Fall 8-15-2008

WST2309G-003: Women, Men, and Culture

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Fall, 2008
Dr. Jeannie Ludlow

Women, Men, and Culture
WST 2309G sect. 003, CRN 92819
(the blue class)
2:00-3:15 p.m. TR
in 1102 Klehm

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E-mail: j ludlow@eiu.edu
Mailbox Coleman Hall
Office Hours: TR 9 a.m. to noon
Other times available by appointment.

Course Description for WST 2309G:
From Undergraduate Catalog: "Examines gender roles and development in a historical context from a variety of theoretical and disciplinary perspectives and within a variety of frameworks: political, economic, cultural, religious, and social." In this section of WST 2309G, we will examine these frameworks via required films as well as assigned readings.

WST 2309G is a Social Sciences General Education course that fulfills the cultural diversity requirement. As such, this course aims to foster "responsible citizens[hip] in a diverse world" through "understanding [of] society and the individual. In these courses, students will have the opportunity to apply various methods of inquiry and analysis, both quantitative and qualitative, to the study of the human condition. These sciences emphasize the importance of understanding the diversity of human cultures, their socio-historical context, and one's personal responsibility for being not only a good citizen, but also a steward of the environment" (Undergraduate Catalog http://catalog.eiu.edu/preview_program.php?catoid=16&po id=1865&bc=1 ).

Course Format: This is a writing-intensive, discussion- and participation-oriented course; assignments function as preparatory work for and the bases of the learning process, not as ends in themselves. Students have primary responsibility for the focus and tone of class discussions. Written work may be revised at the discretion of the professor and within a reasonable time frame.

Course Expectations: It is my educational philosophy that each of us is responsible for her/his own education; the role of the professor is to guide and facilitate learning, not to tell students what (or how) to think. Therefore, it is expected that students will come to class having done all assignments, fully prepared to engage in discussions, activities, etc., that revolve around the assigned materials. We will be discussing ideas and information that make some people uncomfortable; it is absolutely necessary, if we are to learn, to ask questions (especially the difficult ones), to express opinions, and to be respectful of others, especially when we do not agree with them. All opinions and ideas are encouraged in this class; it is never expected that students will agree with everything they read, see or hear. Students will not be evaluated on their opinions but on their ability to analyze and evaluate situations and concepts and express their own opinions clearly and thoughtfully. Critical thinking and articulation of disagreements and difficulties are encouraged.

Student Learning Objectives for WS 2309G:
1. Students will be introduced to the area of study known as Women's Studies, including its history, theory, and practice.
2. Students will be able to recognize gender, race, sexuality, and class as social constructs.
3. Students will be able to recognize, describe, and critique both patriarchal social structures and feminist critiques of patriarchy.
4. Students will be able to analyze the impact of power, privilege, and oppression on the lives and contributions of diverse persons in the U.S. and the ways values systems shape or relate to these impacts and our cultural conversations about them.
5. Students will learn in an atmosphere that encourages and reinforces a strong positive image of women in the classroom and society.

What Is Women's Studies? Women's Studies has often been called the "academic arm of the feminist movement" because it grew out of feminist analysis of the effects of patriarchal principles and practices on the education of all people, particularly the erasure of women's contributions to culture, the devaluation of women's lived experiences, the overvaluation of hierarchical models of learning, and the disconnection of theoretical perspectives from
human lives. From its rich heritage in feminist analysis, Women's Studies challenges traditional educational systems on multiple levels:

A. epistemological—Women's Studies challenges us to examine the ways knowledge is produced and shared, to analyze the kinds of knowledge that are devalued and erased, and to develop methods of knowledge production and dispersion that are less indebted to patriarchal social structures;

B. theoretical—Women's Studies challenges us to critique the modes of analysis that we have learned and to develop new analytical perspectives that reflect the principles of feminist inquiry;

C. methodological—Women's Studies challenges us to reevaluate the ways we have been taught to critique and to develop methodologies that are collaborative rather than competitive or individualistic and are based in lived experiences rather than abstract concepts;

D. pedagogical—Women's Studies challenges us to analyze the ways teaching and learning have been shaped by patriarchal principles and to develop new modes of learning that emphasize collectivity, coalition, consensus, connectivity, and knowledge as self-empowerment.

Special circumstances: Any student who needs disability accommodations for this course should please speak with me as soon as possible. Please note that the University's Office of Disability Services (581-6583) will help with designated learning needs, mobility needs, etc.

Materials:
PLEASE NOTE: You are required to do all assigned reading for this course. Required texts for this course are available from Textbook Rental. Some required readings will also be available only on-line via WebCT or on electronic reserve via the library.

REQUIRED TEXTS

SUPPLIES:

You will also need regular access to a computer and the ability to use WebCT. If you need help with this, let me know immediately.

IN ORDER TO PASS THIS CLASS, YOU MUST COMPLETE FOR GRADING:

BOTH EXAMS,
A COMPLETE APPLICATIONS PORTFOLIO,
AND THE ENTIRE FINAL RESEARCH PROJECT.
EXCESSIVE ABSENCE WILL RESULT IN AUTOMATIC FAILURE.

GRADES will be earned through the following components, each of which will be assigned a letter grade:

20% Participation (includes attendance, in-class writing, in-class activities, quizzes, and discussion, and successful completion of all reading and out-of-class assignments)
20% Applications portfolio (6 entries)
20% Two exams
40% Final Research Paper and Presentation (proposal 5%; annotated bibliography 10%; research paper 5%; in-class presentation 5%; final revised paper 15%)

NOTE: Makeup assignments may be accepted in cases of documented hardship or emergency.

LATE POLICY: Late work is strongly discouraged. However, late is better than not at all. Work will depreciate in value one letter grade for each school day it is late, beginning at 2 p.m. on the day it is due, unless otherwise noted. All work is due at the time noted in the schedule.

ATTENDANCE POLICY: You are adults and should make your own choices about attending class; do remember that any choice we make comes with consequences. In this class, the consequence for absence is lower grade or failure of the course. I take attendance using a student sign-in sheet. If you are late to class, it is your responsibility to remember to sign the sign-in sheet at the end of class that day; if you forget, you will be counted absent. When you are absent, you earn an F in participation that day. In-class assignments will be accepted for grading only on the day they are done (and only if you are in attendance); if you miss a reading quiz or activity, you have missed that assignment and will earn an F on it. In addition, please keep in mind that you will be responsible for
everything that is said, viewed, assigned, etc., during any class sessions that you miss. If you miss a class, you are responsible for finding out what you missed (from a friend or during my office hours) and for making sure that you get copies of handouts, worksheets, etc. Please do not e-mail me and ask, "did I miss anything?"

E-mail guidelines: When you communicate with your instructors, whether by e-mail, by phone, or in person, you are engaging in a professional exchange. Please be sure to reflect this professionalism in your communication. All e-mails must have an appropriate salutation ("Dear Professor," "Hello, Dr. Ludlow," etc.) and be signed with your name or a recognizable nickname. Your e-mails should also be written with complete words and in complete sentences ("Can I schedule an appointment with you?" not "Can I C U?"). Also, please note that I only check my e-mail two or three times each school day. Give me at least one full school day (24 hours, M - F) to answer any e-mail message— I typically do not check my campus e-mail on weekends.

CLASSROOM BILL OF RIGHTS AND RESPONSIBILITIES—the following constitutes an agreement between the students and professor for this course.

Everyone in this class (students, instructors, and guests) has the right to work in a harassment-free, hostility-free environment; harassment of others and explicit or deliberate hostility are not tolerated.

Everyone in this class (students, instructors, and guests) has the right to be treated with respect and dignity at all times, even in the midst of heated disagreement.

Everyone in this class (students, instructors, and guests) has the right to behave as a competent adult and to be open and polite to one another.

Everyone in this class (students, instructors, and academic guests) has the responsibility to come to every class fully prepared to listen, to participate, to learn and to teach.

Everyone in this class (students, instructors, and guests) has the responsibility to work together to create, in this class, an environment in which active learning, including responsible and respectful questioning, is encouraged. The professor has the responsibility to treat all students fairly and to evaluate students' work accurately, in terms of the skills that any student in this course is expected to gain.

The professor has the responsibility to make assignment requirements and evaluation criteria clear.

Students have the right to feel confident that their work is being evaluated on its own merits, not on the basis of the students' personal opinions.

Students have the responsibility to view their professor as a partner in their education, not as bent on causing students anxiety and frustration.

Students have the responsibility to understand that the professor is not primarily responsible for making students understand; it is students' job to study, ask questions, and learn.

Students have the responsibility to keep an open mind and to try to comprehend what the professor and the texts are trying to get across to them.

Students have the responsibility to read the assignments carefully, noting important ideas and rephrasing information in their own words.

Students have the responsibility to work through examples in the assignments and in class discussions or lectures and to ask questions if they do not understand concepts or examples.

Students have the responsibility to do every bit of assigned homework with proper attention and thought.

Students have the responsibility to ask for help when they need it; help is available from the professor, from other students, from the Writing Center, the Student Success Center, and the Reading Center, and from other resources on campus.

Students have the responsibility to accept that their work will be evaluated in terms of the skills any student in this course is expected to gain.

Students have the responsibility to try to integrate the information from this course into other courses and into other areas of their lives.

ACADEMIC INTEGRITY: In this course, we will comply with EIU's academic integrity policy (please see your catalog). I have absolutely no tolerance for plagiarism or cheating. Please note that "plagiarism or cheating" includes (but is not limited to) the following:

1. quoting from a source without citing that source and/or without using quotation marks
2. paraphrasing from a source without citing that source
3. falsifying data
4. turning in someone else's work as your own—this includes (but is not limited to)
   a. copying another's work from a quiz or assignment
   b. turning in work that someone else wrote for you
   c. using on-line or hard copy paper mills
5. turning in your own work that was written for another course, without prior permission.

Violations of EIU's academic integrity policy will result in an automatic failing grade in this course and notification of the Office of Student Services. For more information, see www.eiu.edu/~judicial.
ABOUT ASSIGNMENTS

GENERAL
all out-of-class written work must be typed
and e-mailed to the professor via WebCT
(except the portfolio)
double-spaced, with 1” margins all around
your name and page numbers must be on every page
no cover page
all out-of-class written work must use correct grammar, spelling, and writing conventions
all work must be proofread and corrected before submitted—if you need help with this, please contact the Writing Center
I will gladly read rough drafts, up to three week days before an assignment is due
when you send me an assignment, please save a disk copy for yourself and watch for confirmation; e-mail is not 100% reliable
all assignments are due at 2 p.m. sharp on the day indicated on the syllabus; if your work is going to be late, it is best to e-mail me and let me know, right away
it is absolutely imperative that you always keep a copy of anything that you turn in for class!
it is also very important that you keep all graded work for all your courses until you have received your semester grade report (in case there is a mistake in your grades)

WRITING ASSIGNMENTS
Take-home exams, applications portfolio entries, and the research project are the primary writing assignments for this course.
A written assignment must have:
a clear thesis or thesis idea (explicitly stated or implied)
all the parts of an essay (intro, body paragraphs, conclusion)
a point (a reason to read it)
an audience (your audience is your classmates, unless otherwise stated in the assignment)
specific examples in every paragraph, which uphold the thesis idea
good grammar and spelling.
Each paper will be graded on the basis of the following (in addition to the above):
does it analyze and evaluate, rather than simply describe, the topic?
does it demonstrate academic writing ability?
does it demonstrate your ability to use course theories and concepts correctly?
does it directly use/cite course readings/materials?
does it show that you have thought through the assignment carefully?
does it meet the assignment criteria (length, format, etc.)?
was it turned in on time (late work earns lower grades)?

PARTICIPATION
participation consists of regular attendance and productive participation in class discussions and in-class activities
A = almost perfect attendance and almost never late; active and substantive participation in class discussions, explicitly about the materials assigned for that day or unit, involving obvious critical thought and making connections to other materials or examples; avoidance of "side" conversations in class; leadership role in group activities and discussion; professional interactions with others in class, even when disagreeing strongly, and in all communications with professor; inattention to cell phones and other electronic devices during class
B = almost perfect attendance and almost never late; consistent participation in class discussions and activities, even when confused or struggling with ideas; professional behavior in class (including not carrying on "side" conversations and not being rude) and in all communication with professor; inattention to cell phones and other electronic devices during class
C = consistent attendance with full preparation of course materials but little to no verbal participation in discussions unless required; professional behavior in class and in all communications with professor; consistent "follower" role in group activities; OR consistent enthusiastic participation in discussions and activities, with no explicit evidence of full preparation of course materials; professional behavior in class and in all communications with professor;
inattention to cell phones and other electronic devices during class

D = frequent lateness or absence; unprofessional, rude, or inappropriate behavior in class or on the discussion board (including, but not limited to, doing homework for other classes, reading newspapers in class, attending to cell phones, "side" conversations, etc.)

F = missing class; disruptive or hostile behavior in class or on the course discussion board

TWO TAKE-HOME EXAMS

exams are designed to reward students who keep up with the readings all term and who think critically about the issues raised in class

exams will cover all assigned materials, all in-class activities and texts (including videos, class discussions, and group activities)

exams are largely essay format, with the possibility of some short answer questions

APPLICATIONS PORTFOLIO—to be turned in as hard copy (not via e-mail)

This assignment is intended to demonstrate your ability to apply what we are learning in class to out-of-class situations and materials. You will put together a collection of 6 entries (short applications papers), typed, double-spaced, relating not-from-class materials to our course work. You may choose almost anything to analyze and apply the theories to: a newspaper or magazine article; a lecture or event; a scholarly article or book you read for another course; your own personal experience with gender-related issues; an advertisement, a film, a website, a song, a greeting card, etc. There is almost no limit to what you can do with this. Many students find this to be a fun assignment with which they can be especially creative. People who procrastinate, however, usually do poorly on this assignment.

ENTRIES—each entry (paper) should include:

1. a material artifact (picture, ad, newspaper article, song lyrics, etc.) or a short description of an event you witnessed/experienced;
2. a brief (1 short paragraph) summary/description of the artifact (if a material artifact);
3. a 300- to 500-word (approx. 2 pp.) analysis of the relationship among the artifact, the specific topic, and our course readings/materials from that unit of class;

and your explanation of why this particular artifact enhances your understanding of course concepts.

PLEASE NOTE: there are nine possible applications topics, but you only need to write six papers. You may not choose to write seven papers and then pick the best six for your grade.

ENTRY TOPICS w/ last date of corresponding unit

Entry #1—Women's Studies and education 9/4
Entry #2—gender in the U.S. 9/18
Entry #3—poverty 9/25
Entry #4—violence 10/2
Entry #5—women's work 10/16
Entry #6—beauty 10/23
Entry #7—sex and sexuality 10/30
Entry #8—health 11/6
Entry #9—reproductive rights/politics 11/20

For the first and second entries that you write, you should make appointments with me to go over a good draft. If you do not do this, you may end up doing the whole portfolio incorrectly and failing this assignment.

ORGANIZATION of portfolio: this is kind of like doing a personal scrapbook. Each material item should be mounted so I can see it on typing or construction paper, organized appropriately, numbered, and put on the prongs of a 3-prong, 2-pocket cardboard folder next to its own analytical essay. Be sure to add new entries in with old—don’t take out the old ones and replace them with the new ones. Also, please be sure that your left margins are wide enough that I can see/read everything you put into your portfolio.

GRADING of entries will be based on the following: does the entry address the assigned topic? does it meet all requirements? is it explicitly related to concepts from assigned readings, from in class discussions, readings, etc. (in other words, your entries should serve as examples of things we are studying in class, and you should be quoting from course readings/materials)? does it demonstrate your ability to deal with a broad range of materials in your choices (in other words, each entry must address different materials—don’t do all ads or all movies or all news items)?

is it analytical in content, not just descriptive or a summary?

is entry mounted into the portfolio according to assignment requirements and easily read?
is the entire portfolio well-presented, clear, and creative and/or professional?

**FINAL RESEARCH PROJECT**—paper and presentation with annotated bibliography. For this project, you will choose a gender-related topic in consultation with me (either via e-mail or in a meeting). Please note that this assignment will be a lot more interesting to you if you begin with a topic you like.

**Proposal (due 10/21)**—you will do preliminary research (to see what kinds of materials you can find) and write a proposal. Once your proposal has been approved, you will complete your research.

**Annotated bibliography (due 11/18)**—you will construct an annotated bibliography (like a regular works cited page, but with 100-250-word descriptions of how each work is important to your project) of your research. Please note that your annotated bibliography must include at least five sources, and at least one of these must be a reading required for class.

**Research paper (due 12/4)**—next, you will write a full, complete, and grammatically correct draft of your paper (not to exceed 4500 words [approx. 15 pp.]), which I will grade. After I’ve graded it, we will have a conference to discuss what you should work on as you revise it for the final grade.

**In-class presentation (12/9, 12/11, and 12/15)**—you will give a brief (less than 10 minutes) presentation on your research project to your classmates; any presentation that exceeds 10 minutes will lose one letter grade/minute over.

**Revised research paper**—by 2:00 p.m. on our designated final exam day (12/15), you will turn in to me a fully-revised final draft of your research paper.
TENTATIVE SCHEDULE
*always subject to revision*
"assignments due" are due at 2 p.m. at the beginning of class on the date they are listed, unless otherwise noted

KMS = Kesselman, McNair, and Schniedewind, Women: Images and Realities, 3rd edition
KO-R = Kirk and Okazawa-Rey, Women's Lives: Multicultural Perspectives, 3rd edition

WebCT = our course WebCT page, available via www.eiu.edu. Choose the WebCT link, then login to WebCT CE8, in the upper left hand corner of the WebCT page, using your user name (first part of your eiu e-mail address) and your e-mail password.

UNIT 1: INTRODUCTION—"Women's Studies" and Education

<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENTS DUE</th>
<th>IN-CLASS ACTIVITY</th>
<th>IMPORTANT CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 8/26</td>
<td>read entire syllabus and schedule, complete syllabus quiz, and familiarize yourself with the course WebCT page—all materials on WebCT</td>
<td>discussion: go over quiz, Q &amp; A on syllabus; gender stereotypes; music: Williams, &quot;When I Was a Boy&quot;</td>
<td>gender politics, stereotypes, gender, masculinity, femininity, identity</td>
</tr>
<tr>
<td>R 8/28</td>
<td>Rich, &quot;Claiming an Education&quot; (KMS 19-21); Freire chapter two and Freire summary (both on WebCT); hooks, &quot;Talking Back&quot; (KMS 15-18)</td>
<td>video: Mona Lisa Smile</td>
<td>claiming an education, banking model of education, problem-posing model of education</td>
</tr>
<tr>
<td>T 9/2</td>
<td>KO-R intro (KO-R 1-7); Bell (KMS 83-89); Sadker (KMS 76-83); Thao (KMS 18-19); Kimmel (KMS 24-29)</td>
<td>video: Mona Lisa Smile, cont'd</td>
<td>education for empowerment, socio-cultural institutions</td>
</tr>
<tr>
<td>R 9/4</td>
<td>Christ (KMS 35-40); Nachlin, &quot;No Great Women Artists&quot; (WebCT)</td>
<td>activity: pinwheel; video: Ruth Duckworth: A Life in Clay; discussion: Duckworth's upcoming visit to EIU</td>
<td>identity marker, identity politics, intersectionality, women and art</td>
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<tr>
<td>TO DO: Portfolio Entry #1</td>
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UNIT 2: GENDER IN THE U.S.

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<th>DATE</th>
<th>ASSIGNMENTS DUE</th>
<th>IN-CLASS ACTIVITY</th>
<th>IMPORTANT CONCEPTS</th>
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<tbody>
<tr>
<td>T 9/9</td>
<td>Johnson (KO-R 25-32); McIntosh (KMS 424-427); Deutsch, &quot;The Male Privilege Checklist&quot; (WebCT); Bornstein (handout); Lorber (KO-R 21-24)</td>
<td>video: Tough Guise</td>
<td>patriarchy, privilege, gender and power, gender as social construct</td>
</tr>
<tr>
<td>R 9/11</td>
<td>Pharr (KMS 394-398); Waters (KO-R 96-102); Tatum (KMS 360-365)</td>
<td>video: Tough Guise, cont'd</td>
<td>hegemony, racism, heterosexism, homophobia</td>
</tr>
<tr>
<td>T 9/16</td>
<td>Allison (KMS 375-377); Trujillo (KMS 402-406); Kimmel, &quot;A Black Woman Took my Job!&quot; (WebCT); Yamato, &quot;Racism&quot; (WebCT)</td>
<td>video: Tough Guise, cont'd; discussion: how are masculinity and femininity related? different? similar?</td>
<td>entitlement, feminism, classism</td>
</tr>
<tr>
<td>Date</td>
<td>Reading/Activity</td>
<td>Discussion</td>
<td>Topic</td>
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<tr>
<td>R 9/18</td>
<td>Gould, &quot;X: A Fabulous Child's Tale&quot; (KMS 110-115); Feinberg (KO-R 164-168)</td>
<td>video: scenes from <em>Middle Sexes</em></td>
<td>gender role, gender identity, intersex, transgender</td>
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<td>discussion: what are gender identities and how do we learn them?</td>
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<td>TO DO: Portfolio Entry #2</td>
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**UNIT 3: CHALLENGES TO WOMEN AND FAMILIES: POVERTY AND VIOLENCE**

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<thead>
<tr>
<th>Date</th>
<th>Reading/Activity</th>
<th>Discussion</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 9/23</td>
<td>Crittendon (KMS 225-231); Jensen (KMS 231-236); Albelda &amp; Tilly (KMS 236-242); Burnham (KMS 242-249)</td>
<td>discussion: how does poverty affect families?</td>
<td>poverty, motherhood, families, welfare</td>
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<tr>
<td>R 9/25</td>
<td>no readings due</td>
<td>activity: Life Happens game</td>
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<td>TO DO: Portfolio Entry #3</td>
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<tr>
<td>T 9/30</td>
<td>KO-R intro chp. 6 (KO-R 225-239); Shange (KMS 180-181); Madhubuti (KO-R 266-271); Bridges (KO-R 239-240); Devlin (KMS 475-477); Innes (KMS 500-501); Fletcher (KMS 477-480); Sanday (KMS 481-487); Gold and Villari (KMS 590-598)</td>
<td>discussion: what is violence against women and why is it important?</td>
<td>rape, incest, rape culture, anti-rape activism, safety, Take Back the Night</td>
</tr>
<tr>
<td>R 10/2</td>
<td>Anónima (KMS 462-464); hooks (KMS 463); Martin (KMS 454-456); Lin and Tan (KMS 464-467)</td>
<td>guest speaker: Suzanne Enck-Wanzer</td>
<td>domestic violence, relationship violence, cycle of violence, power and control wheel, safety plan</td>
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<td>TO DO: Portfolio Entry #4</td>
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**THURSDAY, OCTOBER 2, 7 p.m.—TAKE BACK THE NIGHT MARCH!**

**UNIT 4: MOTHERING AND WOMEN'S WORK, PAID AND UNPAID**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Activity</th>
<th>Discussion</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 10/7</td>
<td>KO-R intro chp. 7 (KO-R 273-285); Gill &amp; Voss (KO-R 306-308); Lehrer (KMS 251-256); Brant (KMS 263-267); Syfers, &quot;I Want a Wife&quot; (WebCT)</td>
<td>discussion: what is a wife? dependence or independence?</td>
<td>family roles, second shift, women's work</td>
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<td>music: Carpenter, &quot;He Thinks He'll Keep Her&quot;</td>
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<tr>
<td>R 10/9</td>
<td>Hirshman, &quot;Homeward Bound&quot; (WebCT); Linda Hirshman's homepage, &quot;Join the discussion&quot;; Faludi (KMS 542-550)</td>
<td>discussion: critical thinking in women's studies and the Hirshman controversy</td>
<td>choice feminism, values feminism, radical feminism, liberal feminism, glass ceiling, backlash</td>
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<td>EXAM #1 DISTRIBUTED</td>
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<tr>
<td>T 10/14</td>
<td>no readings due</td>
<td>video: Real Women Have Curves</td>
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<tr>
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<td>EXAM #1 DUE AT 2:00 p.m.</td>
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### UNIT 5: BODY POLITICS: BEAUTY, SEX, AND HEALTH

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<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Reading/Research</th>
<th>Discussion/Analysis</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/16</td>
<td>TO DO: Portfolio Entry #5</td>
<td>Louie (KO-R 359-369)</td>
<td>video: <em>Real Women Have Curves</em> cont'd, discussion: immigrant labor, documented and undocumented immigrant, trafficking</td>
<td>documented immigrant, undocumented immigrant, trafficking</td>
</tr>
<tr>
<td>10/21</td>
<td>TO DO: Portfolio Entry #5</td>
<td>Wolf (KMS 123-128); Chernik (KOR 121-125 or KMS 133-137); Hernandez-Avila (KMS 129-130); Newman (KMS 132-133); Clifton (KMS 132)</td>
<td>DUE: final research project proposal</td>
<td>body politics, beauty politics, body myth, anorexia, bulimia, eating disorders</td>
</tr>
<tr>
<td>10/23</td>
<td>TO DO: Portfolio Entry #6</td>
<td>At <a href="http://www.fatso.com">http://www.fatso.com</a> / Greatest Hits Article: &quot;Height/weight charts and you&quot; and &quot;Big Fat Truths&quot; and the Fat!So? quiz (column 3 row 2); Siebecker (KMS 143-144); Clifton (KMS 144); Walker (KMS 144-148)</td>
<td>DUE: final research project proposal</td>
<td>fat oppression, fat acceptance, redefining beauty</td>
</tr>
<tr>
<td>10/28</td>
<td>TO DO: Portfolio Entry #7</td>
<td>KO-R intro chp. 4 (KO-R 143-152); Cisneros (KO-R 152-155); Morales (KO-R 158-159); Walker (KMS 150-153); Hugs (KMS 167); Ochs (KMS 175-177)</td>
<td>discussion: what is the sexual double standard and where did it come from?</td>
<td>sexuality, sexual freedom, sexual liberation, sexual revolution, sexual double standard</td>
</tr>
<tr>
<td>10/30</td>
<td>TO DO: Portfolio Entry #7</td>
<td>&quot;Understanding Our Bodies&quot; in <em>Our Bodies Ourselves</em> excerpt (handout); Leonard (KMS 164-167); Doud (KMS 166); Piercy (KMS 172-175); Gavey, McPhillips, and Doherty (KO-R 208-219)</td>
<td>activity: responsible decision-making about sex</td>
<td>safer sex, contraception, sexual health</td>
</tr>
<tr>
<td>11/4</td>
<td>TO DO: Portfolio Entry #8</td>
<td>KO-R intro chp 5 (&quot;Women and Illness&quot; pp. 178-185 only); Dula (KO-R 194-201); Stevens (KMS 313-318); Nixon (KMS 321-323)</td>
<td>discussion: how does gender influence our relationship to the health and medical system?</td>
<td>women's health movement, women's health</td>
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<tr>
<td>11/6</td>
<td>TO DO: Portfolio Entry #8</td>
<td>Arditti &amp; Schreiber (KO-R 201-208); Zeff, Love, and Stults (KO-R 503-508); <em>Ms.</em> (KMS 328-330); Gray, &quot;The Connection Between Breast Cancer and the Environment&quot; (WebCT)</td>
<td>discussion: what is the relationship between the environment and gendered health? what can we do to insure our own and others' health?</td>
<td>environment, environmental justice, precautionary principle</td>
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**UNIT 6: REPRODUCTIVE RIGHTS AND POLITICS**

| T 11/11 | KO-R intro chp. 5 (KO-R 173-178); Harjo (KO-R 187-190); Saxton (KO-R 190-194); Roberts (KMS 349-351); Kolbert (KMS 351-354); Hubbard (KMS 345-349) | discussion: what is meant by "reproductive rights"? how does it differ from "pro-choice"? | reproductive health, reproductive right, the right to mother, eugenics |
| R 11/13 | Willis (KMS 333-335); diFranco (KMS 336); Males (KMS 341-343); Bell (KMS 343-345) | video: Leona's Sister Gerri | abortion, back alley abortion, waiting period, parental consent |
| T 11/18 | no reading due | video: Leona's Sister Gerri, cont'd | legalization, Roe vs. Wade, Doe vs. Bolton, abortion before legalization |
| R 11/20 | www.religioustolerance.org/hot_menu.htm please read this page and then link to "abortion" (links are near the bottom of the page); you are required to read link materials at "fundamental items," "brief overview," "about pregnancy and abortion," and "religious/ethical aspects"; you may, of course, also read other links on this site, if you wish. | discussion: everything you always wondered about abortion in the U.S. (and a little bit about global trends, too) | abortion, pro-choice, pro-life |
| T 11/25 | nothing due | TURKEY DAY | |
| R 11/27 | nothing due | TURKEY DAY | |

**UNIT 7: FEMINIST ACTIVISM: CHANGING THE WORLD**

<p>| T 12/2 | Kesselman (KMS 509-514); &quot;Declaration of Sentiments&quot; (KMS 514-516); Brownmiller (KMS 520-523); Smith (KMS 524-529) | discussion: what is the history of feminist activism? what has it accomplished? | feime covert, suffrage, First Wave, Second Wave, collective, coalition, consciousness raising |
| R 12/4 | Walker (KMS 570-572); Baumgardner and Richards (KMS 598-606); <a href="http://www.feministing.com">www.feministing.com</a> (please read at least two or three posts on this site—choose whatever you like) | discussion: what does feminist activism look like today? | Third Wave; topics of your choice |
| T 12/9 | mandatory attendance | research project presentations | EXAM #2 DISTRIBUTED |
| R 12/11 | mandatory attendance course evaluation must be completed | research project presentations | |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>F 12/12</td>
<td>EXAM #2 DUE BY NOON</td>
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<tr>
<td>M 12/15</td>
<td>ATTENDANCE REQUIRED—scheduled final exam time</td>
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<td></td>
<td>DUE: final research project paper, revised for final grade by 2 p.m.</td>
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<td>2:45-4:45</td>
<td>research project presentations</td>
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