

California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST

• AREA D7: Interdisciplinary Social Science

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: WMST 101		Course Title: Introduction to Women's Studies	
Number of Units: 3			
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____		Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2015	Mode of Delivery: <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Sheryl Lutjens		Email: slutjens@csusm.edu	Submission Date: 4/13/2015

1. Course Catalog Description:

An introduction to the scholarship on women, both disciplinary and interdisciplinary, with an emphasis on critical thinking. Explores works by and about women, gender roles, and contemporary issues around the world, and analyzes arguments surrounding women's status.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

Sheryl Lutjens 4/13/15
Course Proposer Date

_____ _____
Department Chair date

Please note that the department will be required to report assessment data to the GEC annually.

DC Initial

_____ _____
Library Faculty Date

Support Do not support*

_____ _____
Impacted Date
Discipline Chair

Support Do not support*

_____ _____
Impacted Discipline Date
Chair

Support Do not Support*

_____ _____
GEC Chair Date

Approve Do not Approve

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Phone: Email:

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Part A: D7 Interdisciplinary Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Interdisciplinary Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
<p>D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.</p>	<p>The frameworks and debates about gender construction are central to the learning in WMST 101, as is competing feminist perspectives in the social sciences. This GELO is thus addressed by course readings, visual materials, and activities throughout the semester.</p>	<p>Two specific assignments will provide evidence of student learning in this area. As a first-year-level introductory course, the Gender Exercises assignment asks students to apply their learning to the real world and/or their own experiences; more specifically, students are asked to use a minimum number of readings to help them analyze their observations or experiments with gender norms and behavior. The Feminist Activism Project is a second major end-of-the-semester assignment that will allow assessment of higher levels of mastery/learning in D.1. While grades for each assignment (three Gender Exercises and a Feminist Activism Project) demonstrate learning at specific points, the comparison of GE exercises and the final project analysis can serve to measure changing levels of achievement.</p>
<p>D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.</p>	<p>WMST 101 course materials systematically explore the intersections of race, class, gender, culture, ability, sexual preference, and geography on individual and group identities</p>	<p>The Critical Thought Piece writing assignments will serve to assess achievement of this GELO. Each of these short (two-page) essays</p>

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	and power relations.	asks students to present the arguments in three of the weekly readings, respond critically, and pose three questions for the class. The achievement of D7.1 can be assessed using CTPs written in weeks where the readings focus specifically on “difference,” class, race/ethnicity, and global realities.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	Historical perspectives of women and contemporary gender relations are presented in the early parts of the course but are also found in many of the subsequent areas of study during the semester.	The I Am Malala paper (analytical Paper #2) asks students to place the testimonial/story of Malala Yousafzai in to theoretical, cultural, geographical, and historical perspective. It can thus be used as a measure of students’ ability to outline political, intellectual, cultural developments.
D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.	Feminist approaches are by nature interdisciplinary. Students will study feminist approaches during the entire semester, oriented primarily by the course topics and readings and engaging disciplinary scholarly traditions: women and work (economics); women and gender roles (sociology); women and politics (political science); gender and race/ethnic identities (anthropology and psychology); gender and violence (sociology); women in global perspective (international relations and global studies).	This GELO can be assessed using the Final Reflection Paper assignment. Students are asked to write a two page reflection on their learning during the semester, responding to prompts created for this task at the end of the semester (to capture course experiences and dynamics). The Reflection Paper prompts will include a question about the utility and value of studying women and gender with an

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		interdisciplinary approach.
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Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	There is a variety of writing assignments in WMST 101: Critical Thought Pieces; Analytical Papers, Gender Exercise Reports, and a Feminist Activism Project report.	By assigning an “effective writing” score (using a rubric) to the Critical Thought Pieces and other late-semester writings, this GELO and expectations for writing skills can.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Students in WMST 101 work on their critical thinking skills from the very beginning of the semester and continue throughout, based on the different writing assignments—all of which ask for critical thinking to greater or lesser extent.	The Critical Thought Piece writing assignment can be used to assess achievement on this GELO.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students are asked to do individual research for their group Feminist Activism Project assignment.	The research component of the Group Activism Project can be divided into specific tasks, completion of which helps meet this GELO. In addition, the scoring rubric can include points for the quality of the research effort made.

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Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All D7 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (<i>please describe</i>): The entire course is dedicated to locating the study of women and gender within the multiple axes of power and privilege characteristic of U.S. and other societies (race and ethnicity, class, sexuality, ability, religion, and nation). The creation of “difference” and intersectional approaches are inspected systematically in all course readings, activities, and assignments.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (<i>please describe</i>): Students study identities and difference through the semester, with specific attention to the power relations that enforce individual, group, and national identities.

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	The assignments in WMST 101 ask for a minimum of 26 pages of student writing.
Instructors will include an evaluation of students’ written work which assesses both content and writing proficiency.	I have including the writing guidelines for the course.
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	The core text for the course is an anthology of classic and contemporary readings in Women’s and Feminist Studies and, together with other assigned materials, will provide the students with examples of scholarship from multiple disciplines.
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	Students will use a basic compilation of readings in Women’s and Feminist Studies as their core text, introducing them to varied sources of social science information and scholarship. Additionally, the Feminist Activism Project assignment requires

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	individual research by all members of each project group. Instructions will guide students to the library resources (human and bibliographic).
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College of Humanities, Arts, Behavioral and Social Sciences
Women's Studies Department
WMST 101 Introduction to Women's Studies

SAMPLE SYLLABUS

“The first problem for all of us, men and women, is not to learn, but to unlearn”--Gloria Steinem, 1970

“Feminism is a movement to end sexism, sexist exploitation, and oppression”—bell hooks, 2000

Catalog Description

An introduction to the scholarship on women, both disciplinary and interdisciplinary, with an emphasis on critical thinking. Explores works by and about women, gender roles, and contemporary issues around the world, and analyzes arguments surrounding women's status.

WMST 101 fulfills the lower-division D7 or D General Education requirement for graduation.

Course Objectives and Organization

This course seeks to develop a critical lens through which to identify and understand the social forces that shape our identities and agency as gendered individuals and structure the worlds within which we live. Our first focus is women's lives and experiences, but a critical framework will ask us to look at institutions, systems of power, privilege, and oppression, and the intersections of gender, race, class, sexuality, ability, age, and nationality across cultural and disciplinary contexts. In other words, this semester we will examine women's realities and experiences, problematizing the manner in which Women's Studies has rescued, included, and prioritized the study of “women.”

What is Women's Studies? According to the National Women's Studies Association (NWSA):

Women's studies has its roots in the student, civil rights, and women's movements of the 1960s and 70s. In its early years the field's teachers and scholars principally asked, “Where are the women?” Today that question may seem an overly simple one, but at the time few scholars considered gender as a lens of analysis, and women's voices had little representation on campus or in the curriculum.

The NWSA also offers a general description of developments in Women's Studies on its website.

*Today the field's interrogation of identity, power, and privilege go far beyond the category “woman.” Drawing on the feminist scholarship of U.S. and Third World women of color, women's studies has made the conceptual claims and theoretical practices of **intersectionality**, which examines how categories of identity (e.g., race, class, gender, age, ability, etc.) and structures of inequality are mutually constituted and must continually be understood in relationship to one another, and **transnationalism**, which focuses on cultures, structures and relationships that are formed as a result of the flows of people and resources*

across geopolitical borders, foundations of the discipline (“What Is Women’s Studies?” National Women’s Studies Association, accessed January 18, 2012, <http://www.nwsa.org/content.asp?pl=19&sl=21&contentid=21>).

WMST 101 will be organized with lectures, small and large group discussion and participatory activities, film and other media, and guest speakers. Active and informed participation is vital to our success this semester! Students are expected to attend all class sessions and to prepare by completing the assigned readings prior to our meetings. Readings and assignments for all class sessions are listed in the Course Calendar. Please note that adjustments to our schedule of readings will be made as needed.

Student Learning Outcomes

WMST 101 is a General Education D7 or D course, all of which have the following General Education Learning Outcomes (GELOs);

D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.

D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.

D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments.

D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.

As a D7 or D course, the Student Learning Outcomes (SLOs) in WMST 101 will also meet California State University (LEAP Goals), CSUSM General Education Program SLOs, and Women’s Studies Department (PSLOs) expectations with regard to Student Learning Outcomes.

At the end of this semester of study and work, students in WMST 101 will be able to:

1. Identify and understand the major questions informing the field of Women’s Studies, both in writing and orally [D.3; GEPSLO; WMST PSLO 4]
2. Define feminism and feminist activism [D.4; WMST PSLO 1]
3. Understand and analyze the concept of “women” and the ways in which gender has been defined and explained by Women’s Studies scholars [D.4; WMST PSLO 2];
4. Identify and explain different forms of oppression (inequality), including sexism, racism, classism, homophobia, ableism, and nationalism [D.2; LEAP 2] ;
5. Recognize and analyze differences created by cultural and other contexts [LEAP; WMST PSLOs 1 and 3];

6. Think critically about the problems of privilege and oppression [GEPSLO; LEAP 1; and WMST PSLO 3];
7. Actively discover, create and analyze, as expressed in writing, speech, and activism [D.2; GEPSLO; LEAP 4; WMST PSLO 7]

Course Materials

The books listed below are required for the course; they may be purchased at University Store, the CSUSM bookstore.

Susan M. Shaw and Janet Lee, *Women's Voices, Feminist Visions: Classic and Contemporary Readings*, 6th ed. McGraw-Hill, 2015

Malala Yousafzai, with Christina Lamb, *I Am Malala: The Girl Who Stood up for Education and Was Shot by the Taliban*. New York: Little, Brown and Company, 2013

Recommended:

Ms. Magazine, digital

Students register for their 6-month membership and access all Ms. digital issues, including the Special issue Best of 30-years of Ms. for the low rate of \$15 at www.msintheclassroom.com.

Any recommended readings listed in the syllabus are not required; they are included to alert you to selected background titles, to some interesting studies or commentary, and to new trends in an area of scholarship. Additional required readings listed in the course calendar will be found in the course Moodle Shell. There will be occasional handouts in class that are not listed on the course calendar.

Assignments, Assessment, and Grading

This class has high expectations for student learning! A premium is placed on active participation and collaborative learning, careful and timely completion of reading assignments, and high quality written work. There are no examinations in this course and an estimated 26 pages of writing will satisfy the university-wide writing requirement.

Student learning will be assessed according to the following assignments, each of which is associated with specific course (and department, CSUSM, and CSU) SLOs as noted. Additional details in the form of written guidelines and assessment criteria will be available in the WMST 101 Moodle shell.

Critical Thought Pieces: You will be asked to write five (5) Critical Thought Pieces (CTPs) during the semester. CTPs are due on selected dates identified in the course calendar; there are six CTPs so you may choose which you do not write. For purposes of preparing the CTPs, students will be placed in two groups: those whose last names begin with letters A through L will be Group A; those whose last names begin with letters M through Z will be in Group B. As noted in the Course

Calendar, there are dates when CTPs are assigned for both groups and required, and others when only one group will be writing and submitting a CTP.

A CTP should be 500 words (two type-written pages). It must cover the readings for the day on which it is due/submitted. More detailed guidelines for writing a CTP are found in Cougar Courses.

The Critical Thought Piece is a response to the assigned readings. CTPs must focus on at least three (3) readings (in other words, you do not have to include all the readings, though you may choose to do so). You are asked to provide some summary of the readings, to think critically about them, to write in response to the readings, and to create three questions about the readings that can be asked to the class. It is important to note that the purpose of the CTPs is to develop skills in reading, writing, and analysis. This assignment will be used to meet SLOs 1, 4, 5, and 6.

Important: The three questions that are required must also be “critical thinking” questions. In other words, don’t write questions that ask for clarification of statements or ideas (about a date, event, or person you don’t recognize, for example). They should be analytical questions. CTPs will be graded as excellent (check plus), adequate (check), or unsatisfactory (check minus). This translates into A, B, and D respectively. Each CTP is worth 30 points, for a total of 150 points. Late CTPs will not be accepted.

Analytical Papers: Students will write two 4-5 page analytical papers during the semester. This assignment will meet SLOs 2, 3, and 4.

The first paper will focus on *The Handmaid’s Tale*, a film based in the novel of the same name by Margaret Atwood. It is due Week 4, as noted in the course calendar. The paper topic is also found in the course calendar. The second paper will serve as the “final examination” for the course; it will focus on the book *I am Malala* and will be due during Finals Week. Papers should be typed, double-spaced (1” margins, 12 point font), and proofread carefully for errors. Guidelines for papers and specific instructions for Paper #2 will be posted in Cougar Courses..

If you know that you will be unable to submit your paper on the due date, you may turn it in early. If you are unable to meet the deadline because of serious health, family, or personal problems, consultation prior to the due date is required. Unexcused lateness in submitting work will result in deduction of points per class session.

Paper #1 may be rewritten after a mandatory consultation with the instructor. All rewrites must be submitted no later than two (2) weeks after the paper is returned to you. Each Analytical Paper counts for 100 points.

Gender Exercises: During the semester there will be three (3) exercises that ask you to actively engage the theories and understandings of Women’s Studies—and to apply them! The Gender Exercise assignment Each exercise will be reported in writing, two to four pages per assignment. Guidelines for each Gender Exercise will be found in the course Moodle shell. (Topics and due dates are:

Gender Exercise #1	Gender Rebellion	Due September 29
Gender Exercise #2	Gender and Advertising	Due October 8

The Gender Exercises are worth 40 points each, for a total of 120 points.

Feminist Activism Project: The Feminist Activism project will allow students to explore an area of interest to them. What is activism? As Judith Stadtman Tucker writes:

Maybe I'm just old fashioned, but I usually make a distinction between women's coordinated efforts to wage peace or promote the general welfare and feminist activism. I like to reserve the term "feminist" for causes and campaigns seeking to contest or correct beliefs and systems that restrict equal access to social power, opportunities and resources based on a person's sex. My definition of feminist activism may sound a bit narrow and nerdy, but it actually covers a broad swath of hot-button issues beyond reproductive rights and equal opportunity -- such as paid family leave, reducing domestic violence, raising the minimum wage, and defending your right to breastfeed at Starbucks (The Mothers Movement Online, September 2005, <http://www.mothersmovement.org/books/reviews/05/grassroots.htm>).

The general framework for the project is group/team problem-solving or awareness-creating activist work around problems/issues that we will explore this semester--or other related to what we study. Each group will have five (5) members and is expected to identify its problem/issue early in the semester (some class time will be dedicated to your feminist activist group discussions), to conduct research on the problem/issue and organizing to resolve it, to write an individual report, and to create a group presentation for the class. There are two options within the Feminist Activism Project assignment: your group can choose to implement activism on the issue; or your group can conduct research and analyze critically the activism of others. The details of the project, including possible topics and a grading/evaluation rubric will be provided in instructions posted to our Cougar Courses Moodle shell. As you select your area of interest and begin to plan, feel free to be as creative or innovative as you want to be with your content, the actions you plan, and your class presentation! The Feminist Activism Project will help students meet SLOs 2, 3, and 7. It is worth 120 points.

Participation: Student participation will contribute importantly to success in the course. Attending class is essential, as is being prepared for class by doing the readings assigned for that day's class. In addition to informed and active contributions to class discussions (small or large group discussions), participation will be assessed with in-class activities, including writing tasks (unannounced), pop quizzes as needed, or other activities. These activities are not graded and cannot be made up.

To assist you with your reading, participation will include a Journaling assignment for each chapter in the textbook. The journaling asks you to answer a minimum of one end-of-chapter "discussion question" in a notebook dedicated to the readings. A minimum of 100 words per question is required (though you may also write more). You may also write up your answers on your computer, as long as they are collected to function like a journal. Further instructions about evaluation of our journaling are found in Cougar Courses.

To encourage the application of theoretical concepts and feminist theories more broadly, students will be asked to post to our course Glossary twice during the semester. More detailed instructions are available in Cougar Courses.

Participation counts for 80 points; of these 80 points, attendance and classroom engagement count for 35 points, journaling counts for 25 points, and posting counts for 20 points.

Final Reflection Paper: A short final paper that reflects on what you have learned during the semester is due at the end of the semester. The specific prompts for your writing will be posted in the course Moodle Shell. The paper can be submitted electronically and the deadline for submission is the Friday of finals week (by 6:00 pm). The paper should be two (2) pages in length. Worth 20 points.

Extra Credit: Students are encouraged to participate in the CSUSM community and our many activities, especially WMST and other events that relate to our course. **To earn extra credit for attendance, a one-page written report is required; the report must summarize the event and explain how the event relates to our work in WMST 101.** Each extra credit report is worth 5 points, up to a maximum of 15 points (3 events). A list of relevant Arts and Lectures events is found at the end of the syllabus; others will be announced in class or posted in the Moodle Shell. For students who are not able to attend campus events, alternative opportunities will be provided.

To summarize, there is a total of 670 points.

Critical Thought Pieces (5)	@ 30	= 150 (22%)
Analytical paper #1	@ 100	= 100 (14.5%)
Analytical paper #2	@ 100	= 100 (14.5%)
Gender Exercises (3)	@ 40	= 120 (17%)
Feminist Activism Project	@ 120	= 120 (17%)
Final Reflection Paper	@ 20	= 20 (3%)
Attendance/Participation	@ 80	= 80 (12%)
Total Points		= 690 (100%)

Grades (on assignments and for the course) will be determined on the following basis (percentage of points):

94-100% = A; 90-93% = A-; 87-89% = B+; 84-86% = B; 80-83% = B-; 77-79% = C+;
74-76% = C; 70-73% = C-; 67-69% = D+; 64-66% = D; 60-63% = D-; 59% and below = F

Course Policy:

• My office hours are Monday and Wednesday 2:30-3:30 pm. I will gladly meet with you at other times and hope that you will stop by my office with questions or to chat at any time (SBSB 4241). I

can also make an appointment to meet with you. My telephone number is 750-8021 and you may e-mail me at slutjens@csusm.edu. (I prefer to have email directed to my csusm address—and not through Cougar Courses.)

- If you need accommodation in any way, please let me know. Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TDD (760) 750-4909. Students authorized by DSS to receive accommodations should meet with me during my office hours or in a more private setting in order to ensure your confidentiality.
- Students are expected to submit all written work on the due date specified in the course calendar. If you know that you will be unable to turn it in on that date, you may turn it in early. Late submission will result in a 10% reduction of points for the assignment for every additional class session between the due date and the submission date. CTPs may not be submitted late.
- Presenting the work of others (students or published authors) as if it were your own is called plagiarism and it is absolutely unacceptable. Please refer to the writing handout for further explanation of when and how to cite the ideas and words of others. If plagiarism occurs, university policy regarding plagiarism and other forms of cheating will be followed.
- All parts of this syllabus are open for discussion and/or modification at the beginning of the semester. Changes may also be made as needed during the semester, including possible adjustment to my furlough schedule.
- Students are expected to bring the textbook to every class session; other assigned readings should be brought to class on the date listed in the course calendar.
- Courtesy towards others and their points of view is expected. This is a necessity if we, as a class, are to explore the issues and controversies that we will encounter in our readings and the application of them to our own and others' lives. Our own differences, whether of nationality, age, gender, sexuality, ethnicity, religion, or ability, are key resources for us as we seek to learn from each other in a context of mutual respect and appreciation.
- Laptop computers or ipads may only be used to take notes, to access an online textbook, or to do a search requested by the instructor. That is, they may not be used to send or read email or to surf the internet.

Course Calendar

WVFFV = Shaw and Lee, *Women's Voices, Feminist Visions*

Week/Date Topic/Readings/Assignments

1 **Aug 25** **Introduction to Course**
Review of Syllabus

Aug 27 **Getting Started**

Ground Rules for Our Work Together

Read:

Marilyn Frye, "Oppression" in *The Politics of Reality: Essays in Feminist Theory* (Ten Speed Press, 1983)

What Is Feminism? What Is Women's Studies?

- 2 Sept 1 Labor Day! No Class!**
Sept 3 Studying Women

Read:

WVFFV Ch. 1 "Women's and Gender Studies: Perspectives and Practices," pp. 1-27
WVFFV R #5 bell hooks, "Feminist Politics"

Journaling [Questions found on p. 48]

- 3 Sept 8 Feminists Studying Women?**

Read:

WVFFV R #1 Adrienne Rich, "Claiming an Education"
WVFFV R #2 Beverly Guy-Sheftall and Bonnie Thornton Dill, "Forty Years of Women's Studies"
WVFFV R #3 New York Radical Women, "No More Miss America"
WVFFV R #4 Jennifer Baumgardner and Amy Richards, "A Day Without Feminism"
WVFFV R #6 Rachel Graham Cody, "The Power and the Gloria"
WVFFV R #7 C.V. Harquail, "Facebook for Women vs. ..."
WVFFV R #8 Anna Quindlen, "Still Needing the F Word"
WVFFV R #9 Marge Piercy, "My Heroines"

CTP #1 Due (Groups A and B) Required

Privilege and Oppression

- Sept 10 Multiple Oppressions**

Read:

WVFFV Ch. 2 "Privilege and Inequality," pp. 49-71

Recommended:

Mary Hawkesworth, "Feminist Theories of Power," pp. 252-258 in Kenneth Dowling, ed. *Encyclopedia of Power*. Sage Publications, 2011

At-Home Viewing:

The Handmaid's Tale, 1990. 109 minutes [available in Cougar Courses]

Journaling [Questions found on p. 114]

Reminder:

Paper #1 due on Monday, September 15

Paper #1 Topic:

Prepare a 4-5 page, typewritten paper that: 1) describes how society has constructed the nature and roles of women (and men) in *The Handmaid's Tale*; 2) compares the relations of women and men in U.S. today (your view) with those found in the dystopian America of *The Handmaid's Tale*; and 3) analyzes the power relations that exist in *The Handmaid's Tale* in terms of oppression and privilege. Note: you must use at least two course readings to support your analysis.

4 Sept 15 Power and Women

Read:

WVFFV R# 13 Peggy McIntosh, "White Privilege and Male Privilege"

Paper #1 Due

Being a Woman

Sept 17 Multiple Intersections and Privilege/Oppression

Read:

WVFFV R #10 Patricia Hill Collins, "Toward a New Vision"

WVFFV R #11 Vivian M. May, "Intersectionality"

WVFFV R #12 Audre Lorde, "There is No Hierarchy of Oppression"

WVFFV R #14 Evin Taylor, "Cisgender Privilege"

WVFFV R #15 Felice Yeskel, "Opening Pandora's Box"

WVFFV R #16 Ellie Mamber, "Don't Laugh, It's Serious, She Says"

WVFFV R #17 Susan Wendell, "The Social Construction of Disability"

WVFFV R #18 June Jordan, "Report from the Bahamas"

WVFFV R #19 Maya Angelou, "Our Grandmothers"

CTP #2 Due (Groups A and B) Required

5 Sept 22 Learning Gender

Read:

WVFFV Ch. 3 "Learning Gender," pp. 116-135

In-Class Viewing:
The Boy Game, 2012. 16 min

Journaling [Questions found on p. 180]

Sept 24 Learning Gender (2)

Read:

WVFFV R #20 Anne Fausto-Sterling, “The Five Sexes, Revisited”

WVFFV R #21 Judith Lorber, “The Social Construction of Gender”

WVFFV R #22 Cordelia Fine, “Unraveling Hardwiring”

WVFFV R #23 Evelyn Blackwood, “Trans Identities and Contingent Masculinities”

WVFFV R #24 Michael Kimmel and Christina Hoff Sommers, “What’s Up with Boys”

WVFFV R #25 Nellie Wong, “When I Was Growing Up”

WVFFV R #26 Isis H. Settles, Jennifer S. Pratt-Hyatt, and NiCole T. Buchanan, “Through the Lens of Race”

WVFFV R #27 Deborah H. Brake, “Wresting with Gender”

In-Class Viewing [selection from]:

How to Lose Your Virginity, 2013. 66 minutes

CTP #3 Due (Groups A and B) Required

6 Sept 29 Inscribing Gender on the Body

Read:

WVFFV Ch. 4 “Inscribing Gender on the Body,” p. 181-214

Journaling [Questions found on p. 249]

Gender Exercise #1 Due

Oct 1 Inscribing Gender on the Body (2)

Read:

WVFFV R #28 Joan Jacobs Brimberg, “Breast Buds and the ‘Training’ Bra”

WVFFV R #29 Gloria Steinem, “If Men Could Menstruate”

WVFFV R #30 Aimee Mullins, “Prosthetic Power”

WVFFV R #31 Marni Grossman, “Beating Anorexia and Gaining Feminism”

WVFFV R #32 Dara N. Greenwood and Sonya Dal Cin, “Ethnicity and Body Consciousness”

WVFFV R #33 Rose Weitz, “What We Do for Love”

WVFFV R #34 Lisa Miya-Jervis, “Hold that Nose”

WVFFV R #35 Janna L. Fikken and Esthe D. Rothblum, "Is Fat a Feminist Issue?"
WVFFV R# 36 Dan Frosch, "Bodies and Bathrooms"
WVFFV R# 37 Minh-Ha T. Pham, "If the Clothes Fit"

In-Class Viewing:

Body Typed, 2009. 31 minutes

CTP #4 Due (Group A)

7 Oct 6 Media and Gender

Read:

WVFFV Ch. 5 "Media and Culture," pp. 250-275

Journaling [Questions found on p. 312]

Oct 8 Media and Gender (2)

Read:

WVFFV R #38 Virginia Wolf, "Thinking about Shakespeare's Sister"

WVFFV R #39 Emily Dickinson, "The Wife"

WVFFV R #40 Tom Watson, "Rush Limbaugh and the New Networked Feminism"

WVFFV R #41 Audre Lorde, "Poetry Is Not a Luxury"

WVFFV R #42 Susan Douglas, "Enlightened Sexism"

WVFFV R #43 Aya de Leon, "If Women Ran Hip-Hop"

WVFFV R #44 Alison Happel and Jennifer Esposito, "Vampires and Vixens"

WVFFV R #45 Heather Havrilesky, "Don't Act Crazy, Mindy"

WVFFV R #46 Sophie Weiner, "Beyoncé: Feminist Icon?"

WVFFV R #47 Courtney C. Radsch, "Cyberactivism and the Role of Women in the Arab Uprisings"

WVFFV R #48 Alison Piepmeier, "Bad Girls, Good Girls"

In-Class Viewing:

Killing Us Softly 4: Advertising's Images of Women, 2010. 45 minutes

Gender Exercise #2 Due

8 Oct 13 Sexualities

Read:

WVFFV Ch. 6 "Sex, Power, and Intimacy," pp. 313-333

In-Class Viewing [selection from]:

Living Dangerously: Coming Out in the Third World, 2003. 62 minutes

Journaling [Questions found on p. 361]

Oct 15 Sexualities (2)

Read:

WVFFV R #49 Jessica Valenti, “The Cult of Virginity”

WVFFV R #50 Ellen Bass, “Gate C22”

WVFFV R #51 Leila J. Rupp, “A World of Difference”

WVFFV R #52 Paula Gunn Allen, “Some Like Indians Endure”

WVFFV R #53 Karli June Cerankowski and Megan Milks, “New Orientations”

WVFFV R #54 Andrea Smith, “Dismantling Hierarchy, Queering Society”

WVFFV R #55 Kimberly Springer, “Queering Black Female Heterosexuality”

CTP #4 Due (Group B)

Structures and Institutions

9 Oct 20 Embodied Rights and Reproductive Justice

Read:

WVFFV Ch. 7 “Health and Reproductive Justice,” pp. 361-394

Seth Freed Wessler and Kat Aaron “Mother and Child Reunion,” *Ms. Magazine* 24: 2 (Summer 2014): 30-35

In-Class Viewing:

Born to be Sold: Martha Rosler reads the strange case of Baby SM, 1988. 35 minutes

Journaling [Questions found on p. 431]

Oct 22 Reproductive Rights and Wrongs

Read:

WVFFV R #56 Laurie Edwards “The Gender Gap in Paris”

WVFFV R #57 Carl Gaines, “Southern Discomfort”

WVFFV R #58 Nancy Fugate Woods, “A Global Health Imperative”

WVFFV R #59 Jennifer Parks, “Rethinking Radical Politics...”

WVFFV R #60 Zakiya Luna, “From Rights to Justice”

WVFFV R #61 Maggie Koerth-Baker, Molly M. Ginty, and Kathryn Joyce, “Freedom to Choose?”

CTP #5 Due (Group A)

10 Oct 27 Families, Old and New

Read:

WVFFV Ch. 8 “Family System, Family Lives,” pp. 433-451

In-Class Viewing [selection from]:
The Motherhood Archives, 2013. 91 minutes

Journaling [Questions found on p. 469]

Oct 29 Families Old and New (2)

Read:

WVFFV R # 62 Emma Goldman, "Marriage and Love"

WVFFV R # 63 Lisa Miya-Jervis, "Who Wants to Marry a Feminist?"

WVFFV R # 64 Judith Warner, "Family Way"

WVFFV R #65 Audrey Bilger, Daniel D'Addario, and Gowri Vijayakumar, "Marriage Equality"

WVFFV R #66 Tamara Windrey Harris, "Singled Out"

WVFFV R #67 Beth Schwartzapfel, "Lullabies behind Bars"

WVFFV R #68 Mohja Kahf, "My Grandmother Washes Her Feet in the Sink of the Bathroom at Sears"

CTP #5 Due (Group B)

11 Nov 3 Women's Work

Read:

WVFFV Ch. 9 "Working," pp. 470-499

Jason Motlagh and Susie Taylor, "Outsourced Abuses," *Ms. Magazine* 24:2 (Summer 2014): 40-44

Journaling [Questions found on p. 536]

Nov 5 Women's Work (2)

Read:

WVFFV R #69 Terrance Heath, "will Marriage Equality Lead to Equal Sharing of Housework?"

WVFFV R #70 Sharlene Hesse-Biber and Gregg Lee Carter, "A Brief History of Working Women"

WVFFV R #71 Stephanie Coontz, "The Triumph of the Working Mother"

WVFFV R #72 Barbara Ehrenreich, "Maid to Order"

WVFFV R #73 Momo Chang, "Color Me Nontoxic"

WVFFV R #74 Hannah Levintova, "Virtuous Valentine? Think Again"

WVFFV R #75 Martha Burk, "Power Plays"

WVFFV R #76 Peggy Drexler "The Sexist Truth about Office Romances"

WVFFV R #77 Marlise Richter, "Sex Work as a Test Case for African Feminism"

The State, Power, and Gendered Agencies

12 Nov 10 Gendered Violence

Read:

WVFFV Ch. 10 “Resisting Gender Violence,” pp. 537-564

In-Class Viewing [selection from]:

Terror at Home: Domestic Violence in America, 2001. 60 minutes

Journaling [Questions found on p. 581]

Gender Exercise #3 Due

Nov 12 Gendered Violence (2)

Read:

WVFFV R #78 Andrea Smith, “Beyond the Politics of Inclusion”

WVFFV R #79 Mariah Lockwood, “She Said”

WVFFV R #80 Rachel Chinapen, “Sex Trafficking in the U.S.”

WVFFV R #81 Debra Anne Davis, “Betrayed by the Angel”

WVFFV R #82 Ben Atherton-Zeman, “How Some Men Harass Women Online and What Other Men Can Do to Stop It”

WVFFV R #83 Grace Caroline Bridges, “Lisa’s Ritual, Age 10”

WVFFV R #84 Tony Hobday, Michelangelo Signorile, and Hope Gillette, “Anti-LGBTQ Violence”

CTP #6 Due (Group A)

13 Nov 17 Gender and the State

Read:

WVFFV Ch. 11 “State, Law, and Social Policy,” pp. 582-605

In-Class Viewing:

Playing Unfair: The Media Image of the Female Athlete, 2003. 29 minutes

Journaling [Questions found on p. 634]

Nov 19 Gender and the State (2)

Read:

WVFFV R #85 Susan B. Anthony, “Constitutional Argument”

WVFFV R #86 Elinor Smeal, “The Feminist Factor”

WVFFV R #87 Rachel Joy Larris and Rosalie Maggio, Name It. Change It”

WVFFV R #88 Gaylynn Burroughs, “Too Poor to Parent?”

WVFFV R #89 Robert Neustadt, "Looking Beyond the Wall"
WVFFV R #90 Andrea Doyle Hugmeyer, "Delinquent Girls"
WVFFV R #91 Paricia Leigh Brown, "Struggling to Find a Home"
WVFFV R #92 Aleksandra Djajic-Horváth, "First Morning in Exile"

CTP #6 Due (Group B)

Reminder:

Start reading Malala Yousafzai, *I Am Malala*

14 Nov 24 Social Protest and Feminist Movement

Read:

WVFFV Ch. 13 "Activism, Change and Future," pp. 692-714

Reminder:

Continue reading Malala Yousafzai, *I Am Malala*

Journaling [Questions found on p. 727]

Nov 26 Reading Day! No Class!

15 Dec 1 Social Protest and Feminist Movement (2)

Read:

WVFFV R #103 Byron Hurt, "Feminist Men"

WVFFV R #104 Lisa Marie Hogeland, "Fear of Feminism"

WVFFV R #105 Rebecca Clarren, "Fracking Is a Feminist Issue"

WVFFV R #106 Natalie Merchant, "Wonder"

WVFFV R #107 Michael Petrou, "What Pussy Riot Taught the World"

WVFFV R #108 Moya Bailey and Alexi Paune Guman, "We Are the Ones We've Been Waiting For"

WVFFV R #109 Jenny Joseph, "Warning"

Groups 1, 2, 3, 4, 5, and 6 Feminist Activism Presentations

Reminder:

Continue reading Malala Yousafzai, *I Am Malala*

Dec 3 Social Protest and Feminist Movement (3)

Groups 7 and 8 Feminist Activism Presentations

Paper #2 Workshop

**16 Dec 12 Final Exam
Friday, 1:45-3:45**

Paper #2 Due by Start of Final Exam Period

Extra Credit Possibilities

Library Exhibit

This fall, the Context: Library Series will feature a special collection of historical posters to commemorate the 100th anniversary of World War I. "Enlisting a Nation: American Visual Propaganda of World War I" explores the government-sponsored campaign to garner public support for American involvement in the First World War. Well-known illustrators of the time were recruited to create images that would be mass-produced and displayed across the nation, building upon themes of nationalism, compassion, morality and a struggle of good over evil.

Display dates: September 8 - December 18, 2014, Kellogg Library 3rd floor gallery, free and open during all library hours. Visit the Library's website for a full schedule of exhibit-related events.

Arts & Lectures Events

September 23, Tuesday, 7:00 pm, Arts 111

Ballet Folklórico Tierra Caliente

Ballet Folklórico Tierra Caliente, a cultural awareness organization, will embark upon a journey through time showcasing the history of Mexico on stage. Diverse cultural influences across the various regions of Mexico come alive through costume, dance, and musical rhythms/instruments. Award winning director Jose Jaimes uses artistic elements within Mexican Folklore to tell a story that showcases the beauty and richness the region's art has to offer.

September 30, Tuesday, 7:00 pm, Arts 111

Relay: Discovering New Species

Margit Galanter is a movement investigator and dance poet. "Relay" is inspired by the visual poem *Concordance* by Mei-Mei Berssenbrugge and Kiki Smith. This piece forms an experimental, vivid dance space that combines Margit's unique research perspective and movement art to help the observer experience the innate clarity and vitality one can uncover through the potency of movement

October 8, Wednesday, 6:00 pm, USU Ballroom

A Land Twice Promised

Storyteller Noa Baum, an Israeli who began a heartfelt dialogue with a Palestinian woman, weaves together their memories and their mothers' stories in this compelling and internationally acclaimed one-woman show. Enacting the perspectives of several different people, she creates a moving testimony that illuminates the complex and contradictory histories and emotions that surround Jerusalem for Jewish Israelis and Palestinians. For ages 12 and up.

October 15, Wednesday, 6:00 pm Arts 240

Spider Woman: La Mujer Araña

Sonia Gutiérrez is an award winning poetry professor whose work promotes social justice and human dignity. Sonia will speak on the struggles, power and responsibility of being a bilingual writer today. Along with musical accompaniment, Sonia will share readings from her recently published book: *Spider Woman/La Mujer Araña* as well as vignettes from *Kissing Dreams from a Distance*, a manuscript inspired by her literary predecessors (Tomás Rivera and Sandra Cisneros) and more!

March 12, Wednesday, 6:00 pm Clarke 113

Healing Hearts Mural Art

Afghanistan & Pakistan

“How do you mend a broken heart?” It’s not a song title, but a reality when addressing the issues of poverty stricken children and refugees from Pakistan and Afghanistan! Come witness how the joy of painting murals with these children has been healing their hearts resulting in joy, friendship, creative expression and a pathway to peace, through the awarding winning Art Miles Mural Project and guest lecturer, Joanne Tawfilis, National Commissioner, US National Commission for UNESCO

October 20, Monday, 6:00 pm Arts 240

The Black and Latina/o Dropout Crisis in the U.S.

Dr. Louie F. Rodriguez is an Associate Professor in Educational Leadership and Curriculum at CSU, San Bernardino and author of *The Time is Now: Understanding and Responding to the Black and Latina/o Dropout Crisis in the US*. Dr. Rodriguez will speak on challenging the ways schools and communities work together to transform education practice, policy and ultimately student engagement and achievement across the US. Focusing on African American and Latina/o students and informed by over a decade of research, Dr. Rodriguez will discuss his proposed 10-Point Plan to address the dropout crisis in minority youth.

October 29, Wednesday, 6:00 pm USU Ballroom

Love, Always: Exploring identity Through Spoken Word

Rooted in her experiences as a young, African American woman, Imani Cezanne performs original spoken word poetry that digs deep into the often silenced experiences of race, gender, sexuality and privilege. With melodic cadences, soulful expression and beautiful wit, this performance encourages us to explore our own identities and the ways we can better love ourselves and each other. Love is the root of change.

November 18, Tuesday, 6:00 pm USU Ballroom

Enlisting a Nation: Faculty Perspectives on World War I

To commemorate the 100th anniversary of American involvement in World War I, this faculty panel will bring together a broad range of research and perspectives on WWI to engage the campus community in an interdisciplinary dialogue on the politics and propaganda of war. The moderated panel will explore timeless yet current lessons from the world's first war and challenge participants to apply historical understanding to contemporary American foreign policy. Attendees are welcome to visit the Library's curated collection of propaganda posters in conjunction with the panel.