

Oxford College of Emory University

WS 100 INTRODUCTION TO WOMEN'S STUDIES (5354)

This course is a TPSL course.

Fall 2013 11:50-1:30 East Village Alpha 157

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

Note: Your student instructors are Sarah Lewis sarah.lewis@emory.edu 404 838-7190 and Nicolette Salazar n.m.salazar@emory.edu 305 724 4438. They will hold sessions for you weekly. I encourage you to attend to learn how to fulfill the assignments and do well on the tests and in the course.

Please note: MARK YOUR CALENDARS: APRIL 4, 2014 The Seventh Annual Oxford Women's Studies Student Research Symposium-noon-6pm in the Student Center, TV Room - Please attend. This is an Oxford Studies event.

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 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. The dates to begin is the week of the 23 September and the last week is December 2.

Required Readings- Readings numbers 1 and 2 are on library reserve and those numbered 3 through 19 are on eReserves or in Documents on Blackboard

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. Fausto Sterling, *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, *The New York Times*, Jan 19, 2012
9. Advertisements from 1950
10. Mukhophadyay, Samhita This Valentine's Day, Occupy the Romantic Industrial Complex, *The Nation*, Feb 13, 2012.
11. Mukhophadyay, Samhita Ten Very Good Reasons You Aren't Married Yet, *Jezabel*, June 5, 2012.
12. Suzanne Pharr, Common Elements of Oppressions, in *Homophobia: A Weapon of Sexism*, Inverness, CA: Chardon Press, 1988, pp. 52-64.
13. Eva Illouz, *Why Love Hurts? : A Sociological Explanation*, Polity, 2012, pp. 1-7 Introduction: The Misery of Love. And pp. 246 - 247.
14. Laura Kipnis *Against Love: a Polemic*, Pantheon, 2003, pp. 35-41.
15. The Combahee River Collective Statement 1977
16. *Taking Food Public*, Eds. Williams-Forsen and Counihan, Chapter 3, Women and Food Chains: The Gendered Politics of Food by Allen and Sachs, Routledge, 2012, pp. 1-8; 23-40 Chap 3.
17. bell hooks, *Feminism is for Everybody: Passionate Politics*, Chap 17 To Love Again, The Heart of Feminism pp. 100-104.
18. Shaw, Carol *The Sexual Politics of Meat: A Feminist Vegetarian Critical Theory*, Continuum, 2010, pp. 9-37; 45-63; 216-239.
19. Tatlow, D. Changing the Notion of Masculinity, *NY Times* Nov 25, 2012
20. Michael Cobb *Single: Arguments for the Uncoupled*, NYU Press
21. ncai.org National Congress of American Indians founded in 1944.

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:

1.Attendance (5), Class participation (5) and Blackboard Discussion Entries (10)

Total = 20%

(1) Attendance- 5 points

Attendance is essential for this class. Since your individual voice is considered significant to all of our learning, you should attend every class and actively participate in class discussion. Those of you who are never absent will receive the full 5 points toward your final grade. If you are absent once you will receive 4 points; if you are absent 2 times you will receive 3 points; and if you are absent 3 times you will receive 2 points. If you are absent 4 or more times you will lose the full 5 points toward your final grade.

(2) Blackboard Discussion entries - 10 points. Each student will make at least 10 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. 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 and not all posted on one day. In fact, you will be penalized for starting your entries later in the semester since each month is worth 25% of your Discussion posting 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 with a partner as discussion leaders 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 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.

2.TPSL Participation, Presentation -

8 minute presentation in class (20%)

On **Open Forum** date on course schedule you will make your presentation.

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

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 present your reflections based on the work experiences in your TPSL. The presentation is a chance for you to present the integration of class readings with your work experience. 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 10 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?

3 Midterm exam—20%

See course schedule for date

4. Two quizzes after mid-term – 20% each

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 the week of September 23 until the week of December 2 to include 2 hours per week for a total of 18 hours. No make up hours can be done after Dec 6.

8/29 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.

9/3 Visitor: Crystal McLaughlin discusses TPSL sites.

9/5 Dominant themes in women's studies: Gender and Power

Film: Miss Representation (90 min)

9/10 Visitor Crystal McLaughlin will give you your assignment for the TPSL

9/12 Understanding the academic field of women's studies: multiple perspectives

Feminism as a social movement

REQUIRED READINGS

Women pp. 7-37 What is Women's Studies as an academic discipline?

Women pp. 553-566 History of Feminism as a Social Movement

9/17 Gender: Masculinity and Femininity

REQUIRED READINGS

NTB –pp. 1-72 The Historical Emergence of Feminisms

Go to: Tony Porter: A Call to Men <http://www.youtube.com/watch?v=td1PbsV6B80>

Reading- #9 Advertisements

Film: Straightlaced: How Gender's got us all tied up

9/19 Social constructions of gender

REQUIRED READINGS

WOMEN pp. 45-53; 57 insert (JAP); 58-60 Brideland

TPSL Work assignments begin week of September 23 and must be completed by December 6.

9/24 Learning gender - gendered behavior

Sexual politics; Interpersonal behavior; Gender politics and Hip-Hop

REQUIRED READINGS

WOMEN pp. 68-75 The Social Construction of Gender

pp. 82-106 The Sexual Politics of Interpersonal Behavior

Go to: Kate Makkai –Slam Poetry Not to be Pretty

<http://www.youtube.com/watch?v=M6wJl37N9C0>

Go to crunkfeministcollective.com. and go to “booking info” and listen to panel at

NWSA Part I Black Hip Hop Feminism

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

9/26 Femininity and Women's Bodies

Women pp. 114-124 The Beauty Myth

Women pp. 246-248 Women in Sport

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

Lechery, Immodesty and the Talmud- WOMEN, RELIGION AND MODESTY # 8 on reading list

GO TO: youtube: -Dove Evolution

youtube ---Sesame Street –I love my hair

10/1 Medicine, Markets and the Female Body

REQUIRED READINGS

NTB—pp. 203-228 Feminism and Body Politics; Effects of Advertising on Creating a Beauty Standard; The Female Body as a Commodity

Film: 50 Nude Women–(10 min)

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

10/3 Medicalization of gender identity: transgender issues

CHANGE My body is Wrong - Number 6 on reading list

Film: Diagnosing Difference (64 min)

10/8 Race: The Intentional Development of the Category for Economic Benefit

Required readings and sites to go to and read through everything that is identified below before class

Women pp. 381-393; 394-399 White Privilege

1) American Anthropological Association –Statement on “Race” 1998. This is on eReserves or you can go to <http://www.aaanet.org/stmts/racepp.htm> BRING THIS TO CLASS

2) Go to: <http://www.understandingrace.org/humvar/index.html> Go to the link on top called “About the Project” Read – Are We so Different?

3) Click on “Human Variation” on top and then click on “The Human Spectrum” and read through

4) Then go back and click on “Race and Human Variation”

5) Then click on “Home” and then “Lived Experiences” and then “A Girl Like Me” and read through

6) Go to www.aaanet.org/resources/A-Public-Education-Program.cfm

a) View Film Clip from RACE DVD on bottom of page

b) Then click on RACE Project Website (interactive website about race) on the right side top of page and listen to this.

Film to be shown in class: Edward Said: On Orientalism (40 min) first 6 sections of film - Creation of Islamophobia

10/10 Midterm exam

10/18 Last day to drop a course without academic penalty

10/16 Midterm deficiencies due

10/17 Race and the politics of identity in US feminism

Go to #21 on reading list- ncai.org

Go to National Congress on American Indian NCAI.org

Go to Home and click on “About Tribes” on top and then click on “Introduction to Tribal Governments” then scroll down to “Want to learn more.” And finally READ: Introduction to the Indian Nations in the US.

NTB pp. 73-94 Interlocking Systems of Domination

Reading # 15 Combahee River Collective Statement 1977

Reading # 12 Suzanne Pharr

Film: Ethnic Notions (56 min)

10/22 Sexualities: Sexual Behavior and Sexual Identity

Women pp. 421-425 Homophobia and Sexism

Women pp. 139-143 Cult of Virginity

Women p.. 152 Demanding a Condom and p. 343 Gyno-to-Lesbo Chat

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

Film: The Purity Myth, Jessica Valenti

10/24 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

10/29 Romantic Industrial Complex: Romance and its relationship to gender

What is the purpose of romance?

Mukhopadhyay, # 10, 11

Illouz, # 13 Why Love Hurts

Kipnis # 14 Against Love

bell hooks # 17 To Love Again: The Heart of Feminism

Film: Mickey Mouse Monopoly (53 min)

10/31 Social constructions of sexualities

NTB—pp. 253-275 Sexualities, Identities, and Self Determination

Women p. 220 insert LGBTQ Rights across the Globe

Women pp. 433-435 Livin' in a Gay Family

Film: Both of my moms are named Judy

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

11/5 Politics of Work and Family

NTB pp. 123-199 Women and the Labor Market

11/7 Gender and the Work Environment

Women pp. 166-191 Women and Work

pp. 201-203 Sexual Harassment

11/12 Global perspectives on women and work

Women pp. 594-598 The Globe Trotting Sneaker;

pp. 193-197 Nannies, Maids and Sex Workers;

pp. 452-458 The Power of the Global North over the Global South

Go to: http://current.com/community/91974649_monsantos-killing-fields-of-latin-america.htm This shows the relationship of the global north to the global south

Film: Maquiladores (68 min)

11/14 Quiz

11/15 Last day to petition one time course withdrawal for freshman

11/19 Violence against women and girls

NTB pp. 276-302 Gender and Violence

Women pp. 492-501; 513-523; 529 insert Men Stopping Violence against Women

Go to Anita Sarkeesian TedxWomen Talk---- <http://www.feministfrequency.com/>

Violence against women in gaming

Film: Tough Guise: Violence and masculinity
(82 min) Part 1-46 min Part 2-36 min

11/21 Visitor: Kim Frndak, Women's Advocate, Community Educator
Women's Resource Center to End Domestic Violence, Decatur, GA
Reading #19 Changing the Notion of Masculinit.

11/26 Health and Reproductive Justice

WOMEN pp. 349-351; 355-358; insert 363; 366-367; insert 372

NTB ---pp. 229-252 Reproduction: The Politics of Choice

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

If you have trouble opening this site find Guttmacher Institute—Abortion in the United States

12/3 OPEN FORUM presentations begin **QUIZ #2**
Presentation of your work and what you have learned at your TPSL site
12/5 Open Forum continued
12/10 Open Forum continued and review of course