

INTRODUCTION TO WOMEN'S STUDIES - WS 100/SOC.SCI 103  
Fall 2001

**Professor:** Dr. P. Owen-Smith

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**Office Hours:** I am available daily to meet with students; however, my schedule is sometimes unpredictable so it is best if you call or email to make an appointment

**Required Texts:** Brumberg, J.J. The Body Project  
hooks, b., Talking Back: Thinking Feminist/Thinking Black  
Dorenkamp, A. G. et al. Images of Women  
Warshaw, R., I Never Called It Rape

**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.

In an effort to engage students in a learning process that "makes the world MORE rather than less real" (hooks, 1989), EVERY student will actively participate in and assume responsibility for the class. Therefore, the class format will emphasize discussion and reactions to assigned readings, films, and lectures. Please note that if you should choose to miss a class, this absence will be inevitably calculated into your discussion grade. You cannot discuss actively during each class period if you are not present!!!!!!!!!!!!

There are two distinctive features to this class:

1. This class is writing intensive and satisfies the sophomore writing requirement. This does not mean that you must be a gifted writer to do well. It does mean that you will be writing on a consistent basis and that you will need to devote time and effort to the revision process and to writing carefully and thoughtfully. As part of this emphasis on writing, you will construct a portfolio of those papers that you feel best exemplify your progress in writing competency.
2. The most distinctive feature of the class is the Theory/Practice format. What is "Theory/Practice?" A theory/Practice component can deepen your understanding of the subject you are studying and develop your ability to reflect on, "practice," and apply to a real life situation what you 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 you for real life experiences. Therefore, you will be expected to **reflect on what you 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.

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## Requirements of the Course:

1. **Response Paper to Readings & Group Facilitation (10%)** - For many of the class periods a set of readings from hooks' Talking Back, Dorenkamp et.al Images of Women, and/or supplemental articles (on reserve in the library) is assigned (see attached schedule). For each of these assigned reading sets, you are required to turn in typed comments **no longer than two pages in length** (double spaced and standard type!). These comments should be a reflection on, reaction to, or an analysis of ALL of the readings for the particular day. You should make every attempt to integrate the readings so that you are offering an analysis of the threads that bind these respective articles together. **I DO NOT WANT A BOOK REPORT** (I have read the articles!!!)!!! You might want to compare and contrast the readings or look for a unifying theme that may exist among them. However, I want to know that you have carefully read ALL of the assigned readings for the given day! Two-three students will be responsible for leading the discussion of these readings each week. It will be incumbent on the facilitators to meet with me a few days prior to the discussion so as to review format and ways of facilitating the reading set. A list of discussion leaders will be given out in class but EVERY student will have this opportunity before the semester ends. **TYPED COMMENTS ARE DUE AT THE BEGINNING OF CLASS ON THE DATE DESIGNATED "READINGS."** LATE COMMENTS WILL NOT BE ACCEPTED!!!!!!!!!!!!
2. **Response Papers to The Body Project and I Never Called It Rape (10% each)** - Both of these significant works will be read in the course of the semester and an 8-page response paper to each work will be constructed. Detailed information for constructing these papers will be given in class via a separate handout. You will be expected to submit a draft for each of these papers at least one week prior to submission and then meet with me to review my comments to this draft. You may write each paper collaboratively with other students (but not more than three students) or you may write individually. However, please be aware that should you write with other students, each member of the group will receive the same grade on this paper.
3. **Attendance and Class Participation (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.
4. **Community Placement and In-Class Discussion of this Placement (10%)**: 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.
5. **Theory/Practice Reflection Paper (20%)**: You will construct an 8-10 page paper that reflects 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 one of the adolescent girls at Elks Aidmore you might want to consider how your interaction with one or more of these girls validates or raises questions about body image as written about in Brumberg's The Body Project. You are **required** to submit a draft of the final paper and then make an appointment with me to discuss revisions. (Detailed information about the construction of this paper will be discussed in class).

6. **Portfolio (30%)**: At the end of the semester you will have completed 13 pieces of writing. Some of this written work will be the two page response papers to the readings. Others will be longer papers such as your response to The Body Project, I Never Called It Rape, and the Theory/Practice Reflection Paper. You are required to submit to me in a bound notebook any **SIX** of the previously graded papers which must include either The Body Project **or** I Never Called It Rape, the Theory/Practice Reflection paper, and any other four papers that you have revised. You will submit the original paper graded by me **PLUS** your revision of this paper. The purpose of this final requirement is to underscore the significance of the revision process in the writing process as well as offer you the opportunity to choose those pieces of your work that you feel best show your growth and development in this 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:

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|-------|---|
| 8/30  | Introduction to course  |
| 9/4   | Discussion of Community Placements  |
| 9/4   | Last day for dropping course without academic penalty   |
| 9/6   | What is Women's Studies?  |
| *9/11 | <b>READINGS AND RESPONSE PAPER</b><br>hooks: Talking back (pp.5-9)<br><br><u>On library reserve:</u><br>Women's Studies as a Growth Process<br>Finding My Latina Identity Through Women's Studies<br>What Women's Studies Has Meant to Me<br>Why Women's Studies?<br>Women's Studies: A Man's Perspective   |
| 9/13  | The Historical Context of the Women's Studies Movement  |
| *9/18 | <b>READINGS AND RESPONSE PAPER</b><br>Dorenkamp:<br>Women's Place (pp.59-62)<br>Declaration of Sentiments, Seneca Falls Convention (pp.67-71)<br>Speech at Akron Women's Rights Convention (pp. 12-13)<br>Address on Woman's Rights (pp.375-377)<br>Address to the First National Conference of Colored Women (pp.89-92)<br>The Solitude of Self (pp.377-381) |

- 9/20 Images of Women: Past & Present
- \*9/25 **READINGS AND RESPONSE PAPER**  
Dorenkamp:  
*The Yellow Wall Paper* (pp.78-79)  
*Sweethearts and Wives* (pp.176-178)  
*Annie Oakley* (pp.179-181)  
*Happy Women* (pp.187-189)  
*1855 Marriage Contract* (pp.217-218)  
*The Problem That Has No Name* (100-103)
- On library reserve:  
*On Being a "Good Girl": Implications for Latinas in the US*
- 9/27 **Theory/Practice Discussion**
- 10/2 Sexism and Its Consequences
- \*10/4 **READINGS AND RESPONSE PAPER**  
Dorenkamp  
*Women as Object* (pp.119-121)  
*The Double Standard of Aging* (pp.122-130)  
*Barbie: Two Views* (pp.145-146)  
*Barbie Doll* (p.146)  
*A Doll is Born* (pp.147-148)  
*Madonna: Two Views* (p.149)  
*Madonna* (pp.149-1500)  
*Madonna the Feminist* (pp.151-152)
- On library reserve:  
*The Gift*  
*Gender Equity in the Classroom: The Unfinished Agenda*  
*The Realities of Older Women's Lives*  
*Homophobia and Sexism*  
*"Are you Some Kind of Dyke?"*
- 10/9 Diversities and Commonalities
- \*10/11 **READINGS AND RESPONSE PAPER**  
hooks:  
*On Being black at Yale* (pp.62-72)  
*Keeping Close to Home: Class and Education*  
(pp.73-83)
- On library reserve:  
*Salad*  
*I Am Not Your Princess*  
*Take a Closer Look*  
*Jewish and Working Class*  
*The Birthday Party*
- 10/15-10/16 **FALL BREAK!!**
- 10/18 **Theory/Practice Discussion**

- 10/23 NO CLASS!! (Collaborative/individual work on The Body Project paper)
- 10/25 Central Issues in the Study of Women  
(body, sexuality, motherhood, spirituality, violence against women)
- \*10/30 THE BODY PROJECT - PAPER DUE & DISCUSSION
- \*11/1 READINGS AND RESPONSE PAPER  
Dorenkamp:  
*The Turbid Ebb and Flow of Misery* (pp.97-100)  
*Roe V.Wade* (pp.103-107)  
*Thoughts on Abortion for our Sisters* (pp.107-108)  
*Health and Beauty* (pp.131-133)  
*The Diary of Anais Nin* (pp.138-139)  
*A Few Words About Breasts* (pp.139-145)  
  
On library reserve:  
*Homage to my Hips*  
*Lusting for Freedom*  
*Living My Life: Thoughts on Sexual Identity*  
*Arroz Con Pollo vs. Slim-Fast*
- \*11/6` READINGS AND RESPONSE PAPER  
Dorenkamp:  
*Mothers* (pp.227-230)  
*Impressions of an Indian Childhood* (pp.234-238)  
*I Stand Here Ironing* (pp.249-254)  
*My Daughter and Me: Déjà vu Over and Over Again*  
(pp.265-268)  
*Separating Mom From the Concept Called Mother* (pp. 268-270)  
  
On library reserve:  
*Family and Women's Lives*
- 11/8 Film
- \*11/13 READINGS AND RESPONSE PAPER  
Dorenkamp:  
*Comments on Genesis* (pp.18-22)  
*The Pastoral Letter of the General Association of Congregational Ministers of Massachusetts* (pp.63-64)  
*Letters on the Equality of the Sexes* (pp.64-67)  
*Public Effort Excommunication* (pp.73-75)  
*Women and Spirituality: Two Contemporary Views*  
(p.411)  
*Statement to Pope John Paul II* (pp.411-412)  
*Power, Authority, and Mystery: Ecofeminism and Earth based Spirituality* (p.412)  
  
On library reserve:  
*Reactions to a Woman Rabbi*  
*In Her Own Image*
- 11/15 Film

\*11/20

Theory/Practice Reflection Paper Due and  
Discussion

11/22-11/23

THANKSGIVING HOLIDAYS

\*11/27

READINGS AND RESPONSE PAPER

hooks:

*Violence in Intimate Relationships* (pp.84-91)

*Whose Pussy is This: A Feminist Comment* (pp.134-141)

Dorenkamp:

*Incidents in the Life of a Slave Girl* (pp.162-165)

On library reserve:

*A Letter From a Battered Wife*

*Toward a Black Feminist Understanding of Child Sexual  
Abuse*

*Sexual Harassment: An Overview of Its Impact for Women*

\*11/29

I NEVER CALLED IT RAPE - PAPER DUE & DISCUSSION

12/4

Feminism: An international movement

\*12/6

READINGS AND RESPONSE PAPER

Dorenkamp:

*Visions* (pp. 374-375)

*Blame It On Feminism* (pp.111-115)

hooks: *Black Women and Feminism* (pp.177-182)

On library reserve:

*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*

\*12/11

PORTFOLIO DUE!

Theory/Practice Final Discussion