

WS 101 : Introduction to Women's Studies
Fall 2009
Professor Kate Graney

M 11:15-12:10
T / Th 11:10-12:30
Ladd 206

Office: Ladd 309 Phone: x 5242 Email: kgraney
Office hours: TBA

Course Description and Goals: This course is an introduction to the origins, purpose, subject matters, and methods of the academic discipline of Women's Studies and Gender Studies. Students are expected to expand their knowledge of the relative historical and present social conditions of women and men in different contexts and to develop analytical skills for the examination of socially significant variables—race, ethnicity, class, gender, and sexuality. Students will also become familiar with criticisms of Women's Studies and Gender Studies and will explore different and often opposing understandings of what constitutes feminism and feminist action. The class format will combine interactive lectures, reading assignments, discussion, formal research and writing assignments and other student projects. Ideally, you will leave the class with an understanding of how sexual difference structures political, economic and social relations in various contexts.

REQUIRED TEXTS:

Atwood, Margaret. *The Handmaid's Tale*. New York: Anchor Books, 1998.

Freedman, Estelle, ed. *The Essential Feminist Reader*. New York: The Modern Library, 2007.

Freedman, Estelle. *No Turning Back. The History of Feminism and the Future of Women*. New York : Ballantine Books, 2004.

Reconstructing Gender: A Multicultural Anthology. Estelle Disch, ed. 5th ed.

Seager, Joni. *The Penguin Atlas of Women in the World*, 4th ed. 2009.

ASSIGNMENTS:

TWO TAKE HOME EXAMS (8-10 pages each)	50%
Midterm Due: MONDAY NOV. 16	
Final Due: TUESDAY DEC 22	
STUDENT LED TEACHING DAY: Sign-up in class	10%

THREE SHORT PAPERS : Topics handed out in class 30%

Paper #1 Due Tues Oct 13
Paper #2 Due Monday Nov2
Paper #3 Due Monday December 7

PARTICIPATION and CLASSROOM COMPORTEMNT 10%
**INCLUDES SEVERAL POP QUIZZES

EXPLANATION OF ASSIGNMENTS:

TAKE HOME EXAMS : Will be distributed one week before due date. Will not require outside research but will be graded on both content (quality of argument) and style (grammar and presentation). See checklist for written assignments at end of syllabus. Also, for help with writing see:

Government Department Writing Guide:

<http://www.skidmore.edu/academics/gov/writing/index.htm>

Skidmore College Writing Guide:

www.skidmore.edu/academics/english/ENGLISH_DEPT_HP/WG/WGFRAMES.html

STUDENT LED TEACHING DAY: Each student will participate in a student-led teaching day (SLTD) as a member of a group. Each group is responsible for teaching the class for 45-50 minutes that day. There are six SLTDs. Each teaching group is charged with planning and executing a lesson for the assigned day including the discussion of readings and activities. Guidelines for SLTDs will be handed out in class, and there will be several preparatory meetings. Each member of the group **MUST** take an active part in the preparation and presentation for the day. Each member of the group will also complete a group evaluation form designed to assess the participation of individual group members and overall functioning of the group.

CLASS PARTICIPATION : Class participation is essential and consists of active engagement, not simply attendance. Students may earn participation points through regular and thoughtful involvement in class discussions and through preparation *before* class, that is, having read completely and thoroughly the assigned materials. As a gentle reminder to keep on track with the readings, I will administer several quizzes at random throughout the semester. Completion of **THREE CLASS PROJECTS**, as scheduled in the syllabus, is also part of your participation grade.

A NOTE ON COMPORTMENT:

The mission statement of Skidmore College describes the student body as "a diverse population of talented students who are eager to engage actively in the learning process". While this is usually true for the vast majority of Skidmore College students, the Government Department has found it necessary to formally codify the behaviors of "actively engaged learners" into a formal Comportment Policy. You are expected to follow these guidelines. If you do not, it will negatively affect your grade in this class.

Here is the policy:

DEPARTMENT OF GOVERNMENT SKIDMORE COLLEGE

POLICY ON CIVILITY AND COMPORTMENT IN THE CLASSROOM

FALL 2005

The classroom experience is the heart of liberal education, and as such is the most important aspect of your Skidmore College education. Presumably, if you did not agree you would not be attending Skidmore. The faculty of the Government Department takes this understanding as the basis of our educational efforts. It is in an attempt to honor the centrality of the classroom experience that we offer this department policy on civility and comportment.

As is stated in the *Student Handbook*, your presence at Skidmore College is contingent upon your acceptance of, and full adherence to, the Skidmore College Honor Code. This honor code is distinct from the oath you take when writing a paper or taking an exam – it is in fact much more all-encompassing, and much more demanding.

The Code includes the following statement: "*I hereby accept membership in the Skidmore College community and, with full realization of the responsibilities inherent in membership, do agree to adhere to honesty and integrity in all relationships, to be considerate of the rights of others, and to abide by the College regulations.*" Elsewhere, the Code also calls all Skidmore students to "*conform to high standards of fair play, integrity, and honor.*"

What does it mean to do act honestly, with integrity, and according to high standards of fair play, particularly in the classroom? In our view, it includes, minimally, the following.

1. No student shall lessen the learning experience of others in the classroom by arriving late to class.
2. No student shall lessen the learning experience of others in the classroom by leaving the classroom while class is in session, except for true medical emergencies.
3. Cell phones must be turned off during class.
4. No student shall disrupt the learning experience of others in the classroom by talking to a neighbor, writing notes to other students, reviewing one's mail, reading the newspaper, completing homework for other classes, or playing with the laptop computer, while class is in session.
5. No student shall disrespect other Skidmore students, professors or the housekeeping staff by putting feet on the desks or other furniture in the classroom, or by leaving trash, food, or recyclables in the room at the end of the class session.

While we will hold all students to these minimal expectations, we also have some suggestions for those who seek to go beyond the bare minimum of civil classroom comportment to become the type of mature, responsible, active learners who are an asset to any classroom and society at large. These include the following.

6. Every student should take copious and meaningful notes both on assigned readings and during classroom sessions. Note taking is an important skill—if you do not already possess it, you should acquire it.
7. Every student should take some time to review the notes that he or she has taken on the day's assigned reading before each class meeting. You will be amazed how much more invested and engaged in the class you will feel if you go into the classroom well-prepared.
8. Disruptions in class can be a significant impediment to learning, and no member of the Skidmore community—including faculty and students—should tolerate them. Thus every student should take responsibility for holding his or her peers and classmates to both high academic standards and high standards of civility. If people around you are chatting, passing notes or otherwise

detracting from the overall quality of YOUR classroom experience, don't let them get away with it.

9. Individual faculty members in the Government Department will determine the level of sanctions for disruptive behavior.

A FURTHER NOTE ON ATTENDANCE: I expect you to be here every day, ready to participate. Absences are keenly noted (I take attendance) and will adversely affect your class participation grade. Sports team related absences must be requested in writing and all classroom work must be made up. In general, documentation is useful, but not always sufficient, for absolution of absences.

OTHER GENERAL POLICIES:

DUE DATES FOR PAPERS:

Papers are due at the beginning of class, on time, on the day indicated in the syllabus. If your paper is going to be late, it is **INFINITELY** better for you to come to class that day and then turn in the paper later. Skipping class on the due date to finish a paper will result in a larger reduction in your grade than had the paper simply been delivered late.

PLAGIARISM AND CHEATING

Don't do it. I and other faculty members have become sensitized to the popularity of internet paper services, and routinely employ services such as those found at "**plagiarism.com**" and other websites to prevent plagiarism.

****ASSESSMENT/ GRADING AND ASSIGNMENTS**

GRADING

As noted in the *Skidmore College Catalogue*, Grades are assigned on the following basis:

- A -- Distinguished work
- A-, B+, B -- Superior work
- B-, C+, C --Satisfactory work
- C-, D+, D--Passing but poor quality work

SCHEDULE OF READINGS AND ASSIGNMENTS

Thursday Sept 10 : Introduction to course

Assignment for Monday Sept 14 : Please tell three people you are enrolled in WS 101; gather their reactions and responses ; make sure you take note of their age, class gender and race / ethnicity. Bring your impressions about their responses to class to share.

Monday Sept 14: What is Women's Studies ? What is Feminism ?

Freedman , *No Turning Back: The History of Feminism and the Future of Women*, 1-13.

Patai and Kortege, *Professing Feminism*, **E-Reserve**

Seager, *Penguin Atlas of Women in the World*, 13-19.

Tuesday Sept 15: Historical Context, Historical Precedents

Freedman, *No Turning Back: The History of Feminism and the Future of Women*, 45-64.

Christine De Pizan, "The Book of the City of Ladies", in *The Essential Feminist Reader*, p. 3-9.

Mary Wollstonecraft, Vindication of the Rights of Women, in *The Essential Feminist Reader*, p. 24-36.

Thursday Sept 17 : Gathering of the First Wave

Sarah Grimke, "Letters on the Equality of the Sexes", in *The Essential Feminist Reader*, p. 47-51.

Elizabeth Cady Stanton, Seneca Falls Declaration of Rights and Sentiments, in *The Essential Feminist Reader*, p. 57-62.

Film : Not for Ourselves Alone, "Revolution"

Monday Sept 21 : Gathering of the First Wave, Continued

Susan B. Anthony, "Social Purity," in *The Essential Feminist Reader*, p.85-91.

Elizabeth Cady Stanton, "The Solitude of Self," in *The Essential Feminist Reader*, p. 122-127.

Film : Not for Ourselves Alone, "Revolution"

Tuesday Sept 22: Race Matters in First Wave Feminism

Freedman, *No Turning Back: The History of Feminism and the Future of Women*, 73-83.

Sojourner Truth, "Two Speeches," in *The Essential Feminist Reader*, p. 63-66.

Anna Julia Cooper, "A Voice From the South," in *The Essential Feminist Reader*, p. 116-121.

Thursday Sept 24 : Beyond the First Wave : Proto-Feminists on Economics and War

Freedman, *No Turning Back: The History of Feminism and the Future of Women*, 84-94.

Emma Goldman, "The Tragedy of Women's Emancipation," in *The Essential Feminist Reader*, p. 168-174.

Alexandra Kollontai, "The Social Basis of the Woman Question," in *The Essential Feminist Reader*, p. 175-181.

Women's International League for Peace and Freedom, "Resolutions of the Zurich Conference," in *The Essential Feminist Reader*, p. 199-203.

Virginia Woolf, "Three Guineas", in *The Essential Feminist Reader*, p. 220-230.

Monday September 28 : The Second Wave Gathers

Simone De Beauvoir, "The Second Sex," in *The Essential Feminist Reader*, p. 251-262

Betty Friedan, "The Feminine Mystique," in *The Essential Feminist Reader*, p. 269-282

Tuesday Sept 29: The Second Wave Continues : Personal and Political !

Pat Mainardi, "The Politics of Housework," in *The Essential Feminist Reader*, p. 288-294.

Boston Women's Health Collective, "Our Bodies, Ourselves," in *The Essential Feminist Reader*, p. 295-299.

Pauli Murray, "Testimony, House Committee on Education and Labor," in *The Essential Feminist Reader*, p. 283-287.

Combahee River Collective, "A Black Feminist Statement", in *The Essential Feminist Reader*, p. 325-330.

Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House," in *The Essential Feminist Reader*, p. 331-335.

Thursday October 1: Gender and Socialization : (Topic for Short Paper #1 on Family Socialization handed out / Paper Due Tues Oct 13) :

Reconstructing Gender: A Multicultural Anthology, p. 107-155

Monday Oct 5 : Gender Socialization, Sexuality and Homophobia

Same reading as Thursday Oct. 1

SLTD GROUP ASSIGNMENTS HANDED OUT

In-Class Film : Tough Guise

Tuesday Oct 6: Bodies and Gender

Reconstructing Gender: A Multicultural Anthology, p. 212-220.

Fausto-Sterling, "The Five Sexes Revisited, E-RESERVE

In-Class Film : Is it a Boy, Is it a Girl ?

Thursday Oct 8: Bodies and Beauty

Freedman, *No Turning Back: The History of Feminism and the Future of Women*, 203-228.

Reconstructing Gender: A Multicultural Anthology, p. 165-186.

Seager, *Penguin Atlas of Women in the World*, 52-55

Monday Oct 12: Bodies and Beauty, Continued:

Susan Bordo, *Reading the Slender Body*, **E-RESERVE**

Reconstructing Gender: A Multicultural Anthology, p.186-211.

Tuesday Oct 13: So What ? Patriarchy and Power : SHORT PAPER #1 Due

Freedman, *No Turning Back: The History of Feminism and the Future of Women*, 17-42

Reconstructing Gender: A Multicultural Anthology, p. 98-106.

Roy Baumeister, "Is There Anything Good About Men?", speech delivered to the American Psychological Association, August 2007. **E-RESERVE.**

Thursday October 15: Manifestations of Patriarchy : Art and Literature

Freedman, *No Turning Back: The History of Feminism and the Future of Women*, 305-325

Nochlin, Why Have There Been No Great Women Artists ?, **E-RESERVE**

Woolf, The Story of Shakespeare's Sister, **E-RESERVE**

Guerrilla Girls, two works, *The Essential Feminist Reader*, p. 391-393.

Seager, *Penguin Atlas of Women in the World*, 78-85.

Monday Oct 19: Patriarchy in Art and Literature: Con't

In-Class Film : "Artist was a Woman" or "Room of One's Own"

Tuesday Oct 20: HANDMAID'S TALE : Feminist Fiction as Activism ?

The Handmaid's Tale, entire book

Thursday Oct 22: HANDMAID'S TALE, CON'T : (Topic for Short Paper #2 handed out—Review of *Handmaid's Tale*--Paper Due Monday Oct 29).

Monday Oct 26: SLTD Working Session

Tuesday Oct 27: Manifestations of Patriarchy: Religion

Pagels, What Became of God the Mother? , **E-RESERVE**

Reconstructing Gender: A Multicultural Anthology, p. 83-88.

Thursday Oct 29: Manifestations of Patriarchy: Political Power

Freedman, *No Turning Back: The History of Feminism and the Future of Women*, 326-347.

Reconstructing Gender: A Multicultural Anthology, p. 415-419.

Seager, *Penguin Atlas of Women in the World*, 93-103.

Monday Nov 2: SLTD Working Session

****SHORT PAPER #2 DUE****

Tuesday Nov 3: SLTD #1: SEXUAL HARRASMENT LAW AND POLICY AT SKIDMORE AND BEYOND.....SAY, IRAQ ?

READINGS :

Skidmore College Anti-Harassment Policy for Faculty:

http://cms.skidmore.edu/hr/eoo_diversty/index.cfm

Skidmore College Unlawful Harassment Policy for Students:

http://www.skidmore.edu/campuslife/handbook/07-08/unlawful_harassment01.htm

US Army Sexual Harassment Policy and Program :

<http://www.sexualassault.army.mil/>

Reconstructing Gender: A Multicultural Anthology, p. 569-576.

TAKE-HOME MIDTERM HANDED OUT

Thursday Nov 5: Manifestations of Patriarchy: ECONOMIC SYSTEMS

Freedman, *No Turning Back: The History of Feminism and the Future of Women*, 123-169

Seager, *Penguin Atlas of Women in the World*, 61-77, 86-91

Monday Nov 9: SLTD Working Session

Tuesday Nov 10: SLTD #2 : GENDER, JOBS AND ECONOMICS AT HOME IN THE USA

Reconstructing Gender: A Multicultural Anthology, p. 421-440, 491-495.

Seager, *Penguin Atlas of Women in the World*, 61-73, 84-88

Thursday Nov 12: SLTD #3: GENDER, JOBS AND GLOBALIZATION

Reconstructing Gender: A Multicultural Anthology, p. 441-486.

Seager, *Penguin Atlas of Women in the World*, 61-73, 84-88

Monday Nov 16: Manifestations of Patriarchy : VIOLENCE

TAKE HOME MIDTERM DUE

Freedman, *No Turning Back: The History of Feminism and the Future of Women*, 276-302

Susan Brownmiller, "Against Our Will," in *The Essential Feminist Reader*, p. 311-317.

Seager, *Penguin Atlas of Women in the World*, 28-30, 42-43, 56-59.

Tuesday Nov 17: More Perspectives on Gender and Violence

Reconstructing Gender: A Multicultural Anthology, p. 504-516, 530-551.

Thursday Nov 19: SLTD #4: Manifestations of Patriarchy : GLOBAL DIMENSIONS OF GENDERED VIOLENCE

Revolutionary Association of the Women of Afghanistan, "Statement on the Occasion of International Women's Day," in *The Essential Feminist Reader*, p. 427-430.

Reconstructing Gender: A Multicultural Anthology, p. 552-556, 560-569.

Seager, *Penguin Atlas of Women in the World*, 28-30, 42-43, 56-59.

Monday Nov 23: Patriarchy, Gender and Health

Association of African Women for Research and Development, "A Statement on Genital Mutilation," in *The Essential Feminist Reader*, p. 351-354.

Reconstructing Gender: A Multicultural Anthology, p. 577-627

Seager, *Penguin Atlas of Women in the World*, 46-51.

Tuesday Nov 24: Patriarchy, Gender and Health, Continued

Same Readings as Monday November 23.

Thursday Nov 26: THANKSGIVING : NO CLASS

Monday Nov 30 : No Class

Tuesday Dec 1 : Sexuality and Gender

Freedman, *No Turning Back: The History of Feminism and the Future of Women*, p. 253-275.

Reconstructing Gender: A Multicultural Anthology, p. 270-282.

Seager, *The Penguin Atlas of Women in the World*, p. 26-27, 44-45.

Thursday Dec 3: SLTD #5: The Gender of Media and Popular Culture

Reconstructing Gender: A Multicultural Anthology, p.235-261 and 517-529.

Kathleen Hanna / Bikini Kill, "Riot Grrrl Manifesto," *The Essential Feminist Reader*, p. 394-396.

Monday Dec 7: Gender and Reproduction

Friedman, *No Turning Back: The History of Feminism and the Future of Women*, 229-252

Reconstructing Gender : A Multicultural Anthology, p. 304-318, 607-610.

Seager, *Penguin Atlas of Women in the World*, 32-43.

****Short Paper #3 Due****

Tuesday Dec 9: Gender and Family

Reconstructing Gender : A Multicultural Anthology, p. 318-352.

Thursday Dec 10: Future of Gender Politics

United Nations Fourth World Conference on Women, "Speeches," *The Essential Feminist Reader*, p. 402-414.

Jonah Gokova, "Challenging Men to Reject Gender Stereotypes," *The Essential Feminist Reader*, p. 420-423.

Reconstructing Gender : A Multicultural Anthology, p.631-667.

Seager, *Penguin Atlas of Women in the World*, p. 104-107.

Checklist for Evaluating Written Assignments
Prof. Kate Graney

ON-TIME

Reduction in Grade for Each Day Paper is Late

FORMAT

Title page

Double-Spaced

Page Numbers

Bibliography : Are All Citations Complete (Author, Journal Title, Publisher, Date)

STYLE

Spelling

Punctuation

Their/There

Grammar: Verb Tenses, Syntax

Creativity with Language

CONTENT

Length : Is the paper sufficiently but not overly long ?

Does the Paper Address Assigned or Chosen Topic Directly and Fully ?

Use of Sources : Proper Balance of Class vs. Internet vs. Library Sources (as indicated in assignment)

All Sources Cited and Cited Properly (Author Name, Date, AND PAGES CITED)

Strong and Coherent Argument Supported by Appropriate Evidence and Quotes

