

Oxford College of Emory University

WS 100 INTRODUCTION TO WOMEN'S STUDIES

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

Fall 2012 WS 100 1:40 – 3:20 Seney 208

Professor: Dr. Patricia Del Rey

Email: pdelrey@learnlink.emory.edu

Phone: 404 933 3053

Office hours: Tues-Thurs 11:30 or at 5:15 please make an appointment by email, phone or in class

MARK YOUR CALENDARS: APRIL 5, 2013 The Sixth Annual Oxford Women's Studies Student Research Symposium-1pm-6pm in the Student Center, TV Room Please come. And some of you will present your research paper from this class at the symposium.

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 8 weeks in their assigned location and for a total of 16 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. The dates to begin and end are Oct. 1 and Dec 7, respectively.

Required Readings- Readings from numbers 3 through 14 are on eReserves

1. Kelly, Suzanne, Parameswaran, Gowri, Nancy Schneidewind, *Women: Images and Realities, A Multicultural Anthology*, 5th edition, 2012 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.
8. Lechery, Immodesty and the Talmud
9. Advertisements from 1950
10. hooks, bell *All about Love: New Visions*, 2000, William Morrow. Pp. 15-30; 145-178.
11. Mukhophadyay, Samhita This Valentine's Day, Occupy the Romantic Industrial Complex, *The Nation*, Feb 13, 2012.
12. Mukhophadyay, Samhita Ten Very Good Reasons you Aren't Married Yet, *Jezabel*, June 5, 2012.
13. Suzanne Pharr, Common Elements of Oppressions, in *Homophobia: A Weapon of Sexism*, Inverness, CA: Chardon Press, 1988, pp. 52-64.
14. Laura Kipnis *Against Love: a polemic*, Pantheon, 2003, pp. 35-41.

Course Goals: Each of us in this class is expected

- To participate actively in class discussions and in LearnLink conversations on a regular basis and in a thoughtful manner. --
- To connect the theory we study in the readings, films, and discussions to our daily lives and the lives of those we interact with in our TPSL work-site
- To understand the ways in which girls and women have been discriminated against, marginalized, and often treated as invisible in virtually every culture for which we have empirical research
- To evaluate specific ways in which class, ethnicity, sexual orientation and age intersect with gender in defining your own lives
- To appreciate the gains made by the feminist movement and acknowledge the work that still remains
- To learn the tools of feminist analyses and critical thinking

Requirements of the course and 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 at 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 and your choice of a quote that reflects the important content of the reading.

(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. To summarize, the QTP 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 are 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 author's ideas. Thus, your goal is to focus on comprehension not opinion or agreement or disagreement. 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 your colleagues agree or disagree
4. Do not ask whether they 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. Comparison and contrasting is a kind of analysis that contributes to critical thinking skills.

**3.TPSL Participation, Reflective Essay (3 - 4 pages) and
5 minute presentation in class (10%)**

You are required to attend the location to which you are assigned and complete 16 hours during 8 weeks 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 16 hours in the specified time frame.

OPEN FORUM is listed in the class schedule for one class period. This project is an intellectual and reflective experience that requires you to integrate the class readings to your work experiences at your TPSL work site. On the OPEN FORUM date listed 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. The readings selected should help you to pose questions that will enable you to 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 reflective essay.

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? How did the readings you selected help you to understand your work site?

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

Paper- 5 – 8 pages and Presentation- 10 minutes – Prezi or powerpoint

Thesis statement and title due 10/9

Revision of thesis statement, outline and 10 sources due 10/18

Final project to be presented to the class in addition to completing a research paper. 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: 5 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 exam—25%

See course schedule for date

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.

Course Schedule

NOTE: Your TPSL work assignment must be done at the assigned location and between Oct. 1 until the last day of Dec 7 to include 2 hours per week for a total of 16 hours. No make up hours can be done after the last day, Dec 7.

8/30 Introduction to the course

Course overview; course requirements; and class expectations and goals

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 gender role expression.

9/4 Theoretical perspectives and dominant ideas in the field of women's studies

Feminism as a social movement

Visitor: Crystal McLaughlin discusses TPSL sites.

REQUIRED READINGS for 9/4

Women pp. 7-44; 553-566.

9/6 Gender and Power

QTP #1

REQUIRED READINGS

NTB –pp. 1-72

Film: Women, Power and Politics (60 min)

9/11 Social constructions of gender

QTP #2

REQUIRED READINGS

WOMEN pp. 45-65

Film: Miss Representation (90 min)

9/13 Visitor: Crystal McLaughlin

Your site locations will be distributed for the TPSL

Learning gender - gendered behavior

REQUIRED READINGS

WOMEN pp. 68-71; 82-106

Film: Hip-Hop: Beyond Beats and Rhymes (61 min)

9/18 Femininity and Women's Bodies

Women pp. 114-125; 246-248 (women in sport)

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

Lechery, Immodesty and the Talmud- number 9 on reading list

GO TO: youtube: -Dove Evolution

youtube ---Sesame Street –I love my hair

Advertisements on eReserves- Number 10 on reading list

9/20 Medicine, Markets and the Female Body

QTP #3

REQUIRED READINGS

NTB—pp. 203-228

Film: 50 Nude Women—(10 min)

Film: The Strength to Resist : Media's Impact on Women and Girls (33 min)

TPSL Work assignments begin week of Oct 1 and end on Dec 7.

9/25 Medicalization of gender identity – transgender and intersex issues related to gender identity

My body is Wrong - Number 6 on reading list

Film: Diagnosing Difference (64 min)

9/27 Race: The Intentional Development of the Category for Economic Benefit

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

Is it a biological category?

Required Readings:

Women pp. 381-398

American Anthropological Association –Statement on “Race” May, 1998. See #3 on reading list

YOU CAN FIND IT ALSO AT Go to: <http://www.aaanet.org/stmts/racepp.htm>

Go to: <http://www.understandingrace.org/humvar/index.html>

1. Look at “About the Project.”

2. Go to the link called ‘the Human Spectrum’

3. Then go to HOME and then LIVED EXPERIENCE –Then “A Girl Like Me”

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

1. View Film Clip BOTTOM OF PAGE

2. Then click on RACE PROJECT website-upper right side (Interactive website about race) near top

Film: Prof. Edward Said: On Orientalism Islamaphobia in the US-book published 1978-first 6 sections-40 min

10/2 Race and the politics of identity in US feminism

NTB pp. 73-94

Film: Ethnic Notions (56 min)

10/4 Sexualities: Sexual Behavior and Sexual Identity QTP #4

Women pp. 421-425, 139-143

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

Film: The Purity Myth

Research paper TITLE AND THESIS STATEMENT DUE

10/9 Cultural perspectives 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

10/11 Midterm exam

10/16 No class - midsemester break

10/18 Romantic Industrial Complex and its relationship to gendered behavior QTP #5

bell hooks, # 10; Mukhopadhyay, # 11, 12

Kipnis # 14

Film: Mickey Mouse Monopoly (53 min)

10/19 Last day to drop a class without penalty

10/23 Social constructions of sexualities

NTB—pp. 253-275

WOMEN p. 220 insert

Film: Out of the Past: The Struggle for Gay and Lesbian Rights in America (70 minutes)

10/25 Politics of Work and Family

NTB pp. 123-199

10/30 Gender and the Work Environment

Women pp. 175-193; 230-234; 244-246

11/1 Global perspectives on women and work

Women pp. 594-598; 193-197; 165-174; 452-467

Film: Maquiladores (68 min)

11/6 The Politics of Location: Global Feminism QTP #6

NTB pp. 95-118; 326-347; Appendices pp. 371-379

11/8 Aging women and marginalization QTP #7
WOMEN pp. 439-451

11/13 Violence against women and girls QTP #8
NTB pp. 276-302
Women pp. 492-523; 529 insert; 537-538
Film: Tough Guise: Violence and masculinity
(82 min) Part 1-46 min Part 2-36 min

**11/15 Visitor: Kim Frndak, Women's Advocate, Community Educator
Women's Resource Center, Decatur, GA**
READING:
Suzanne Pharr #13 on list of readings

11/20 The Politics of Creativity
NTB pp. 305-325
Go to the internet and look up the Guerilla Girls and be prepared to discuss them in class

11/27 Health and Reproductive Justice QTP #8
NTB ---pp. 229-252
WOMEN pp. 349-359; insert 363; 366-367; insert 372; 375-380
Go to YouTube: http://www.youtube.com/watch?v=rY-bQ6UzhNI&feature=player_embedded

11/ 29 Open Forum-REFLECTIVE ESSAY DUE- and 5 minute presentation to the class

12/4 Papers due today-In class presentation of research projects
12/6 Presentations
12/11 Presentations