

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

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

WS 100 2:30-3:45pm TTH Library Study Room

Fall 2011

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

NOTE: APRIL 6, 2012 The Fifth Annual Oxford Student Women's Studies Research Symposium-1pm-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. An historical presentation of feminist movements, both nationally and globally, will be presented to understand the impact of feminist activism on our lives. 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.

For the TPSL requirement, students will work for 9 weeks in their assigned location and for a total of 18 hours, 2 hours per week. Your work must be completed by the end date of the TPSL, and no make-ups will be allowed after that date.

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. The American Anthropological Association's Statement on Race -See websites on course schedule
4. Merkin, Daphne The F Word, *NYTimes* Fashion Section Aug 22, 2010 pp. 148-149
5. Rupp, Leila Toward a Global History of Same-Sex Sexuality in *Feminist Frontiers* 7th Ed. Taylor, V., Whittier, N., Rupp, L. Eds. 2007 McGraw Hill, pp. 332-341.
6. Groskop, Viv My Body is Wrong *The Guardian*, Aug 14, 2008

7. Koedt, Anne The Myth of the Vaginal Orgasm in *Feminist Theory* 2nd Ed, Kolmar, Wendy and Bartkowski, Frances, Eds, 2005 McGraw Hill, pp. 227-231.

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%)** – The QTPs are only one page in length and require your analysis of the readings for that day. They will not be accepted if they are turned in late. They are due the beginning of class. 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 at the beginning of the class period. If you are absent from class on a day that a QTP is due, to receive credit for it you must email it to me before noon on the day it is due. In the QTP you should do two things:

(1) Identify a quotation from the reading that you found particularly interesting or 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 the name of the text. Then, **YOU MUST EXPLAIN THE**

REASON THE QUOTE WAS SIGNIFICANT TO YOU BY ANALYZING THE AUTHOR'S MEANING. Identifying the quote and your explanation of the quote is done in **single-spaced**. Your analysis of the quote is what will be graded.

(2) In the 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**. You will be graded on your identification of the most important aspects of the readings and your reference to more than one reading, if there are multiple readings assigned.

QTP SUMMARY:

The entire QTP must not exceed 1 page. I will not read the second page. It should consist of a quote and a statement as to why this statement 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. Do not ask questions. Create questions in your head and then answer them in the QTP. I want you to learn some tools of analysis that will be useful to understand the content of the readings.

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%

1) Attendance- 5 points

Since your individual voice is considered significant to all of our learning, you should attend every class and actively participate in class discussion. Excessive absences are not acceptable. You will lose one point for every absence (from the 5 points given for no absences), and those of you who are never absent will receive the full 5 points.

(2) **Learnlink entries - 10 points.** 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 class, or in the discussions/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 and demonstrate careful reflection and analysis. I am interested in whether you are able to incorporate ideas from the class and then articulate them in your postings on Learnlink. You are building your intellectual self, so think before you enter a posting. 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 points). The last day to post is the last day of class.

(3) **Class participation-5 points** You will be evaluated by the level of participation in which you are engaged during class discussions. In addition, each student will serve as a discussion leader for at least one class and, in that role, be responsible for leading the discussion of the readings with the class. It will be incumbent on the facilitators to develop a list of discussion questions that they will use to lead the discussion. 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 usually work in pairs as facilitators of the discussion.

Your responsibilities when leading the class discussion :

As individuals or in pairs, your goal is to get 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 understanding (comprehension) of the concepts and ideas in the readings as presented by the author(s)
3. Do not ask opinion questions – (whether you agree or disagree)
4. Do not ask whether you liked it or not
5. Your goal is getting the class to UNDERSTAND the authors' meaning. You should compare and contrast ideas in your readings with other readings. This is one kind of analysis.

**3.TPSL Participation, Reflective Essay (3 pages) and
5 minute presentation in class (10%)**

You are required to attend the location to which you are assigned and complete 18 hours during the 9 week period of the semester within the dates specified only. You cannot make up any hours after the last date. You will lose points from these 10 points if you do not complete the full 18 hours in the specified time frame.

OPEN FORUM is listed in the class schedule for one class period. This project is an intellectual experience that requires you to integrate the class readings to your work experiences at your TPSL work site. In the OPEN FORUM on the class schedule you will

turn in the reflective essay based on the work experiences in your TPSL. The paper is a chance for you to write about the integration of class readings with your work experience. In your reflective essay you must integrate at least 3 class readings into your paper that relate to your particular work site. Please use correct citations and use formal writing language. It may help you to pose questions that will help you understand your work environment.

WHAT WILL YOUR EYES BE LOOKING FOR? 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? This is an integrative intellectual experience in which you will use 3 class readings to build a framework for analysis (relating readings to work experiences). Early on in the semester you should share with me what questions your work site prompts and which required readings are appropriate for your analysis.

For the 5 minute class presentation describe your work environment—people you work with, age, sex, race, ethnicity and your responsibilities at the site. Identify the funding of this site and the scope of their work. How are people selected to get into this site? Which readings did you select and why? How did the real life situations you encountered help you to understand and analyze the readings?

4. Final research paper and presentation to class (20%)

Paper- 4-5 pages Presentation- 10 minutes

Thesis statement and title due 9/27

Revision of thesis statement and 10 sources due 10/6

Final project to be presented to the class. 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: 10 points for deep and extensive feminist analysis of your topic; 5 points for effort; 5 points for a thorough understanding of the topic; and 5 points for the quality of your presentation.

For the paper--First you will submit to me for approval a title and thesis statement. You will identify a position you are going to support through your research. Second, you must submit the approved thesis statement and title, **WITH** an outline of your intended final project, including 10 sources from books and articles. You must limit internet sources. 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—25%

See course schedule for dates.

Course Schedule

NOTE: Your TPSL must be done between the week of Sept 19 until the last day of Dec 2 to include 2 hours per week for a total of 18 hours. No make up hours can be done after the last day.

8/25 Introduction to the course

Course overview; course requirements; and class expectations

8/30 Theoretical perspectives and dominant ideas in the field of women's studies

Visitor: Crystal McLaughlin discusses TPSL sites.

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 8/30

Women pp. 7-39; 552-553

9/1 Gender and Power

QTP

REQUIRED READINGS

NTB –pp. 1-72

Film: Generation M: Misogyny in Media and Culture

9/6 Social constructions of gender

REQUIRED READINGS

WOMEN pp. 41-66

Film: Strength to Resist

9/8 Learning gender

QTP

REQUIRED READINGS

WOMEN pp. 84-96

Film: Mickey Mouse Monopoly

9/13 Femininity and Women's Bodies

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

The F Word –Fear of Flesh-Number 4 on reading list

GO TO: youtube: -Dove Evolution

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

9/15 Medicine, markets and the Female Body QTP

REQUIRED READINGS

NTB—203-228

Film: 50 Nude Women—

TPSL Placements begin week of Sept 19 and end Dec 2

9/20 Medicalization of gender identity –transgender issues related to gender identity

My body is Wrong Number 6 on reading list

Film: Diagnosing Difference

9/22 Intersections of race, class and ethnicity on gender

Women pp. 376-393

American Anthropological Association –Statement on “Race” See #3 on reading list

Go to: <http://www.understandingrace.org/humvar/index.html> Go to the link called ‘the Human Spectrum’

How do we define race as an aspect of our social identity?

Is it a biological?

Go to: <http://www.aaanet.org/stmts/racepp.htm>

Go to: <http://www.aaanet.org/resources/A-Public-Education-Program.cfm>

View Film Clip---click on RACE project website (Interactive website about race) on the right side near top

Film: Islamaphobia in the US

9/27 Race and the politics of identity in US feminism QTP

NTB pp. 73-94

Films: White Privilege lecture-Tim Wise

THESIS STATEMENT AND TITLE OF RESEARCH PAPER DUE

9/29 Review for Mid-term

10/4 Midterm exam

10/6 Film: Ethnic Notions

Outline and 10 sources due with revised thesis statement

10/13 Sexualities

QTP

Women pp. 415-419, 427-429

Koedt, The Myth of the vaginal orgasm Number 7 on reading list

10/14 last day to drop a class without penalty

10/18 Cultural perspective on sexuality

Rupp-Toward a global history of same-sex sexuality Number 5 on reading list

Film: Passion and power: history of the vibrator (segment)-74 minutes

10/20 Social constructions of sexualities QTP

NTB—pp. 253-275

WOMEN pp. 152-155; 165-167

Film: My 2 Moms are Named Judy

**10/25 Film: Maquiladores
Global perspectives on women and work**

10/27 Gender and the Work Environment QTP

Women pp. 188-194; 220-226; 613-618

11/1 Gender and work continued

NTB----pp. 123-199

11/3 Violence against women and girls QTP

Women pp. 477-488; 499-518; 520-522

Film: Tough Guise

Violence and masculinity

11/8 Gender and Violence QTP

NTB---pp. 276-302

Film: Wrestling with manhood

11/10 Health and Reproductive Justice QTP

NTB ---pp. 229-252

Go to YouTube: http://www.youtube.com/watch?v=rY-bQ6UzhNI&feature=player_embedded

11/ 15 continued

WOMEN pp. 309-315; 331-341; 347-351

11/17 Open Forum-REFLECTIVE ESSAY DUE-

11/22 Film: Hip-Hop: Beyond Beats and Rhymes

11/29 Papers due-In class presentation of research projects

12/1 Presentations

12/6 Presentations

FINAL EXAM- 9 am Dec 14

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 undergraduate education 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.