed category influenced by history and culture.
4. Understand how gender and other aspects of identity influence major areas of our lives including work, family, education, religion, sexuality, body image, and violence.
5. Analyze how popular culture plays a formative role in defining girlhood/womanhood.
6. Promote social justice and empower their self and others through activism.
7. Discuss inequality on multiple levels in society, including health care, family life, and work, and gender inequality around the world.
8. Discuss sensitive/controversial issues with an open-mind and be able to discourse with others about such topics respectfully.

Assessment Measures: Achievement of these goals will be measured by satisfactory completion (above 60%) of course requirements, including participation at class meetings, research projects, writing assignments, and attendance at WNS events outside of class.

Evaluation components and grading scale:

The final grades will be based on:

Class Participation	15%
Quizzes	25%
Popular Culture Analysis	20%
WNS events	10%
Activism Journal	30%

Grades will be assigned on the following point scale:

A	=	(92-100%)
A-	=	(89.5-91.9%)
B+	=	(87.5-89.4%)
B	=	(81.5-87.4%)
B-	=	(79.5-81.4%)
C+	=	(77.5-79.4%)
C	=	(71.5-77.4%)
C-	=	(69.5-71.4%)
D+	=	(67.5-69.4%)
D	=	(60-67.4%)
F	=	(<60%)

Methods of Instruction: Various methods will be used including discussion, films, internet research, lecture, reading, and writing assignments. Students are required to attend women's studies events outside of the scheduled class period. Students are expected to type *single* spaced all assignments.

Attendance Policy: Regular, punctual attendance is expected and roll will be taken daily. Any student missing more than two class meetings without a written medical, athletic, or academic excuse will have points deducted from their participation grade; each absence will result in 1 point being deducted. If you miss a class, you are responsible for making up the material.

Academic Integrity: Students are expected to be familiar with and follow the policies in the *College Catalog*. Students may collaborate on activism projects, and are in fact encouraged to do so. All other assignments are to be completed individually. Documentation of all sources is required. Students who are caught violating this policy will at a minimum be given a zero on the assignment; depending on the severity of the violation the student may fail the course.

Late Assignments: All assignments turned in after the due date will be penalized 10% per day late. Assignments are due at the beginning of class and points will be deducted after that time. If a student misses class, the assignment must be turned in by noon that day to avoid the penalty. *Students are responsible for bringing the late assignment to the WNS secretary, Glenda Helms, and having her document the date and time it is submitted.* ASSIGNMENTS WILL NOT BE ACCEPTED VIA EMAIL, A PRINTED COPY MUST BE BROUGHT TO CLASS.

Special Requirements:

- 1. Class Participation (15%):** Given the discussion nature of this course, your preparation, attendance, promptness, and involvement in each class meeting will be vital to your own learning, your grade, and the success of the course as a whole. Students are expected to attend every session, read the assignments for the day in advance, complete out of class assignments, prepare to discuss the assignments, and participate in class discussion. Your grade will consider your contributions to the class discussions, attendance, and the completion of out of class assignments. At the end of the semester you will complete a self-assessment of your class participation that I will also consider when assigning your final participation grade.
- 2. Reading Quizzes (25%):** Throughout the semester quizzes will be given at the beginning of class. *If you arrive late to class you will not be able to make up the quiz.* Quizzes will be announced in the class before the quiz (but there will likely be a quiz every week or so). The quizzes will be over the assigned reading for that week. Your lowest quiz grade (or a zero if you missed one) will be dropped.
- 3. Popular Culture Analysis Research (20%):** This research relies on you taking what you have been learning in this class and investigating it in the "real world". For each assignment below, use what you have learned in the class and the textbook (and the optional book Packaging Girlhood is very helpful for this assignment), and analyze popular culture. While analyzing the various aspects of culture, look for positive and negative aspects, and write down specific examples and observations. Each section is looking at a separate influence on the social construction of "girl/woman" and "boy/man"; **be sure to**

discuss how each medium contributes to this social construction and why this is important for every section.

- Clothing analysis: Visit a popular clothing stores for children/teenagers (tell me which ones you visited) and see what is being marketed towards boys and girls. Describe what you found (types of clothing, logos/images, sayings on them, styles, how promote/restrict activity, colors, price, etc.) and *analyze the meaning* behind your observations. Discuss what messages are being conveyed about what is important (both by what is present and what is missing) and how these clothing choices influence the construction of “girl/woman” and “boy/man”.
 - Audio media: Print the lyrics to a) a popular song that is negative about women and b) a popular song that is positive about women, and *tell why* you think they fit these categories. Analyze what messages are being sent and the potential meaning /impact of such messages on identity construction (e.g., what are they saying men/women are interested in/valued for, messages about sexuality, beauty, manliness etc).
 - Toy Store analysis: Visit a local toy store and describe what you see, e.g., what types of toys, how displayed, how gendered, etc. How are the toys advertised/marketed? For example, who is on the box (gender/race), what are they doing (active? Passive? Playing together? Who’s in charge?), what do they look like (both in terms of how dressed/attractiveness but also facial expressions, emotions being displayed). Discuss how the toys reflect social norms and meanings regarding gender including aspects such as skills developed, skills avoided, what boys/girls should be interested in, etc.
 - Discussion: Based on all that you have read, investigated, and learned, summarize in 1-2 paragraphs the main things you learned from this assignment. Then generate at least 3 high quality discussion questions for class discussion (include them typed in your paper).
4. **Activism Projects (30%):** In the syllabus you will see sections from 50 Ways to Improve Women’s Lives that correspond to the text and assigned readings. For each section you will complete the following (please head each section in your journal): A) *Reaction*: briefly summarize your reaction to the readings as a whole and discuss which specific readings really resonated with you and why. B) *Appealing Calls to Action*: identify 3 of the suggested “call to action” activities (across all the readings in that section) that you would be interested in *doing at some point*. C) *Completed Call to Action*: pick 1 of the call to actions from section B and actually do it (it needs to be done in the present, not something you did in the past). Tell which one you picked, why, what you did, what you learned, and how you felt about it. When you do online activism you need to discuss what you learned on the website (be specific) and what action you did (e.g., wrote a letter, forwarded information to friends, signed petition, link on Facebook, etc.) Each journal should be at least one page, SINGLE SPACED, with 1 inch margins, and no more than 2 pages. Due dates are noted in the schedule of classes below. Please note the section titles; they are in an order that matches course content.
5. **Women’s Studies Events Attendance (10%):** Throughout the semester, you will attend 4 events sponsored by the women’s studies program or approved by me (prior approval is required) and write up a 1/2 page response paper for each event, describing your reaction to the event. A schedule and description of the events is located through the Women’s Studies webpage at http://www.berry.edu/academics/humanities/womens_studies/ Please view the calendar and plan accordingly; the events are in the late afternoon or evenings. If you are unable to attend all events, be sure to complete the extra credit
6. **Extra Credit:** Students may attend extra WNS events for extra credit and write a ½ page summary as above (worth 5 points per event). Another option is to read an approved autobiography or book (see list) and write a 1-2 page summary of your reactions and what you learned (worth 15 points). The maximum allowed extra credit is 20 points for any student; these points are factored into either your quiz grade or your WNS events if you are unable to attend 4 events.

Accommodation Statement: Students with disabilities who believe that they may need accommodation in this course are encouraged to contact the Academic Support Center in Krannert Room 301 (ext. 4080) as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Schedule of Classes

Note: The syllabus is subject to change, with notice. Not all movies listed will be shown. Please complete the readings and assignments before the FIRST day next to which they are listed.

- 8/23 Introduction to the Class
explore Berry WNS website at http://www.berry.edu/academics/humanities/womens_studies/
Watch *One Woman, One Vote*; VHS videos or DVDs available for check out through me or the library. Take home assignment on movie due 9/8.
- 8/25 Women's Studies: Perspectives & Practices
Chp. 1 *Women's Voices*
RR: Why Men Should Support Gender Equity by Michael Kimmel
- 8/27 First & Second Wave of the Women's Movement
Chp. 1
- 8/30, 9/1 Movie: Rosie the Riveter
Activism Journal # 1 on Section 5: Forge a Path for the Next Generation due 9/1
- 9/3, 9/8, 9/10 Chp 1 Readings 1, 2, 3, 6, 7, 8
RR: The problem that has no name by Betty Friedan at <http://www.h-net.org/~hst203/documents/friedan1.html>
Out of class assignment on movie One Woman, One Vote due 9/8
- 9/13 Language
RR: Language Reading Packet
- 9/15, 9/17, 9/20 Systems of Privilege & Inequality in Women's Lives
Chp. 2 *Women's Voice* & Readings 10, 12, 13, 14, 15, 16, 17
Activism Journal # 2 on section 6: Build the Community You Want to Live In due 9/17
- 9/22, 9/24, 9/27 Learning Gender in a Diverse Society
Chp. 3 *Women's Voices* & Readings 20, 22, 24
RR: Nelson: Boys will be boys and girls will not
Movie: Codes of Gender
- 9/29, 10/1, 10/4 Inscribing Gender on the Body
Chp. 5 *Women's Voice* & Readings 34, 38, 39, 40, 41, 42, 43
RR: My body is my own business at www.islam101.com/women/naheed.html
RR: Object of despair at www.islam101.com/women/objDespair.htm
- 10/6, 10/8, 10/13 Health & Reproductive Rights
Chp. 6 *Women's Voices* & Readings 44, 45, 46, 49, 50
RR: Legal or Not, Abortion Rates Compare at <http://www.nytimes.com/2007/10/12/world/12abortion.html>
Movie: From Danger to Dignity
Activism Journal # 3 on section 1: Do It For Your Health due 10/6
- 10/15, 10/18, 10/20 Family Systems, Family Lives
Chp. 7 *Women's Voices* & 53, 54, 55
RR: Immigration is a Mother's Issue at http://www.mothersmovement.org/features/08/05/immigration_prn.html
Movie: Motherhood Manifesto

10/22, 10/25 Women's Work Inside and Outside the Home
Chp. 8 *Women's Voices* & Readings 61, 62, 64
Activism Journal # 4 due on section 3: Grow Your Money, Grow Your Mind due 10/22

10/27, 10/29, 11/1 Sex, Power, & Intimacy
Chp 4 and Readings 27, 28
RR: Dines: Pornland Chapter 6 Visible or Invisible: Growing Up Female in a Porn Culture in *Pornland* at <http://www.scribd.com/doc/31731972/An-excerpt-from-Pornland-How-Porn-has-Hijacked-our-Sexuality-by-Gail-Dines>
Movie: Dreamworlds III

11/3, 11/5, 11/8 Women Confronting and Creating Culture
Chp. 9 *Women's Voices* and Readings 69, 72, 75
Popular Culture Analysis Project due 11/5
Movie: Generation M or What a Girl Wants

11/10, 11/12, 11/15, 11/17 Resisting Violence against Women
Chp. 10 *Women's Voices* & Readings 77, 79, 82, 84
RR: Misogyny: A Public Health Crisis at <http://www.now.org/news/note/082207.html>
RR: Johnson: Her Toughest Case
RR: Katz: Preface & Chp 1 of The Macho Paradox
Movie: No! or Anonymously Yours
Activism Journal # 5 on section 2: Practice Real Family Values due 11/10

11/19, 11/22 State, Law, and Social Policy
Chp. 11 *Women's Voices* & Readings 85, 86, 87
Activism Journal # 6 due on section 4: Lead the Way due 11/22
Movie: Running in High Heels

11/29, 12/1 Religion and Spirituality in Women's Lives
Chp. 12 *Women's Voices* & Readings 93, 99
Activism Journal # 7 due on section 7: Reach for the World due on 12/1
Women's Studies Events Papers & Extra Credit Due 12/1

12/3 Activism, Change, & Feminist Futures
Chp. 13 *Women's Voices*: 704-717 and Readings 100, 102, 104, 105, 106
RR: Morgan: The Feminist Man's Manifesto
RR: Baumgardner & Richards: A Day with Feminism
Class Participation Self-Assessments due 12/3

Required Readings (These items are on available on e-reserve via Memorial Library).

Baumgardner & Richards. (2009). A Day with Feminism in Shaw, S. M., & Lee, J. (Eds.,) *Women's Voices Feminist Visions. Classic and Contemporary Readings*, 4th Ed. Boston: McGraw Hill.

Dines, G. (2010). Visible or Invisible: Growing up Female in a Porn Culture. Retrieval at <http://www.scribd.com/doc/31731972/An-excerpt-from-Pornland-How-Porn-has-Hijacked-our-Sexuality-by-Gail-Dines> *Pornland: How Porn has Hijacked Our Sexuality*. Beacon Press.

Firfiray, F.(2001). Object of despair at www.islam101.com/women/objDespair.htm

Friedan, B. The Feminine Mystique: Chapter 1. The problem that has no name. Retrieval at <http://www.h-net.org/~hst203/documents/friedan1.html>

Immigration is a Mother's Issue at http://www.mothersmovement.org/features/08/05/immigration_prn.html

Johnson, C. Her toughest case.

Katz, J. (2006). Preface & Chp 1: Violence against women is a men's issue, in *The Macho Paradox*, (pp. 1-18).

Kimmel, M. (2005). Why men should support gender equity. *Women's Studies Review*, 103-114.

Language Reading Packet: Includes: Nilsen, A. P. Sexism in English: A 1990's update (this one also at: <http://faculty.ed.umuc.edu/~jmatthew/articles/sexinEnglish.html>), Miller & Swift: Women and

Names, a table, cartoons, and writing examples.

- Misogyny: A Public Health Crisis at <http://www.now.org/news/note/082207.html>
- Morgan, J. (2001). *The Feminist Man's Manifesto*. In T. Cohen, *Men & Masculinity: A Text Reader*, (pp. 435-437). Belmont, CA: Wadsworth/Thomson Learning.
- Mustafa, N. (1993). My body is my own business at www.islam101.com/women/naheed.html
- Nelson: Boys will be boys and girls will not (2009). Shaw, S. M., & Lee, J. (Eds.), *Women's Voices Feminist Visions. Classic and Contemporary Readings, 4th Ed.* Boston: McGraw Hill.
- Rosenthal, E. (2007). Legal or Not, Abortion Rates Compare at <http://www.nytimes.com/2007/10/12/world/12abortion.html>
- Mustafa, N. (1993). My body is my own business at www.islam101.com/women/naheed.html

Selected Bibliography/Recommended Reading List (please also see books under extra credit)

- 101 Ways to Help Your Daughter Love Her Body; Richardson; Brenda Lane and Rehr, Elane - 2001
- Backlash: The Undeclared War Against American Women; Faludi, Susan - 1991
- Becoming Myself: Reflections on growing up female; Shalit, Willa - 2006
- Body Wars: Making Peace with Women's Bodies, 2000, Margo Maine
- Curse of the Good Girl; Simmons, R - 2009
- Class Matters; Keller, B - 2005
- Dilemmas of Desire: Teenage Girls Talk about Sexuality, 2002, Deborah Tolman
- Faith & Feminism: A Holy Alliance; Hunt, Helen LaKelly - 2004
- Female Chauvinist Pigs, Women and the Rise of Raunch Culture; Levy - 2005
- Feminism is for Everybody; Hooks, Bell - 2000
- Getting to 50/50: How working couples can have it all by Sharing it all; Meers, S. & Strober, J. - 2009
- Girls on the Edge; Sax, L - 2010
- Grassroots; Baumgardner, Jennifer and Richards, Amy - 2005
- Her Story: A timeline of women who changed America. Waisman & Tietjen - 2008
- Imaging Ourselves: Global Voices from a New Generation of Women. Goldman, - 2006
- Listen Up! Voices from the next feminist generation, Barbara Findlen, 2001
- Minding the Body: Women writers on body and soul; Foster - 1994
- Nickel and Dimed; Ehrenreich, Barbara - 2001
- Nine and Counting: The Women of the Senate; Whitney, Catherine - 2001
- Off Ramps & On Ramps; Hewlett, Sylvia Ann - 2007
- Outrageous Acts and Everyday Rebellions; Steinem, Gloria - 1983
- Perfect Madness: Motherhood in the Age of Anxiety, 2005, Judith Warner
- Pornified; Paul, Pamela - 2005
- Pushed: The Painful Truth about Childbirth and Modern Maternity Care; Block, Jennifer - 2007
- Sisters: The Lives of American Suffragists; Baker, Jean H. - 2005
- So Sexy So Soon: The New Sexualized Childhood; Levin, Diane E., & Kilbourne, J. - 2008
- That Takes Ovaries; Solomon, Rivka - 2002
- The Body Project An Intimate History of American Girls, Joan Jacobs Brumberg - 1997
- The Feminine Mistake, Leslie Bennetts - 2007
- The Handmaids Tale; Atwood, Margaret - 1968
- The Lost Daughters of China; Karin - 2000
- The Maternal is Political; Strong, Shari MacDonald & Rowe-Finkbeiner, Kristin - 2008
- The Mercury 13: The True Story of 13 Women & the Dream of Space Flight; Ackmann, A. - 2004
- The Motherhood Manifesto, Joan Blades, 2006
- The Price of Motherhood; Crittenden, Anne - 2001
- The Triple Bind; Hinshaw, S. 2009
- The Vagina Monologues; Ensler, Eve - 1998
- The War on Moms; Lerner, S - 2010
- You'd be So Pretty if... Teaching our Daughters to love their bodies; Chadwick, Dara - 2009
- When Women Stop Hating Their Bodies, 1995, Jane Hirschmann and Carol Muntter
- Women Who Run With the Wolves; Estes, Clarissa Pinkola - 1995
- Women's Bodies, Women's Wisdom; Northrup, Christine - 1998

Approved Autobiography books for Extra Credit (see above for requirements)

- Belli, G. (2002). *The Country Under my Skin: A Memoir of Love and War*. New York: Anchor.
- Dirie, W. & Miller, C. (1992). *Desert Flower*. New York: HarperCollins.
- Castillo-Speed, Lillian. (1995). *Latina: Women's Voices from the Borderlands*. Touchstone.
- Ebadi, S. (2007). *Iran Awakening: One woman's journey to reclaim her life and country*. New York: Random House.
- Golden, M. (1983). *Migrations of the Heart*. New York: Anchor Books.
- Hirsi Ali, Ayaan. (2007). *Infidel*. Free Press.
- Kassindja, F. & Bashir, L. M. (1998). *Do They Hear You When You Cry*. New York: Dell Publishing.
- Maathai, W. (2006). *Unbowed: A memoir*. New York: Anchor Books.
- Menchu, R. (1984). *I, Rigoberta Menchu, An Indian Woman in Guatemala*. Verso.
- Mortenson, G. & Relin, D. O. (2006). *Three Cups of Tea*. Penguin Books.
- Soueif, A. (1992). *In the Eye of the Sun*. New York: Anchor Books.
- Walls, J. (2006). *The Glass Castle: A Memoir*. Scribner.

Approved Nonfiction books for Extra Credit (see above for requirements)

- Collins, G. (2009). *When Everything Changed: The Amazing Journey of American Women from 1960 to the Present*. New York: Little, Brown, & Co.
- Brown, L. M., Lamb, S., & Tappan, M. (2009). *Packaging Boyhood: Saving Our Sons from Superheroes, Slackers, & Other Media Stereotypes*. New York: St. Martin's Press.
- Collins, G. (2009). *When Everything Changed: The Amazing Journey of American Women from 1960 to the Present*. New York: Little, Brown, & Co.
- Douglas, S.J. (2010) *Enlightened Sexism: The Seductive Message That Feminism's Work is Done*. New York: Times Books.
- Dychtwald, M. (2010). *Influence: How Women's Soaring Economic Power Will Transform Our World for the Better*. New York: Voice.
- Enslar, E. (2010). *I am an Emotional Creature: The Secret Life of Girls Around the World*. New York: Villard.
- Lamb, S., & Brown, L.M. (2006). *Packaging Girlhood: Rescuing Our Daughters from Marketers' Schemes*. New York: St. Martins Press.
- Martin, C. E., & Sullivan, J. C. (2010). *Click: When we Knew we were Feminists*. Berkley, CA: Seal Press.
- Vachon, M. & Vachon, A. (2010). *Equally Shared Parenting: Rewriting the Rules for a New Generation of Parents*. New York: Penguin Group.

Introduction to Women's Studies: Class Participation Self-Assessment

Name: _____

For me to complete:

Excused Absences _____ *Unexcused Absences* _____ *Late* _____

As you know, class participation is an important component in this class. I would like you to reflect upon your participation over the ENTIRE course and come up with a grade and rationale for why you think you deserve this grade. I will consider this information in assigning your grade. It is very important that you are honest in your self assessment. I have kept track of your contributions but am interested in your own perceptions. Remember, honesty is important!!

When assigning yourself a grade rate yourself on the following components using the guidelines:

Attendance: "A" students should have attended all classes or missed only once, students who missed several (more than 3) earn a "C", "D/F" students would have missed 4 or more.

GRADE = _____

Promptness: "A" students would be on time for almost all classes, "C" students would have been late for several (more than 4), "D" or "F" students would be consistently late.

GRADE = _____

Readings: "A" students would have read all assigned readings by the due date (whether a quiz or not), "B" students would have read almost all, "C" students would have read most, "D" students would have read about half. GRADE = _____

Oral Participation (e.g., relevant comments and questions): "A" students made comments approximately 1-2 times a week (total of 15-30 times over semester), "B" students made comments roughly once a week (total of 15), "C" students made comments once every couple of weeks (total of 7), "D" students made 1-2 comments whole semester, "F" students did not make any comments. GRADE = _____

Group Participation: "A" students were active in group participation, often the leaders/presenters, "B" students were active and displayed interest, "C" students displayed interest but were less verbally active, "D/F" students were off topic (e.g., talking about other plans), or did not participate. GRADE = _____

When assigning yourself an overall grade, also consider students who engage in other activities (e.g., reading paper/completing homework/talking to other students) during class or who slept in class generally earn Cs or below.

What is the average of your participation grades above? _____

What participation grade do you think you earned? Percentage = _____

Rationale: