

Undergraduate Curriculum and Academic Policy Committee
Course Syllabus Guidelines

Course syllabuses submitted for Undergraduate Curriculum and Academic Policy review and inclusion in the WSU Course Inventory should include the following elements.

I. College/School: College of Liberal Arts
Department: Women's Studies Program

II. Course Information

Course Title: Approaches to Women's Studies

Course Abbreviation and Number: WMS 2000

Course Credit Hours; 3

Course Cross Listing(s) Abbreviation and Number:

Check ("x") all applicable:

General Education Course ___x___ Writing Intensive Course ___x___ Service Learning Course _____

Laboratory Course _____ Ohio TAG (Transfer Assurance Guide) Course _____

Ohio Transfer Module Course _____ Others (specify) _____

III. Course Registration

Prerequisites: None

Corequisites: None

Restrictions: including, e.g., junior standing, majors only, etc.

Other: including, e.g., "Or by permission of instructor"

IV. Student Learning Outcomes

What students are expected to know or be able to do or demonstrate upon completing the course. For example, students will be able to explain a concept, demonstrate a procedure, evaluate alternatives, or recognize a bias.

To complete WMS 2000, students are expected to demonstrate the learning outcomes of the WSU Core Element 5 Social Science as follows:

- a. Critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns
- b. Explain and critique the methods of inquiry of social science disciplines
- c. Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge
- d. Demonstrate, from a social science perspective, an understanding of the responsibilities of an informed and engaged citizen to the success of democratic society

To complete WMS 2000, students should be able to demonstrate knowledge of the following content/vocabulary:

*gender as a major category of analysis throughout the disciplines

*changes in definitions of "woman"

- *the intersectionality of race, class, gender, and other categories of identity, and variations in time and place (global perspectives)
- *the contribution of women (individually and collectively) to history and culture
- *the status of women and institutionalized discrimination
- *the history of women's movements and women's activism
- *basic concepts, analytical tools, and terms of Women's Studies and feminist theory (such as gender identity, gender expression, sexism, oppression, privilege, social construction, "the personal is political," intersectionality, standpoint theory)
- *major issues affecting women (violence, bodily self-determination, sexualities)

V. Suggested Course Materials (required and recommended)

- Textbooks, Articles, Videos, Computing and/or Internet Resources, etc.
- Kesselman, A., McNair, L., and Schniedewind, N. (2008). *Women: Images and realities: A multicultural anthology*, Fourth Edition. NY: Mc-Graw-Hill.
- Levy, A. (2006). *Female chauvinist pigs: Women and the rise of raunch culture*. NY: Free Press.
- Additional readings:
- Baumgardner, J. and Richards, A. (2003). The number one question about feminism. *Feminist Studies*, 29(2), 448 – 452.
- Boylan, J. F. (2008, August 3). The XY Games. *The New York Times*.
- Excerpts from: Davis, A. (1989). *Angela Davis: An Autobiography*. NY: International Publishers. (tentative)
- Landesman, P. (2004, January 25). The girls next door. *The New York Times Magazine*.
- Shorto, R. (2006, May 7). Contra-contraception. *The New York Times Magazine*.
- Weiss, P. (1998). "I'm not a feminist, but...": Popular myths about feminism." from *Conversations with Feminism*. Lanham: Rowman and Littlefield.
- Whisnant, R. (2007). Not your father's playboy, not your mother's feminist movement: Contemporary feminism in a porn culture. *Rain and Thunder: Autumn Equinox Issue*, 20-24.

VI. Suggested Method of Instruction

- Lecture, Seminar, Distance Learning, Web-Based, etc.
- Lecture

VII. Suggested Evaluation and Policy

- Tests, Quizzes, In-Class Writing, Out-of-Class Writing, Journals, Individual/Group Projects, Attendance Policy, etc. (numerical points or percentage distribution)

Students must attend class (see policy below) and participate actively.

Students are required to complete four writing assignments.

- One essay written in class on a subject provided by the professor. This will be the rough draft of a second, more developed paper, described below. Students who are absent on this day, with a valid reason, must contact the professor to schedule a make-up session within the week. No points/grade will be assigned for the draft; however, the rewritten paper (see below) will not be accepted without the student engaging in the in-class/draft process. This assignment is an opportunity for students to receive feedback from their professor to help them improve their critical thinking and writing skills.
- The second, rewritten paper will be based on the in-class essay above, but the student will support and develop its arguments based on class readings and outside sources (see below). 40 %
- One response paper (see below). 30%

- One in-class essay exam (end of the quarter) 3 – 6 questions that address issues raised in the readings, classroom presentations, and discussions. In-class writing assignment 30%

Rewritten paper. Students must rewrite the in-class paper, taking into account the professor's comments and also using concrete data and illustrations taken from both classroom readings and individual research. Although opinion and subjectivity are welcome, the paper must show rigorous critical thinking skills and be well-structured with a thesis, specific support, and a proper conclusion. Sources for quotes and outside information must be cited using footnotes and a bibliography. Students should have at least five sources, at least two of which must be from scholarly articles (see class website for explanation) and at least one from a quality book. For internet sources, students must weed out poor quality documents (e.g. Wikipedia information must be corroborated from another reliable source) and cite their source as well. The paper must be between 1,000 and 1,500 words. Word count must appear at the end of the paper (eg. "Word count: 1,500") and it should be formatted according to the guidelines below.

Response paper. A response paper is a written reaction to a class reading, lecture, film, discussion and/or assigned outside event. It can be a response to one specific thing, but even better, it may combine several. Although students are to focus on writing about their reaction to, and evaluation of the reading, etc., the paper must have a thesis, and they will need to refer to the text, film, etc., (ie., give examples and skillfully use quotations from the text, at least 3-5) in order to demonstrate a thorough, supported response. Students may choose the class readings, lecture or film to which they will respond; however, they are encouraged to bring responses on the day the reading is discussed to help the class have well-informed discussions. The focus of the response is also up to the student. It may concern their own reaction to/identification with the reading, a discussion of technique, or a commentary or well-informed critique. This paper should be 2-3 typed pages, or 600-1000 words (See "paper format guidelines").

Students should attend at least one university event sponsored by the Women's Center, Women's Studies Program, the Bolinga Black Cultural Resources Center, the African and African-American Studies Program, or the Asian, Hispanic, and Native American Center (or another organization sponsoring an event related to aspects of social relations, identity and culture such as gender, race, and social class). Similar community events may also fulfill this requirement (speak to the professor about this). **Questions related to this event may be asked on the final in-class writing assignment.**

Paper Format Guidelines:

Papers should be typed, double-spaced, in Times New Roman 12 font, with ample margins and properly indented paragraphs. Please indicate the word count at the end of the paper. Please follow APA, MLA, or Turabian/Chicago format (guidelines can be accessed on our class website, through the internet or at the WSU's writing center).

Attendance Policy:

Class participation is important in women's studies courses. Students are expected to attend class (on time) regularly, to complete all assignments by the date indicated on the syllabus, and to prepare comments for active participation in class discussions. The questions for the in-class writing assignments will be based on information from lectures and discussions in class. **In order to earn an "A" in the course, you cannot miss more than two class sessions. If you have four or more absences, you will receive an automatic "F" for the course.**

VIII. Suggested Grading Policy

Final course letter grade earned in relation to evaluation and policy.
Writing requirements in relation to final Writing Intensive (WI) grade earned.

Students have an opportunity to earn 100 points in this class. Grades will be distributed according to how many points they earn.

100 – 90	A
89 – 80	B
79 – 70	C
69 – 60	D

Less than 60 points will result in a failure for the class

Grade Evaluation Criteria for writing assignments:

- A = Demonstrates advanced analytical and critical thinking skills and outstanding knowledge of the readings and other course content. Writing is clear, concise, easy to follow, and free of basic errors. Ideas are original and depth of analysis is excellent. Illustrations and examples are concrete, appropriate, and vivid. Sources are varied, high-quality and always cited correctly.
- B = Demonstrates solid analytical and critical thinking skills and familiarity with readings and other course content. Writing is coherent, concise, easy to follow, and nearly free of basic errors. Interesting illustrations and examples. Sources are cited, but not all scholarly.
- C = Demonstrates basic understanding of the readings and other course content and can provide a good summary of material but shows lack of development and support for issues raised. Sources are cited, but some are insufficient or not high-quality.
- D = Demonstrates some understanding of readings and other course content. Shows lack of, or simplistic analysis. Writing lacks coherence. Ideas are vague or not supported. Few or poor outside sources.
- F = Demonstrates serious lack of understanding of readings and other course content. Incoherent or serious lack of articulation and analysis. Sources are not cited properly.

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Integrated Writing Requirement:

WMS 200 is an IW course and will be graded in accordance with the University Writing Across the Curriculum guidelines. Students will be required to complete the four writing assignments described in Section VII and will be expected to produce writing that

- Demonstrates their understanding of course content,
- Is appropriate for the audience and purpose of a particular writing task,
- Demonstrates the degree of mastery of disciplinary writing conventions appropriate to the course (including documentation conventions), and
- Shows competency in standard edited American English.

Writing assignments will be evaluated for content, form, style, and overall writing proficiency.

IX. Suggested Assignments and Course Outline

Organized by week (14 week academic calendar and final exam) or other defined schedules.

Topic and/or typical assignments (textbook assignments, journal articles, internet resources, etc.)

WEEK ONE: Defining Feminism

Introduction/s; Overview of course, syllabus.

Readings: article in Course Studio – Boylans - X-Games; Penny Weiss, “I’m not a Feminist But”; Jennifer Baumgardner & Amy Richards, “The Number One Question About Feminism”; George Middleton, “What Feminism Means to Me” (p. 552-553 WIR)

Film: *My Feminism*

WEEK TWO: What is Women’s Studies/Women and Education

Readings: WIR – Intro. p. 8-15; Hull & Smith p. 21-24; Kimmel p. 24-28; Yap p. 29-29; Voices of Women’s Studies Students p. 29-34; Boxer p. 34-40; Martin p. 40; Sadker p. 75-81

In-class Essay

WEEK THREE: Women’s Movements

Readings: articles (on First Wave in Course Studio); WIR – Seneca Fall Convention p. 548-550; Truth p. 551

Film: *Half the People*

WEEK FOUR: Women’s Movements Continued

Readings: articles (on Second Wave); WIR - Roth p. 558-565

Film: Clips from *Iron Jawed Angels*

WEEK FIVE: Differences Among Women

Readings: articles in Course Studio; WIR – Intro. p. 376-380; Tatum p. 380-385; Langston p. 394-398; Phare 416-419; Older Women’s League p. 434-438

Film: *True Colors*

WEEK SIX: Differences Among Women Continued

Readings: articles in Course Studio; WIR – McIntosh p. 388-392; Lorde p. 454-458

Films: clips from *Crash* and *The Way Home*

WEEK SEVEN: Growing Up Gendered

Readings: WIR - Gould p. 108-113; Wolf p. 120-125; Higginbotham p. 93-96; Pozner p. 96-99; Cole & Guy-Sheftall p. 99-105; Walker p. 141-144; Espiritu p. 144-152; Souza p. 152-156; Koedt p. 156-161

Film: *Role Reversal* or *Killing Us Softly Three*

Response Paper Due

WEEK EIGHT: Bodily Self-Determination: Beauty and Media Images

Readings: Higginbotham p. 93 – 96; Wolf p. 120 – 125; Female Chauvinist Pigs up to 117.

WEEK NINE: Bodily Self-Determination: Sexuality and Pornography

Readings: Female Chauvinist Pigs 139 - 200; article – Rebecca Whisnant – “Not Your Father’s Playboy”

WEEK TEN: Bodily Self-Determination: Violence Against Women

Readings: WIR – Jones p. 482-488; Hooks p. 495; Sanday p. 511-518; Copelon p. 518-520; Fisher-Hertz p. 522-528

Rewritten Paper Due

WEEK ELEVEN : Bodily Self-Determination: Reproduction Rights

Readings: Articles - Shorto, “Contra-contraception,” Brazile, “The Wrong Prescription”; WIR Intro. p. 310-315; Boston Women’s Health Collective p. 317-323; Fowler et al. p. 351-355; Males p. 357-359; Roberts p. 365-367; Fried p. 367-373; Rose p. 281-287

Film: *Motherhood by Choice, Not Chance or If These Walls Could Talk*

WEEK TWELVE: The Economy: Work – Paid and Unpaid and The Feminization of Poverty

Readings: WIR – Intro. p. 179-180; Bravo et al. p. 180-184; National Committee for Pay Equity p. 185-188; Intro. p. 213-214; Miccio p. 214-217; Albelda p. 231-237

Film: *Who’s Counting: Marilyn Waring on Sex, Lies, and Global Economics*

WEEK THIRTEEN: Families: Kinship and Relationships, Marriage and Divorce as Institutions

Readings: articles in Course Studio; WIR – Lehrer p. 244-250; McGuire 427-429; Jordan p. 261-265; Shulman p. 271-274; Crittenden p. 191-194

WEEK FOURTEEN: Third Wave, Global Feminism

Readings: articles in Course Studio; WIR – Bunch p. 583-587; Enloe p. 587-591; Walker p. 599-601; Ramsby 601-604

WEEK FIFTEEN:

FINAL IN-CLASS WRITING ASSIGNMENT