

INTRODUCTION TO WOMEN'S STUDIES - WS 100/SOC.SCI 103
Fall 2003

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Office Hours: 2-3 pm, MWF, and by appointment

Required Readings: Nafsi, Azar, *Reading Lolita in Tehran*

Weekly required readings are on line and can be accessed through library e-reserves

About this class: This course is an introduction to the study of women. The primary purpose of the course is to position women and their contributions in historical context. Emphasis will be placed on the thesis that both historical and contemporary ideas about women and gender systems are intimately linked to social evolution and change. Particular attention will be given to the intersection of gender, race, class, ethnicity, and sexual orientation as it informs our study.

Our class will operate on the assumption that the teacher-student relationship is a partnership whereby we learn from one another and move together as in a dance. Therefore, each of us will actively participate in and assume responsibility for the class. The class format will emphasize discussion and reactions to assigned readings, films, and lectures.

There is one distinctive feature to this class. In an effort to provide a learning environment that "makes the world more rather than less real" (hooks, 1989), we will utilize a Theory/Practice-Service Learning (TPSL) format. A TPSL component can deepen our understanding of the subject we are studying and develop our ability to reflect on, "practice," and apply to a real life situation what we are learning in the classroom. I believe that knowing facts, reciting theories and concepts, and regurgitating back on an exam what you have memorized is not necessarily reflective of a "deep" understanding of the material nor does it prepare us for real life experiences. Therefore, you will reflect **on what we are learning** by working in a social service agency in the greater surrounding community **at least** two hours a week. I will provide you with a list of possible placements and times, and you then may select the placement based on your personal preferences and schedules. Detailed information will be given in class about this component of the class.

Course Goals: Each of us in this class should expect the following:

1. To participate actively in class discussions and in Learn Link conversations on a regular basis and in a thoughtful manner. This means that each of us should be able to frame our conversations around the readings of the day and the theory presented and to listen respectfully and carefully to one another.
2. To connect the theory of the readings, films, and lectures to the daily lives of girls and women. Our community placements will be one important venue for doing this.

3. To understand the ways in which all girls and women have been discriminated against, marginalized, and often treated as invisible in virtually every culture for which we have empirical research
4. To see the specific ways in which class, ethnicity, sexual orientation and age intersect in defining girls' and women's lives and experiences
5. To appreciate the gains made by the three waves of the feminist movement and acknowledge the work that still remains for the liberation of all women throughout the world
6. To grow in heart and mind. This means that we will make a conscious attempt to develop a tolerance and appreciation of others' ideas and convictions, particularly those who are different from our own.
7. To enjoy this moment in time in our own journey of learning!!

Requirements of the Course:

1. Readings, Group Facilitation, and Quizzes (35%) - For many of the class periods a set of readings is assigned (see attached schedule). You are required to read these selections prior to the class designated for discussion of the readings. A short, 10 minute quiz will be given on that respective day prior to the discussion to assess your understanding of the readings. (Please note that although two days are allotted for discussion of each set of readings, the quiz will occur on the first day). Each student will have the opportunity to drop her/his lowest quiz grade in the calculation of the final quiz average. Two-three students will be responsible for leading the discussion of these readings each week. It will be incumbent on the facilitators to submit to me a list of discussion questions that they will use to lead the discussion of the readings. This should occur 2-3 days prior to the discussion. A list of discussion leaders will be given out in class, but EVERY student will have this opportunity before the semester ends.

2. Attendance, Class Participation, and Learn Link Conversation (10%) - Since your individual voice is considered very significant to the integrity of this course, you should attend every class and actively participate in discussion. You are also expected to participate in our class conference on Learn Link by making at least 10 entries over the course of the semester. These entries should be directly linked to the course content.

3. Community Placement and Theory/Practice Reflection Paper (30%): Each of you will have an on-site supervisor to whom you will report each week. I will maintain regular contact with this supervisor so as to be certain that this experience is working well for you and the respective agency. The supervisor will evaluate your work at the end of the semester and communicate those results to me. However, this supervisor will **not** assign a grade. Periodically during the course of the semester we will have in-class discussions regarding experiences with these placements. You will be expected to talk about your placement in terms of concepts learned in class.

You will write an 8-10 page paper that demonstrates how your theory/practice community experience is related to, clarifies, or reflects what you have learned in this class. For example, if you are working with an adolescent girl in one of the placement sites, you might want to consider how your interaction with and/or observation of one or more of these girls validates or raises questions about female body image as described in our readings, lectures, or films. Please be aware that this paper must be connected in a concrete manner to specific information from class. This assignment serves as a type of final examination in that it encourages you to see how the theory of the classroom is linked to the actual experiences of girls and women in the real world. (Detailed information about the construction of this paper will be discussed in class).

4. In-class Response to Reading Lolita in Tehran (25%)- Details regarding this assignment will be given in class.

The Student Honor Code of Oxford College applies to every member of the class. Please review this code carefully giving special attention to plagiarism. Remember that plagiarism occurs when one uses the words or ideas of another person without quotations and without adequate referencing. Please note also that the use of former students' papers may not be used in any form; to do so is to violate the Honor Code!!!! Should you have any questions about what constitutes plagiarism, please consult with me. Violations of this code will not be tolerated under any circumstances!!!!

The plus-minus system will be utilized in the calculation of final grades.

COURSE SCHEDULE:

- 8/28 Introduction to course
- *9/1 No Class - Labor Day Holiday!**
- 9/2 What is Women's Studies?
- 9/4 Discussion of Community Placements
- *9/9 READINGS AND DISCUSSION (Quiz 1)**
Women's Studies as a Growth Process
Finding My Latina Identity Through Women's Studies
What Women's Studies Has Meant to Me
Why Women's Studies?
Women's Studies: A Man's Perspective
Fear of Feminism - Why Young Women Get the Willies
- *9/11 READINGS AND DISCUSSION (Quiz 2)**
Declaration of Sentiments, Seneca Falls Convention
What Really Happened at Seneca Falls
Speech at Akron Women's Rights Convention
Address to the First National Conference of Colored Women
The Solitude of Self
- *9/16,9/18 No Class!!**
- *9/23 READINGS AND DISCUSSION (Quiz 3)**
The Yellow Wall Paper
Annie Oakley
1855 Marriage Contract
The Problem That Has No Name
On Being a "Good Girl": Implications for Latinas in the US
Outrageous Acts and Bad, Bad Girls
- *9/25 READINGS AND DISCUSSION (Quiz 4)**
The Double Standard of Aging
Barbie Doll
A Doll is Born
Madonna
Madonna the Feminist
Gender Equity in the Classroom: The Unfinished Agenda
Homophobia and Sexism
- 9/30 Film: *I am Beautiful*
- *10/1 Last day for dropping without academic penalty**
- *10/2 READINGS AND DISCUSSION (Quiz 5)**
On Being Black at Yale
Salad
Jewish and Working Class
The Birthday Party
White Privilege: Unpacking the Invisible Knapsack

10/7 **READINGS AND DISCUSSION (Quiz 6)**
The Turbid Ebb and Flow of Misery
 Roe V.Wade
Thoughts on Abortion for our Sisters
The Diary of Anais Nin
Lusting for Freedom
Living My Life: Thoughts on Sexual Identity

*10/9 **TPSL Discussion**

*10/13-10/14 **Midsemester Break**

*10/16 **READINGS AND DISCUSSION (Quiz 7)**
Impressions of an Indian Childhood
I Stand Here Ironing
My Daughter and Me: Déjà vu Over and Over Again
Separating Mom from the Concept Called Mother
Family and Women's Lives

10/21 Film: *The Story of Mothers and Daughters*

*10/23 **READINGS AND DISCUSSION (Quiz 8)**
Comments on Genesis
Public Effort Excommunication
Power, Authority, and Mystery: Ecofeminism and Earth based Spirituality
Reactions to a Woman Rabbi
In Her Own Image

10/28 Film: *The Burning Times*

*10/30 **READINGS AND DISCUSSION (Quiz 9)**
Violence in Intimate Relationships
Incidents in the Life of a Slave Girl
A Letter from a Battered Wife
Toward a Black Feminist Understanding of Child Sexual Abuse
Sexual Harassment: An Overview of Its Impact for Women

11/4 Film: *Battered Women: Under Siege*

*11/6 **TPSL Discussion**

*11/11 **READINGS AND DISCUSSION (Quiz 10)**
Blame It on Feminism
Black Women and Feminism
A History of Feminist Movements in the US
The Development of Chicana Feminist Discourse
Thoughts on Indian Feminism
Bringing the Global Home
Becoming the Third Wave

11/13 Film

*11/18 **No Class! Final reading and review of *Reading Lolita in Tehran***

*11/20	In Class Response Paper to <u>Reading Lolita in Tehran</u>
*11/25	Discussion of <u>Reading Lolita in Tehran</u>
*11/26-11/28	Thanksgiving Recess
*12/2	No Class - Drafts and consultation for final paper
*12/4	TPSL Reflection Paper Due! TPSL Discussion
12/9	Closing Remarks and discussion