

Oxford College of Emory University
INTRODUCTION TO WOMEN'S STUDIES
WS 100
Spring 2011

Professor: Dr. Pat Del Rey

Email: pdelrey@learnlink.emory.edu

Phone: 404 933 3053

Office hours: Tues and Thurs – after class or before class– please make an appointment by email, phone or in class

Student Instructor: Sirah Ndolo- 678-920-9192 and sndolo2@emory.edu She is available for individual appointments to help you with the assignments and will hold some review sessions in the evening.

NOTE: APRIL 8, 2011 The Fourth Annual Oxford Student Women's Studies Research Symposium-noon-6pm in the Student Center, TV Room

Course Description

An interdisciplinary and multicultural approach to the study of gender and an introduction to the fundamental concepts and tools of analyses in the academic field of women's studies. The focus will be on the social practices, cultural representations and institutions that establish masculinity and femininity as normative. In this survey course we will critically examine themes that are essential to understanding the importance of gender, as we seek to understand the relationship of race, class, ethnicity and sexuality to gender on diverse women's lives in the US. Key outcomes of this course are to develop essential skills of reading and thinking critically, self-expression through writing and discussion and self-reflection. In addition by providing service to local community agencies in Newton County through the TPSL, students will use their work experience as a laboratory to understand the principles of hierarchy and to evaluate the consequences of social stratification on people's lives.

This course fulfills the sophomore writing requirement and is a TPSL course.

Required Readings

1. Kesselman, Amy, Lily McNair, Nancy Schneidewind, *Women: Images and Realities, A Multicultural Anthology*, 4th edition, 2008 McGraw-Hill.
2. Freedman, Estelle, *No Turning Back, The History of Feminism and the Future of Women*, 2002, Ballantine
3. Other readings as indicated on the schedule below and are on eReserves or will be placed on the conference.

Requirements of the course and the percentage contribution toward your grade:

TO RECEIVE CREDIT FOR ASSIGNMENTS ALL PAPERS MUST BE PRINTED ON BOTH SIDES

- 1. Quotation and Talking Points (QTP) (25%)** – For most 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 and on QTP

days to submit a one-page, typed, response to these readings. In this response paper you should:

(1) Identify a quotation from the reading that you found particularly interesting or compelling, one that made you stop and think for a minute. The quote should be written in single-spaced at the top of the page. Please identify the author of the quote, not the textbook author, the page number of the quote and name of the text. **YOU MUST EXPLAIN THE REASON THE QUOTE WAS SIGNIFICANT TO YOU BY ANALYZING THE AUTHOR'S MEANING.** This part of the QTP must be single spaced.

(2) In this second part of the QTP you must identify 3 ideas from the other readings and develop your ideas as talking points in 3 separate short paragraphs. You should analyze 3 different concepts in the readings in 3 separate paragraphs. This part must be double-spaced.

The entire QTP must not exceed 1 page. It should consist of a quote and a statement as to why it is important to you. This is single spaced. Then 3 short paragraphs with 3 separate and key ideas from readings. Your goal is to show me that you have comprehended the main points of the readings and that you can analyze the content. You can redo any QTP and I will average your new grade with your previous grade. The resubmission must be a new attempt at thinking and analysis of the topic and not just an addition of my corrections to the original submission.

2. Attendance (5), Class Participation (5), and Learn Link Entries (10) Total = 20%

– Since your individual voice is considered very significant to all of our learning, you should attend every class and actively participate in discussion. Excessive absences are not acceptable. Your grade will suffer after 3 absences and those of you who are never absent will be rewarded. Each student will make at least 10 LearnLink entries during the course of the semester. Each entry should be a response or personal reaction to a concept presented in the lecture/readings, in a film, by another student, in the world at large, and should be approximately 3-4 sentences in length. It is hoped that these entries will serve as a type of conversation among students in the class. Please respond thoughtfully and respectfully to one another on this and demonstrate careful reflection. I am interested in whether you are able to incorporate ideas from the class and then articulate them in your postings on learnlink. A regular consistent series of entries is expected, not all posted at the end of the semester. In fact, you will be penalized for starting your learnlink entries later in the semester since each month is worth 25% of your learnlink grade (10%).

In addition, each student in the class will be responsible for leading the discussion of the readings for one or more class sessions. It will be incumbent on the facilitators to develop a list of discussion questions that they will use to lead the discussion of the readings. A list of discussion leaders for each class will be identified in the first classes, but every student will have the opportunity before the semester ends, possibly, more than once. you will be looking for in your work site.

.Your responsibility when leading the class discussion:

As individuals or in pairs, analyze and review the material in the readings by getting the class to comprehend the authors' ideas. You will accomplish this by developing questions that will promote class discussion.

To develop the questions for class discussion:

1. Identify the topics and concepts that you believe are essential
2. Develop questions intended to elicit responses from the class; the goal of these questions is to facilitate analysis and understanding of the concepts and ideas in the readings as presented by the author(s)
3. No opinion questions – whether you agree or disagree
4. No emotions – not whether you liked it or not
5. Your goal is getting the class to UNDERSTAND the authors' meaning. You may compare and contrast ideas in your readings with other readings

3. Reflective essay (10%) due April 14 – 3 pages

OPEN FORUM Two presentations (dates—3/3 and April 14) and one paper (due April 14) This is a chance for you to talk and write about the integration of class readings with your work experience for the TPSL. In your reflective essay you must integrate at least 3 readings into your paper. Please use correct citations and use formal writing language. Pose questions before the 14 April due date that will help you understand your work environment.

On 3/3 please reflect on your initial experiences with the work you have been assigned and how you can relate at least 3 readings to your specific work site. Think about what you will be looking for in your work site and how you can use the readings to understand the experiences you will have at work. And how does the work site help you understand what the readings have presented? For this presentation please build a framework for analysis (relating readings to work experiences) for the final essay due on April 14.

For the 5 minute presentation on Mar 3: describe your work environment—people you work with, age, sex, race, ethnicity. Select some readings that you can apply to the real life situations you encounter to help you understand and analyze the life experiences that you encounter in your worksite. What will your eyes look for and why?

On April 14 hand in your final reflective essay using the framework you have created to analyze your work experiences. You will have 5 minutes to present this to the class.

4. Final research paper (25%) due Mar 22

Thesis statement and title due Feb 15

Revision of thesis statement and 10 sources due 3/01

Final project to be presented to the class on 3/22 3/24 and 3/29. Each student will have 10 minutes to present a feminist analysis and evaluation of a topic (using power point) showing the class that you have learned the tools of analysis used in the field of women's studies. All final projects must be approved by me and will be evaluated as follows: 15 points for deep and extensive feminist analysis of your topic; 5 points for effort; and 5 points for a thorough understanding of the topic. You must submit to me an outline of your intended final project (including title, sources, thesis statement) for approval on 3/2 or earlier. And you must submit a 4 page research paper on the day the presentations begin 3/22. You need to create a title, thesis statement and cite sources outside of the

class materials. Do not use internet sources unless they are also printed. Go to the reference librarian and ask how to find books and articles on your topic. Use style guidelines of MLA or APA for appropriate citations.

5) Midterm and final exam—20%

Course Schedule

1/13 Introduction to the course

Course overview; course requirements; and class expectations
Introduction to the academic field of women's studies
Interdisciplinary and multicultural
What is the history of the field?
Deconstructing what is considered to be "natural"

1/18 Theoretical perspectives and dominant ideas in the field of women's studies

Course overview; course requirements; and class expectations
Introduction to the academic field of women's studies
Interdisciplinary and multicultural-What is the history of the field?
Deconstructing what is considered to be "natural"
Understanding patriarchy (power relations and hierarchies); feminism (several perspectives that place women at the center of the analysis; all perspectives seek to understand women's oppression); the social construction of gender (learning to be a woman; woman as object; masculinity and femininity); gender identity; gender expression; masculinity, fear, and homophobia; the social construction of race; white privilege; homophobia as social control of gendered behavior

REQUIRED READINGS for 1/18

Women pp. 7-39; 552-553

Film: STRAIGHTLACED: How gender has got us all tied up

1/20 Gender and Power

QTP

REQUIRED READINGS for 1/20

NTB –pp. 1-72

1/25 Social constructions of gender

REQUIRED READINGS for 1/25

WOMEN pp. 41-66

Film: Strength to Resist

1/27 Learning gender

QTP

REQUIRED READINGS

WOMEN pp. 84-96

Film: Generation M

2/1 Femininity and Women's Bodies

Women pp. 115-129; 241-242 (women in sport)

The F Word –(fear of flesh) See conference for copy of article.

GO TO: youtube: -Dove Evolution

You tube ---Sesame Street –I love my hair

2/3 Medicine, markets and the Female Body QTP

REQUIRED READINGS for 2/4

NTB—203-228

Film: 50 Nude Women–

2/8 Medicalization of gender identity –transgender and intersex issues related to gender identity

Reading: Wendy Dennis- when girls want to be boys and boys want to be girls

Women pp. 423-433

Lee et.al Management of Intersex Disorders See conference for copy of article.

Film: Diagnosing Difference

2/ 10 Intersections of race, class and ethnicity on gender

Women pp. 376-393

American Anthropological Association –Statement on “Race”

Film: Islamaphobia in the US

2/15 Race and the politics of identity in US feminism QTP

NTB pp. 73-94

Films: Transparency: The Hijab

2/17 Review for Mid-term

2/22 Midterm exam

2/24 Film: Ethnic Notions QTP

3/01 Sexualities

Women pp. 415-419, 427-429

Koedt, The Myth of the vaginal orgasm - See conference for copy of the article

And parts of Passion and power: The History of the Vibrator (74min)

3/03 OPEN FORUM

3/15 Cultural perspective on sexuality QTP

Rupp-Toward a global history of same-sex sexuality

3/17 Social constructions of sexualities

NTB—pp. 253-275

WOMEN pp. 152-155; 165-167

3/22 In class Presentations of research projects
all papers are due today--

3/24 In class Presentations of research projects

3/29 In class Presentations of research projects

3/31 Film: Out of the past

4/5 Gender and the Work Environment
Women pp. 188-194; 220-226; 613-618

4/7 Gender and work continued QTP
NTB----pp. 123-199

APRIL 8 FOURTH ANNUAL WOMEN'S STUDIES STUDENT SYMOSIUM

4/12 Health and Reproductive Justice QTP
NTB ---pp. 229-252
WOMEN pp. 309-315; 331-341; 347-351

4/14 Open Forum

4/19 Violence against women and girls
Women pp. 477-488; 499-518; 520-522
Film: Tough Guise
Violence and masculinity

4/21 Gender and Violence QTP
NTB---pp. 276-302
Film: Wrestling with manhood

4/26 Film: Mickey Mouse Monopoly

FINAL EXAM-Wed May 4 at 2 pm

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. Downloading is not original thinking. The purpose of your education (especially undergraduate) is to improve your mind and your ability to articulate your ideas. Not only is plagiarism a question of ethics but it is depriving you of learning to analyze and think critically thus improving your writing and discussion skills.