

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

- a. Submitted by the College of: Arts and Sciences Today's Date: _____
- b. Department/Division: Gender and Women's Studies
- c. Is there a change in "ownership" of the course? YES NO
If YES, what college/department will offer the course instead? _____
- d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)
- e. Contact Person Name: Patricia Cooper Email: patricia.cooper@uky.edu Phone: 257-1388 or 257-6856
- f. Requested Effective Date: Semester Following Approval OR Specific Term²: _____

2. Designation and Description of Proposed Course.

- a. Current Prefix and Number: GWS200 Proposed Prefix & Number: _____
- b. Full Title: Introduction to Gender and Women's Studies in the Social Sciences Proposed Title: _____
- c. Current Transcript Title (if full title is more than 40 characters): _____
Proposed Transcript Title (if full title is more than 40 characters): _____
- d. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): _____
Proposed – ADD³ Cross-listing (Prefix & Number): _____
Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.

Current: 3 Lecture _____ Laboratory⁵ _____ Recitation _____ Discussion _____ Indep. Study _____
_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency _____
_____ Seminar _____ Studio _____ Other – Please explain: _____

Proposed: 2 Lecture _____ Laboratory _____ Recitation _____ 1 Discussion _____ Indep. Study _____
_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency _____
_____ Seminar _____ Studio _____ Other – Please explain: _____

- f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail

g. Current number of credit hours: 3 Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? YES NO

Proposed to be repeatable for additional credit? YES NO

If YES: Maximum number of credit hours: _____

If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Current Course Description for Bulletin:

An introduction to women's studies from a social science perspective, using a cross-cultural and interdisciplinary approach. Introduces students to social science explanations for sex-typed behavior, to social perceptions of women and men, and to the roles of women in social and cultural life.

Proposed Course Description for Bulletin:

Introduces Gender and Women's Studies from a social science perspective, using cross-cultural and interdisciplinary approaches in an interactive learning format. Analyzes relations of power that are marked by gender and considers how they interact with other social distinctions and processes.

j. Current Prerequisites, if any: none

Proposed Prerequisites, if any: none

k. Current Distance Learning(DL) Status: N/A Already approved for DL* Please Add⁶ Please Drop

*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.

l. Current Supplementary Teaching Component, if any: Community-Based Experience Service Learning Both

Proposed Supplementary Teaching Component: Community-Based Experience Service Learning Both

3. Currently, is this course taught off campus? YES NO

Proposed to be taught off campus? YES NO

4. Are significant changes in content/teaching objectives of the course being proposed? YES NO

If YES, explain and offer brief rationale:

The answer is no, but in order to conform to the new Gen Ed requirements, the course will more thoroughly emphasize the learning outcomes for Intellectual Inquiry's Social Science template. This is not a major change, but it is a revision. This will involve additional emphasis on feminist theory, methods and ethics, evidence-based research procedures.

5. Course Relationship to Program(s).

a. Are there other depts and/or pgms that could be affected by the proposed change? YES NO

If YES, identify the depts. and/or pgms: _____

b. Will modifying this course result in a new requirement⁷ for ANY program? YES NO

If YES⁷, list the program(s) here: _____

⁶You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

COURSE CHANGE FORM

6. Information to be Placed on Syllabus.

- a. Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: GWS200 (change mtg pattern; Gen Ed)

Proposal Contact Person Name: Patricia Cooper Phone: 257-1388 Email: pacoop@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
DUS	1/23/10	Srimati Basu/7-4372/ srimati.basu@uky.edu	<i>Srimati Basu</i> ^{PAC}
Chair	1/23/10	Patty cooper/7-1388/ patricia.cooper@uky.edu	<i>Patricia Cooper</i>
EPC	<i>4/13/10</i>	Richard Smith/7-4473/ rsmith00@uky.edu	<i>Richard Smith</i> ^{by RH}
Anna Bosch	<i>4/13/10</i>	Anna Bosch/7-6689/bosch@uky.edu	<i>Anna Bosch</i>
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	10/12/2010	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Digitally signed by Sharon Gill
DN: cn=Sharon Gill, o=Undergraduate
Education, ou=Undergraduate Council,
email=sgill@uky.edu, c=US
Date: 2010.10.19 15:48:10 -0400

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

General Education Course Submission Form

Date of Submission: 1/23/10

1. Check which area(s) this course applies to.

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input type="checkbox"/>	Quant Reasoning – Math	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Quant Reasoning – Stat	<input type="checkbox"/>
Inquiry – Social Sciences	<input checked="" type="checkbox"/>	Citizenship – USA	<input type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input type="checkbox"/>

2. Provide Course and Department Information.

Department: Gender & Women’s Studies

Course Prefix and Number: GWS 200 Credit hours: 3

Course Title: Introduction to Gender and Women’s Studies in the Social Sciences (some sections will be capped at thirty while I large lecture with 3 breakout discussion groups)

Expected Number of Students per Section: 30 / 90 Course Required for Majors in your Program? no

Prerequisite(s) for Course? none

This request is for (check one): A New Course An Existing Course

Departmental Contact Information

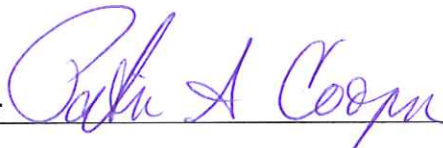
Name: Patricia Cooper, Chair, GWS Email: Patricia.cooper@uky.edu

Office Address: 112 Breckinridge, 0056 Phone: 7-1388

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: Patricia Cooper  Date: 1/23/10

Dean: Anna Bosch  Date: 1/13/10

College Deans: Submit all approved proposals electronically to:

Sharon Gill Sharon.Gill@uky.edu
Office of Undergraduate Education

Narrative on GWS 200
as a General Education Course for
Intellectual Inquiry in the Social Sciences
Patricia Cooper, Gender and Women's Studies, pacoop@uky.edu

- A. **Intellectual Inquiry:** The academic interdisciplinary field of Gender and Women's Studies challenges conventional scholarship that has omitted analysis of women's lives and experiences and the ways in which some theories and methodologies have failed to consider how gendered beliefs affected individual lives and larger social patterns. The discipline's very creation depended on critical inquiry of established "knowledge" and posed questions such as: How do we know what we know? How does attention to women and/or gendered beliefs and practices change disrupt conventional paradigms? What is problematic about the categories of "women" or "men"? How do class, race, national origin, disability, age, and sexuality reshape the broad categories of male and female? How does the United States fit into a globalizing world and how do gender meanings shift and vary across national and cultural boundaries? How permeable are these lines? This introduction to GWS in the social sciences enables students to understand the advantages to adding gender analysis to their toolboxes for intellectual inquiry.
- B. This course, a pre-major requirement for GWS, meets the task of introducing these Social Science outcomes in the following ways:
1. **Demonstrate knowledge of the theories associated with a social science discipline, either broadly or as applied to an important social science topic.**
The course begins with a discussion of feminist theorizing in Gender and Women's Studies and these theoretical frameworks reappear throughout the readings and exercises for the rest of the course. As the syllabus demonstrates, the course examines an array of social issues related both to women and to gender beliefs more broadly. Students are repeatedly asked to apply feminist theoretical perspectives to these issues. Requirements that meet this Outcome include: 1) Exams (students are asked to apply theoretical perspectives to particular issues in the course). 2) Mini-research project (students are asked to apply a theoretical framework to this project) 3) Film Reactions (students have to apply various theoretical analyses of gender that they have learned to the films they watch. 4) Homework (some homework assignments require student to apply feminist theoretical critiques and analyses to documents or interactions with friends and family).
 2. **Demonstrate an understanding of methods and ethics of inquiry that lead to social scientific knowledge and**
 3. **Demonstrate an ability to identify and use appropriate information resources to substantiate evidence-based claims.**
Course discussions and questions on the syllabus ask students to examine methodology and appropriate sources. Students are specifically asked to examine evidence and how the research was conducted. In addition exam questions, film reactions, and several homework assignments require student to identify methods, evaluate evidence, and examine ethical practices for gathering or generating evidence. Their Mini-Research projects will also involve

discussions and applications of ethical research procedures and more opportunities to evaluate the merits of different sources.

4. **Demonstrate knowledge of how a social science discipline influences society.**

The development of Gender and Women's Studies as a discipline and as a subject area with the Social Science disciplines has in many cases transformed traditional thinking and it has had a huge impact on public policy. The text provides a section in each chapter on applications and activism. Second, several essays critique older paradigms that ignored gender or omitted women. GWS thus studies society, but implicit in its orientation is how to create social change. The paper on Asra Nomani's efforts to change the way Islam is practiced in the United States also illustrates how feminist research enabled her to make this challenge.

5. **Demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.**

Class discussions and questions on the syllabus prepare students to examine how scholars frame research questions and how to apply feminist social science approaches in their research strategies. In-class writings, homework, and especially essay exams also require students to develop the ability to identify scholars' research questions and approaches. Their Mini-Research Projects asks them to begin the process of formulating their own questions and examining relevant evidence and methodologies to figure out how they would proceed with fully researching the project. They also create an annotated bibliography of sources.

- C. **Active Engagement of Students in the Course:** The course is conducted in discussion format using mini-lecture on various topics. Often these are in small-group format so that everyone has to participate. Groups write down answer to questions. Plus there is a grading percentage for participation. Students must come to class with Comment Sheets that identify key points in the readings. In-class writings ask student to identify scholars' research questions and methodologies and serve as another basis for class discussions. Films and film clips involve students in discussing a controversial topic together or analyzing how feminist theory plays into the structure of a film they view. Homework assignments ask them to explore outside the classroom: specifically they have to talk with their own families about identity, perform a gender transgression assignment that asks them to use an observer and do something in public that violates a conventional gender norm, explore various websites of organizations, and select a magazine ad that they can analyze for gender content
- D. **Summative Assignment:** The final assignment that can be extracted for the purposes of assessment is the Final Examination, which includes 3 sections and reinforce all of the learning outcomes that students have been practicing over the semester.

Introduction to Gender and Women's Studies in the Social Sciences

Department of Gender and Women's Studies
College of Arts and Sciences
University of Kentucky

GWS 200-001, Spring 2011

TR 11-12:15, Building and Room Number

Dr. Patricia Cooper, 114 Breckinridge Hall

Office Hours: W 3-5 pm, & by appointment.

patricia.cooper@uky.edu, 257-6856

Best and quickest way to contact me: e-mail

Welcome to GWS 200! Below is a convenient Table of Contents for this syllabus so you can quickly find what you need.

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I. INTRODUCTION TO THE COURSE

What is Gender and Women's Studies?

Background

As a field of academic inquiry and scholarship, Gender and Women's Studies began in the 1970s in the United States and across the globe. Early efforts were inspired by feminist thinking in the broader culture, drew on existing research on women and challenged all disciplines to recognize their gender biases. Over time, GWS has generated an enormous scholarly literature, which has had a profound impact on most academic disciplines, on the University generally, and on public policy. Today there are over 1000 programs across the globe—in the U. S., China, the Netherlands, South Africa, India, Great Britain, Canada, Venezuela, Ghana, Germany, Costa Rica, Barbados, Chile, Uganda, Japan, Pakistan, and Australia, among many others. In the U. S. alone there about 700 programs or departments, and they offer everything from several courses to undergraduate minors and graduate certificates to B. A., M.A. and Ph.D. degrees. The professional organization in the U. S. is the National Women's Studies Association (NWSA). It hosts an annual meeting attended by thousands of academics and activists throughout the country. There are multiple international academic organizations that work to advance GWS around the world, including the International Interdisciplinary Congress on Women and the Worldwide Organization for Women's Studies.

Subject Matter

What is the subject matter? The obvious answer is women, but this answer raises new questions. What does it mean to refer to this category of humans? Do all women have the same experiences? Is every baby born either as male or female? Just what issues are women's issues—reproduction seems clear, but what about transnational corporations, poverty, war and access to water and seeds? Is GWS only concerned with women in the United States? How might that distort what we know? Diversity among women seems obvious, but are not some women situated more powerfully than others are? Why? What about men? What social roles exist relative to men and women in a given society?

Gender

Cultures create norms and rules about what it means to be a woman or a man, and these vary across physical and cultural spaces and over time. Gender is the word most scholars use to refer to these socially constructed (i.e. what people have invented) meanings. When we can look at gender norms in any culture (gender norms are beliefs about what is appropriate for women and for men to do and be), we can understand much more about how that culture works and about the lives and experiences of people within it. What people believe to be true is often more powerful than what might be scientifically proven to be true. Our efforts this semester will necessarily include gender analysis, i.e. understanding how our and other cultures "see" gender and reproduce it in very subtle ways. Since ideas about gender never occur in a vacuum apart from other beliefs and relations of power including those based on race, class, sexuality, nation, etc., we need to address these inequalities as well. So gender meanings are ultimately multiple and complex, rather than uniform. As U. S. historian Elsa Barkley Brown has explained: "all women do not have the same gender."

Teaching and Learning in GWS

How do GWS courses approach teaching and learning? They tend to be interactive and emphasize collaborative learning, not passive note taking. If you are accustomed to being invisible in your classes and sitting in an audience while the professor runs it all from the front of the room, you will find this format very different, possibly even uncomfortable. We work together in GWS to think about how knowledge is created and how we know what we know. We will use videos, web sites and documents in addition to our readings, and we will spend our time together responding to and analyzing what we have seen, heard and/or read. We will think carefully about evidence – what constitutes credible evidence and how do we assemble it to answer questions we have about gendered power relations in any given society?

Across Social Science Disciplines

Overall, Gender and Women's Studies aims to be interdisciplinary. It uses insights and approaches from various disciplines to study women and gender. This particular course emphasizes intellectual inquiry into the social sciences, including geography, political science, law, psychology, sociology, and social work. While we take this emphasis, we will also discuss ways in which dividing knowledge into social science and humanities has its limitations as well as its benefits. GWS 200 crosses boundaries and blends together social science perspectives and theorizing to examine issues such as families, the workplace and the economy, gender and the body, sexuality, social locations, religion and spirituality, health, violence and non-violence, crime and criminalization, global economic patterns, and the environment.

II. OUTCOMES AND GOALS

Learning Outcomes

This course meets the General Education requirements for the Social Science Template of Intellectual Inquiry. It introduces the following Learning Outcomes:

1. Demonstrate knowledge of the theories associated with a social science discipline (GWS), either broadly or as applied to an important social science topic.
2. Demonstrate an understanding of methods and ethics of inquiry that lead to social scientific knowledge.
3. Demonstrate an ability to identify and use appropriate information resources to substantiate evidence-based claims.
4. Demonstrate an ability to identify a well-formulated question pertinent to a social science discipline (GWS) and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Our Department also has its own set of Learning outcomes that parallel the Social Science Template. This course introduces all of these outcomes, but emphasizes outcomes 8, and 9. Other GWS courses develop them more fully.

6. Demonstrate an ability to conduct basic (primary/secondary) interdisciplinary research in gender and feminist studies, to identify salient research questions, and to critically evaluate a variety of texts and other sources of information.
7. Critically interpret feminist texts and arguments. Recognize and critically assess the theories and methods underlying a range of feminist analytic approaches.
8. Demonstrate ability to communicate clearly and effectively by analyzing and presenting concepts and interpretations orally and writing persuasive and organized essays.
9. Recognize and analyze relations of power marked by gender and how these relations mediate and are mediated by other social distinctions and processes including age, class, colonialism, ethnicity, national origin, race, religion, and sexuality.

Teaching Goals and Objectives

In this course you will learn to:

1. identify and define basic terms and concepts in the field of GWS.
2. read and respond to disciplinary and interdisciplinary feminist scholarship.
3. examine the similarities and differences among women within and across cultures.
4. describe gender socialization and its consequences.
5. identify gender and sex-based inequities.
6. analyze how these factors, with the privileges and disadvantages they confer, have shaped one's own experiences, presumptions, viewpoints, and sense of identity.
7. recognize the reproduction of normative assumptions about sex and gender in a text and explain how a text may resist normative assumptions about sex and gender through its content or formal strategies.
8. employ interdisciplinary, feminist scholarship, methodologies, modes of analysis, or theoretical perspectives in a paper, oral presentation, or research project.

9. integrate scholarship, methodologies, modes of analysis, or theoretical perspectives from more than one social science discipline in an essay.
10. integrate several different pieces of scholarship on a particular subject.
11. scrutinize documents and primary texts using a gender analysis.
12. make a clear well-organized oral presentation in class.
13. conduct preliminary research on a topic we cover in the course
14. examine how gender operates on a daily basis right here on campus.

Shaping Our Class Together: Sharing the Responsibility

Our class time will rely on discussions together--either as a whole class or in groups of various sizes. We root our discussions in our readings, the activities we undertake outside of class, the credible evidence we collect outside of class, lectures, and the films and film clips we view together. This means that we must all come to class prepared (i.e. we have all done the reading and/or assignments for that day). Class discussion is collaborative: we all work together to learn from each other and to teach each other. Think of others in the class as colleagues who will help you become smarter, not as rivals with whom you need to compete.

I urge you to express your thoughts and reactions freely and honestly. There is no such thing as a stupid question or perspective so it is important to state your mind. Do not be surprised, however, if I or someone else contradicts or disagrees with something you say. In class discussions, let us all aim to think and reflect at the deepest level. Honest contributions will help you try out and develop your ideas. We aim to stay open and receptive in order to offer unfamiliar perspectives some space.

Staying open isn't easy because in our culture we learn to defend ourselves as though what we think is the same thing as who we are. That can sometimes keep us tightly committed to certain ideas that feel comfortable instead of exploring that discomfort and finding out what it can teach us. Strong emotions can arise related to many of the issues we discuss. What you believe and think is your own business. In this class, however, we are free to explore and consider various viewpoints and revise our own if we choose.

That said, it is important to realize the difference between ideas that fly off the tops of our heads and those that are rooted in evidence and concrete examples. We aim for the latter, while recognizing that spontaneous reactions can sometimes lead us to deeper discussions and explorations. I will insist that you understand and explore the ideas presented in the readings and films required for the course. You do not have to agree with them or me, but you have to be able to demonstrate that you fully comprehend the perspective the author expresses.

This kind of discussion also requires us to be mindful of how we express our thoughts to each other. It means that we have to avoid personalizing our disagreements, deriding another person's ideas, or using hurtful language. This is sometimes called using "round words." It simply means that we pay attention to the way we deliver what we want to say.

Remember, all of us are responsible for the content of the discussions when we are together. It is not beneficial to watch a discussion passively or to allow a couple of people to dominate (or to do the dominating!). Collectively we create what happens in our class time together. Actively claim your share of responsibility and find out what we can do together!

III. READINGS AND REQUIREMENTS

Books, Articles and Websites

Gwyn Kirk and Margo Okazawa-Rey, Women's Lives: Multicultural Perspectives (McGraw -Hill, 2007). **ALWAYS BRING THIS BOOK TO CLASS!**

Asra Q. Nomani, Standing Alone: An American Woman's Struggle for the Soul of Islam (HarperSanFrancisco, 2005). **START THIS BOOK NOW.**

Online: You'll have many websites to examine and evaluate. I list some here and provide additional links at the website under Course Links.

Requirements

Attendance	(See Policies)
Discussion, Comment Sheets and Participation	5%
Two Exams	60 %
Mini-Research Project	10 %
Homework, Film Reactions, In-Class Writing	25 %

Explanation of Requirements

Attendance: You must attend class in order to succeed in the course. See specifics under Policies.

Participation/Discussion: In a course that depends on discussion, it is so important that you complete the readings before coming to class. I will pose some questions in class or identify particular ideas that need exploration. I expect you to raise your hand and comment. Join in the conversation. Whatever you do in your life, you'll need to be able to speak in large groups and here is your opportunity to show yourself that you can do this (or anything else you decide to learn to do!). If you are shy, let's talk about it. Come see me and we will create a step-by-step plan to enable you to participate more comfortably.

Comment Sheets: Before you come to class, write down or type up a key point that you found in EACH reading, something that you thought was worth further reflection. You can also add questions to my list on the syllabus. Bring this with you to class. I will collect them on a random basis and we will use them to facilitate our discussion.

Exams: There are two take-home open book exams. The first is due on March 1, and you have a 24-hour grace period. After that deadline, you lose **1/3** of a letter grade for every day it is late. The second exam is due during Exam Week. There is no grace period for this exam. **You must turn in both of your exams at our Blackboard web site.** Exams ask you to demonstrate:

- your knowledge of basic GWS theories and concepts and how to relate them to a specific topic about which you have read.
- your ability to write clear, well-organized essays.
- your ability to identify the methodologies used in each of our readings. You will examine rules of evidence and the ethics of evaluating evidence as you examine the production of knowledge
- the ways in which GWS has transformed many disciplines, social policies and U. S. society more generally.
- how gender and other power relations help shape societies.
- How to discuss several scholars' research in an integrated way.

Mini-Research Project: Using a list of topics areas and places to begin that I provide you, you will identify a research question and topic, create an annotated bibliography on it, and write a discussion

of how you would go about answering the question you posed through your research. What are ethical and unethical methodologies to use in your project? What kinds of evidence can you use and how can you find it? What criteria can you use to evaluate it? Discuss two key sources in some detail. Explain what you would need to do in order to make a persuasive argument/claim in your paper. In addition, you will discuss how you could use some aspect of theory that we have read this semester to help you frame your question and/or your analysis. This project will help prepare you to handle larger research papers in upper level courses. You will report orally in class on your research proposal frequently.

In-Class Writings: You will have unannounced in-class writing assignments every few weeks. These focus on the readings for that day, but they may also ask you to link them to earlier readings or films you have watched. The purpose is to insure that you have completed the readings for the day; help you learn to identify methodologies that scholars use, increase your ability to identify sources and evidence used in an essay, facilitate your participation in the discussion, and allow you to practice placing different sources into conversation with each other. In-class writings may be short essays, multiple choice questions, or identifications. I may give you something to read and have you analyze it. If you miss an in-class writing for any reason, you will need to write an extended essay for the readings covered for that entire week, and turn it in within ten days. If yours is an excused absence, you get full credit. If it is an unexcused absence, you can only get 50% of full credit.

Film Reactions: I will show a few films in class and you have others to watch on Blackboard. For each film you watch, whether in class or online, you need to write a 1-2 page paper in which you perform a gender analysis (that takes into consideration other social categories we have discussed) of the film and how it connects to our readings. You also need to examine how the film worked to persuade the viewer to see a particular issue or issues. What kinds of evidence did the film use? How would you evaluate the evidence? Type, paginate, and double-space these papers and submit them on Blackboard under Course Assignments. If you miss an in-class film, you will need to go to the Young Library Audio Visual center on the lower level and view it yourself as soon as possible. Check first to be sure I have returned the film.

Homework: The syllabus lists several homework assignments due in class on particular days. These always involve written assignments and oral presentations. Your short papers, 1-2 pages, will follow the directions on the syllabus and Blackboard. Type, double-space, and paginate them. Turn them in at Blackboard and in class. There is no grace period unless you have an excused absence. Late homework will lose 1/3 of a letter grade for each day it is late. You will also discuss your findings in class so come to class prepared to make a short oral presentation about what you did. I reserve the right to add additional homework assignments or change them with two weeks notice so that I can match homework with what is happening in the course more broadly.

NOTE: Your second homework assignment is called the **Gender Transgression Assignment** and you cannot do this at the last minute so start working on it right away. You will need to do something that violates your customary sex role in our culture. That is, you must do something that is ordinarily viewed as uncharacteristic or inappropriate for your sex. This could involved clothing, rules of behavior, placing yourself in space that is normally reserved for the other sex, or engaging in some behavior that is not normally something your sex does. Please make sure that what you are doing is legal. It is illegal in Kentucky to use the restroom of a sex other than your own. [That is complicated, of course, for transgendered individuals.] For this exercise, however, try to keep it simple. Think about the unconscious rules about gender roles in our culture and think of an activity that upsets these rules. Please read the INSTRUCTIONS at the Blackboard website under Assignments. You will need an Observer who watches the entire event and takes notes. You have specific questions to answer. **DUE: February 1.**

The rest of your homework is listed below on the date due. Mark your calendars in advance so you budget time to prepare them!

IV. GRADING

You will earn scores on all assignments except for the daily comment sheets you prepare on the reading, which will be graded with check marks. A check plus means that it was above average and worthy of note, a check mark means it is acceptable, and a check minus means that it did not meet minimum expectations. Your final grade will be based on a weighted average according to the scale below (minus any deductions for absenteeism). Note that completing all requirements is necessary to pass the course, but not sufficient for an "A" grade. This grade means outstanding and only work that demonstrates exceptional effort, intellectual engagement, and analysis at the very highest level will merit it. A grade of "B" is for very good work. This means you did more than simply complete the requirement – you brought something extra to the assignment. A "C" means average: you did what was required, but no more. A "D" means you completed the work but did so at a below-average level. "E" is a failing grade: the work is unacceptable.

I always grade your writing. Use a style manual and a dictionary to make sure your writing flows smoothly and is free of all typographical, grammar and spelling errors.

Grading Scale: [A 100-90, B <90-80, C <80-70, D <70-60, E <60]

A+=98-100; A=93-97; A-=90-92; B+=88-89, B=83-87; B-=80-82;

C+=78-79, C=73-77, C-=70-72, D+=68-69, D=63-67, D-=60-62, F=59 and below.

V. COURSE POLICIES

- **Course Policy on Academic Accommodations due to disability:**

If you have a documented disability that requires academic accommodation, please see me as soon as possible during scheduled office hours. In order to receive accommodation in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@eamil.uky.edu) for coordination of campus disability services available to students with disabilities.

- **Policy on Requirement Completion:** You must complete all requirements in order to pass the course.

- **Course Policy on Attendance:** Everyone is required to attend each class. You may miss class up to three classes with no explanation, but after that you will lose 3 points from your final grade per missed class up to 6 classes. Excused absences include a serious illness or death in the family, a religious holiday, a University-related trip, or an illness for which you consulted a physician. I will need written documentation for any excused absence. If you miss more than 20% of class meetings for any reason, you may not continue in the course. If something difficult arises in your life that affects your performance in this class, please contact me right away and together we will work out a plan.

Each semester I find several students suffering from depression. Depression affects individuals of all ages and backgrounds, and there is nothing unusual about it. However, depression can seriously

affect your work in this and all of your classes. Please see me right away if you think you have any symptoms related to depression or general anxiety that could affect your work. Remember, no one should have to go through life feeling such pain. Now is the time to do something about it. Start by letting me know you're having a problem and I'll help you uncover the options available to you in order to get help. If you broke your leg, you wouldn't ignore it and assume it will get better.

Be on time to class. If you miss the roll by more than 10 minutes, you will be marked absent. Still, it is better to attend class late than skip it altogether. Do not plan on leaving class early unless you have prior permission from me. You will be marked absent for the entire class. Do not schedule any other activities during our class time.

Instructor's Absence: Although in twenty-some years of teaching I have only missed class a couple of times, emergencies do come up. If I have to be absent, I will try to e-mail you in advance, so be sure to check your e-mail each day before class. If I fail to appear in class, please wait 20 minutes for me before assuming that I am not coming. Place any assignments due that day in my mailbox on the first floor of Breckinridge Hall, e-mail them, or leave them in the web site drop box. Complete the readings for the next class and stay on schedule.

•**Policy on Academic Integrity:** All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website: http://www.uky.edu/USC/New/rules_regulations/index.htm.

Be sure you understand the meaning of plagiarism by our second class meeting. Many students are unaware of the actions that constitute plagiarism. Read the documents I've placed at Blackboard about plagiarism (listed under Course Information) and if you have any questions, always ask. Plagiarism is unethical and intolerable, and I pursue all plagiarism cases vigorously. Ignorance regarding the policy will not be a valid excuse. Examples of plagiarism include copying anyone else's work without attribution, using the exact or even just the paraphrased language of a reading without using quotation marks and a citation to show that the passage is not your original work, using information from the Internet that you do not cite in your work. Documents on plagiarism are located on Blackboard under Course Information. **See also:** <http://www.uky.edu/Ombud>.

•**Policy on Cell Phones.** Turn off all cell phones before you enter the classroom. No text messaging during class!

•**Policy on Incompletes:** I do not give Incompletes except in extreme cases. You have to request an Incomplete in writing two weeks before the end of semester and you should not expect to receive one. Incomplete work results in failure in the course.

•**Policy on Late Work:** All work is due on the date indicated on this syllabus. All work turned in on time receives extra credit, which I bank for you until the end of the semester.

•**Policy on Make-Ups.** If you miss an in-class writing, it is your responsibility to turn in the alternative (a 3-4 page paper on the readings for the entire week that I must receive within 10 days

of the original date unless we make other arrangements). You must find out from someone in class what you missed when you were absent (for any reason). **Don't expect me to remind you about missed work.**

•**Policy on Civility and Decorum:** The classroom needs to be a place of civility and decorum. Rude or insensitive behavior is not acceptable. The university, college and department all have a commitment to respect the dignity of each individual and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

VI. BLACKBOARD AND COMMUNICATION WITH ME

Blackboard Website for the Course

We will use the Blackboard website so check the website frequently for announcements and updates. The syllabus and plagiarism policies are under Course Information. You will find many helpful web pages under Course Links. Submit all writing assignments, except for Comment Sheets under Course Assignments.

Communication and E-Mail: You are automatically registered for our course with your uky e-mail address. If you do not use or read your uky mail, you must change your address at Blackboard. I cannot do it for you. You can get directions for this at: <http://www.uky.edu/Blackboard/email.html>. If you miss crucial messages from me because you have not completed this step, it is your responsibility.

To handle this or any other problem with your Blackboard account or access to it, including forgetting your password or login, you just go to the Information Technology Customer Service Center in Room 111 McVey Hall. Hours for the Center are M-F from 7 AM to 6 PM. They are great folks who can help you iron out any problems related to getting into your Blackboard account and/or changing your e-mail address.

VII. STUDENT RESOURCES

Student Resources:

*Unresolved academic issues: [Student Rights and Responsibilities](#)

*Resources: [Student Resources](#)

VIII. SCHEDULE OF READINGS AND ASSIGNMENTS

1/13 Introduction and Welcome to the Course

Handout: Jennifer Baumgardner and Amy Richards, "A Day Without Feminism." This is also posted at Blackboard. We'll read this together in class.

PART I. KNOWING AND UNDERSTANDING

1/18 **What is Women's Studies?**

Women's Lives (hereinafter **WL**), read "Preface," xvii-xx; the inscription on page xxi; and Chapter 1 "Women's Rights, Women's Liberation, Women's Studies" 3-18. Be sure here and in every chapter to read carefully the Questions for Reflecting, Finding Out More on the Web, and Taking Action.

Questions/comments to help you think as you read: What have feminists done that affects your life today? Why is feminism an "F" word? What are some popular myths about feminism? What are the "waves" of feminism and what is problematic about discussing the history of feminism in this way? What are some of the different theoretical orientations of the 1960s-70s? How did this change in the 1980s and 1990s? What do the authors aim to do in this book? How would you describe their political perspective? What do they mean by a sustainable future? What do they mean by linking the personal and the global? How is that possible? Looking over the Table of Contents for the book, what topics seem most interesting to you? How could you make an argument in favor of teaching women's history using what you find in this chapter?

Homework: Find out who Audre Lorde is, the author of the inscription on p. xxi, and type a short paragraph about her to submit in class. Include the sources you used to learn about her. Use at least two sources, but do not use Wikipedia.

Film: *Girls' Hoops* - SC-V2585. After watching the film today, what did you learn about girls' high school basketball in the state of Kentucky? Why did the program stop in the 1930s? Who helped bring it back and when did it reappear? What does this tell you about gendered beliefs about men's and women's bodies? What myths about women do you find here? What federal legislation affects women's sports today?

1/20 **Feminism: Roots and Legacies**

WL Readings: Paula Gunn Allen, "Who Is Your Mother? Red Roots of White Feminism," 18-25; "Declaration of Sentiments and Resolutions, Seneca Fall (1848)," 25-27; Frederick Douglass, "Editorial from *The North Star*," 28; and Becky Thompson, "Multiracial Feminism: Recasting the Chronology of Second Wave Feminism," 38-49.

Questions and Comments: Why have standard histories been inadequate according to both Allen and Thompson? What evidence do they offer to persuade us that this is the case? How do they revise conventional stories about women's right and feminism in the United States? Who wrote the Declaration of Sentiments and what did they use as a model? What appears to be the most radical resolution? Why? What does Douglass mean by "right is of no sex"?

Prompt: Be sure to look at your Homework assignment for the 25th.

1/25 **Theories and Theorizing**

WL: Chapter 1, "Theories and Theorizing," 51-63; Judith Lorber, "The Social Construction of Gender," 64-67.

Questions: What is theory and why do we use it? What is the difference between the dominant perspective and alternative perspectives? What is patriarchy? Name and explain some old and new theoretical frameworks for understanding women's lives.

What does post-colonial theory involve? Why is it important? How could you apply what you've learned about standpoint theory? What does intersectionality mean? Give an example of it. What is a "matrix of oppression and resistance"? Who first used this concept? What is "situated knowledge"? What is the "banking" method of learning? Why do the authors find it inadequate? Be sure to look closely at the questions about theorizing in the box on page 53.

Homework: TV News. Watch the same TV news program on 3 different occasions.

Using the box on p. 61, write a paragraph about your observations of the program you watch. You don't have to answer the questions, but how would the answers possibly affect the content of the program? Include the name of the show, the network, and the date and time of the show.

1/27

Theories and Theorizing

WL Patricia Hill Collins, "Black Feminist Thought," 76-81; Chandra Talpade Mohanty, "Genealogies of Community, Home, and Nation," 81-90.

Questions: Collins's essay is "canonical" now. What does that mean? Why did it become so influential? What does Collins mean by a distinctive black feminist thought? How does she explain knowledge? What evidence does she use to make her argument? Again, I ask: how do we know what we know? Does everyone have a race? What about sexuality? How would you define yourself in terms of your sexual orientation? Where is home for you? What does home mean to Mohanty? How does one's identity shift depending on the context? Describe the "space" that Mohanty has created for herself. How is gender central to our social structure? If gender is socially constructed, who constructs it and how? What things help reproduce these dominant meanings?

2/1

Gender Transgression Assignment

WL Allan G. Johnson, "Patriarchy, the System: An It, Not A He, a Them, or an Us," 68-76.

Questions: Now how do you define patriarchy? What is the "system"? What is privilege? What does it mean to think and do things "habitually"? What kinds of evidence does Johnson use to make his central argument about patriarchy. Did you find him persuasive? Why or why not? What habits does your Transgression disrupt?

Homework: Everyone reports on her/his Gender Transgression Assignment. Turn in your papers today. No grace period. Note that the articles you have read are crucial when you select a transgression and when you analyze what happened. Instructions are at the Blackboard web page. Follow directions!

2/3

Identities and Social Locations

WL Ch. 2, "Identities and Social Locations: Who Am I? Who Are My People?" 91-112; Frederica Y. Daly, "Perspectives of Native American Women on Race and Gender," 104-111.

Questions: How do the authors for today describe their social locations? What kinds of evidence do they use to make their arguments about identity in this chapter? How is that different from identity? What terms would you use to describe your identity? Did you feel a need to specify your race? If you did not, speculate about why. What is privilege? How does it operate? What does "race" mean? How real is it? Why do we

use this category? How could you use Mohanty here to discuss the complexity of social identities and locations?

Homework: Ask your parents or other older relatives about your family's history. How do they describe themselves? How would you describe what you know about your family and its history? Write a page about what you learned from this exercise. Did different family members describe your family and its history in similar or divergent way (or both)?

2/8

Identities and Social Locations

WL Mary C. Waters, "Optional Ethnicities," 130-137; Christina Leano, "Listening to the Voices of my Spiritual Self," 138-40.

Questions: What does Leano mean by her "spiritual self"? Do you have a spiritual self? Is this the same thing as your religion? Why or why not? Why do some people have "optional" ethnicities and others do not? What is the difference between ethnicity and race?

PART TWO

OUR BODIES, OURSELVES

2/10

Women's Sexuality

WL Chapter 4, "Women's Sexuality," 149-161: Audre Lorde, "Uses of the Erotic," 161-64; Sandra Cisneros, "Guadalupe the Sex Goddess," 164-67.

Questions: What is sexuality? Is it set at birth or can it change? Why is our culture so invested in either/or gender presentation? Are there more than two sexes? Why is sexuality so politicized? What are some sexual taboos in our culture? What do you think of the questions on p. 152? What is funny about the cartoons on pp. 152 and 153? What is a sex/gender binary? How have scholars disagreed in theorizing about sexuality? Why has research on sexuality been controversial? What are some of the different ways of thinking about desire? What is queer theory and why has it been so important in the cultural study of sexuality? What is "self-naming" and why is it important? What are the links between Lorde's essay and Leano's? Many religions connect sexuality and shame. How does Cisneros use a religious icon to experience sexuality as something joyful?

Homework: Pick one organization mentioned in this chapter and find out more information about it. Write this up in less than a page and bring it with you to share with the class and turn in. Cite at least two sources. What makes you think that the sources you used are creditable? Find a picture of writer and activist Leslie Feinberg online. If you met her at an event, how comfortable would you feel?

2/15

Sexualities

WL Leslie Feinberg, "We Are All Works in Progress," 187-92; Judith Halberstam, "The Brandon Archive." 192-204.

Questions: What is a masculine female? Why does Feinberg receive such unwelcomed responses? What is her method for getting us to think in new ways about gender presentation? Who was Tina Brandon? What kinds of sources does Halberstam use in her essay? How does the author demonstrate the difficulties of researching "queer" rural life? How does the author critique the movie *Boys Don't Cry*?

Homework: Find a picture of writer and activist Leslie Feinberg. If you met her at a conference how comfortable do you think you would you feel? Why does a

masculine female or a feminine male make so many of us uneasy? How are they transgressive in cultural terms?

2/17

Women's Bodies

WL Chapter 5, "Women's Bodies, Women's Health," 207-224, Rosemarie Garland Thomson, "Feminist Theory, the Body, and the Disabled Figure,"

Questions: What are "beauty ideals" and why do the authors find them harmful? Why does race/ethnicity matter when it comes to bodies in our culture? What does the phrase "body politic" mean? What is the World's "Deadliest Disease" according to the box on p. 217? What are some dominant discourses in our culture about women's bodies? About women and reproduction? How have women sought to control their fertility? In what ways is reproduction "politicized" in our culture? How do race, class, and gender beliefs affect health care in the U. S.? Elsewhere? What gender patterns do you discern in Americans' mental and emotional health? What is a holistic health approach?

Homework: Go to <http://www.about-face.org/> and look through the Gallery of Offenders, Gallery of Winners, and Your Voice. Look also at Making Changes and Resources, especially the Facts section. Write down your thoughts about this web page. What did you find here that seems especially important to you?

Film: *Killing Me Softly 3* AV-V2731

2/22

Bodies and Body Images

WL Jean Kilbourne, "The More You Subtract the More you Add: Cutting Girls Down to Size." 231-39; Asian Communities for Reproductive Justice: Vision, Analysis, and Action for a Stronger Movement," 242-46.

Handout: "The Burka and the Bikini," in Estell Disch, *Reconstructing Gender: a Multicultural Anthology*, 212-214.

Questions: How is the body a site for gender politics?

Homework: Bring in an ad from a popular magazine. Try to select something other than a "men's" magazine. Write a gender analysis of the ad (about 2 pages) to turn in at class. You'll show your ad and discuss it in class. What symbols, if any, do you see? What is the ad's message about women or men or children? Race or ethnicity?

2/24

Violence Against Women

WL Chapter 6 "Violence Against Women," 257-73; Andy Smith, "Sexual Violence and American Indian Genocide," 274-83; "The Chiang Mai Declaration. Religion and Women: An Agenda for Change," 2979-99.

Questions: What is violence? Non-violence? What would a feminist analysis of violence look like? What sources do the authors use in writing this chapter? How does Andy Smith use evidence to support his claims in his essay? Explain the Power and Control Wheel on p. 259. How does class, race, national origin, sexual orientation or disability affect women's experiences? What are the theoretical explanations of violence against women? Which theory do you find most persuasive and why? What is problematic about micro-level explanations? What strategies does the UK VIP Center use to diminish the incidence of violence against women on campus? Which public policies appear to work best? What evidence can you use to make a case for a particular policy?

Homework: Select an organization that works on violence that is not located in the U.S. How does this issue look different when you take a global perspective?
Guest: Someone from the VIP center will talk with us today. We will also see a film about men's efforts to organize against violence.

3/1 **Exam I. This is take-home exam. You have a 24-hour grace period.**
Film: Mirrors of Privilege : Making Whiteness Visible AV-D6267

PART III. WOMEN'S PLACES: HOME AND WORK IN A GLOBALIZING WORLD

3/3 **Home/Work**

WL Chapter 7 "Making a Home, Making a Living"

Questions: What is the point of the cartoon on p. 303 about how society views women who work and women who stay home. What is a family? How would you describe your family? How have families changed in the past 50 years? Name 3 pro-family public policies that you support. How likely do you think it is that any of these will be adopted? Why? What is marriage and who controls this institution? The box on p. 306 was written in 1980. Do these gendered notions about working men and women still exist? What is the "second shift"? What evidence could you use to make an argument that the wage system in the U. S. is inequitable? How have feminists theorized about women's work?

Homework: Examine the following web sites and select one that you find compelling. Write a paragraph about what you found there.

<http://www.freedomtomarry.org>

<http://www.ftmmass.org> (The Freedom to Marry Coalition of Massachusetts)

<http://www.rcfm.org> (The Religious Coalition for the Freedom to Marry)

<http://www.indiebride.com>

<http://www.unmarried.org>

<http://www.southnewground.org> (Southerners on New Ground)

3/8 **Work**

WL Gloria Albrecht, "Spending Time When Time Is Money," 328-37; Ann Crittenden, "The Mommy Tax," 337-45.

Questions: What are some of the key issues that working women face today in the U. S.? What arguments do the authors make about capitalism and market-oriented work and how do they support their claims? What kinds of protections do workers currently have? What is the "Mommy Tax" and how does it reflect gendered thinking? What kinds of policies and programs do you think would most help people get out of poverty? What evidence does each author use to support her claims? How can you evaluate evidence used here. Use the List of Ways to Evaluate Credible Evidence that I have posted at Blackboard.

Homework: Explore the web site for the Institute for Women's Policy Research. Get a feel for what this organizations does in terms of policy research. Go to the Publications page and read: The Gender Wage Gap: 2008 . Write up what you found at the web site and in this document.

Film: Freedom Bags AV-V3168. Click here to watch this film online.

3/10 **Living in a Globalizing World**

WL Ch. 9 "Living in a Globalizing World," 371-92; Shailja Patel, "Shilling Love," 399-401.

Questions: What is Globalization? Why is it so problematic? Sweatshops disappeared in the 1930s thanks to federal legislation, but have reappeared in the last thirty years. What are sweatshops and why are they back? What is colonialism? How does this connect to contemporary disparities among nations? What, according to the authors, are some of the alternatives to the current globalization system? What sources do the authors use to write this chapter?

• **Homework:** Take a look at the following websites. Write a paragraph about the one that interests you most. What is the position of the writer? Who is the audience? How does the web site explain the problem of the global production system? What evidence does it provide?

<http://www.maquilasolidarity.org/>

<http://www.sweatshopwatch.org/swatch/codes/>

<http://www.corpwatch.org/trac/nike/index.html>

<http://www.globalexchange.org/economy/corporations/campus/overview>

<http://www.cwgl.rutgers.edu>

<http://www.umich.edu/~sole/usassy1/index.real.html>

<http://www.behindthelabel.org/eye2eye.php>

<http://www.uniteunion.org/>

Film: [Chain of Love](#) - AV-V4604 Click here to watch this film online.

3/15, 17 **Spring Break!**

3/22 **Globalizing World**

WL Ursula Biemann, "Remotely Sensed: A Topography of the Global Sex Trade" 410-113; V. Spike Peterson, "The Virtual Economy," Vandana Shiva, "Building Water Democracy. People's Victory Against Coca-Cola in Plachimada," 438-41.

Homework: Look at Joni Seager, [The State of Women in the World Atlas](#), which is on reserve at Young Library. Then choose any chapter from 3 through 34. Write 1-2 paragraphs that briefly summarize the visual representation in the chapter and what it reveals about gendered lives across the globe.

Part IV. SECURITY AND SUSTAINABILITY

3/24 **Women, Crime, and Criminalization**

WL Chapter 9 "Women, Crime, and Criminalization," 443-57; Saud Joseph and Benjamin D'Harlingue, "Media Representations and the Criminalization of Arab Americans and Muslim Americans" 476-80; and Julia Sudbury, "Women of Color, Globalization, and the Politics of Incarceration," 481-92.

Questions: What question does Julia Sudbury ask in her essay? [Other questions will be added here.]

3/29 **Women and the Military**

WL Chapter 10, "Women and the Military, War and Peace," Cynthia Enloe, "Sneak Attack" 511-12; Suzuyo Takazato, "Report from Okinawa" 519-525; Riverbend, "BaghdadBurning: Girl Blog from Iraq", 525-30.

Questions: How might you argue that the U. S. military depends on women? Exactly what evidence could you use to make this claim? What is terrorism and why is gender important when discussing it?

Film: *The Women Outside* - AV-V2298. Click here to watch this film.

4/5 Women and the Environment

WL Ch. 11 "Women and the Environment," Sandra Steingraber, "Rose Moon," 549-58; "Principles of Environmental Justice," 562-63; "Gender Aspects of Climate Change," 574-80.

Questions: How can ordinary women make a difference in environmental quality? What is an ecological footprint? Whose are the largest in the world? What are three different feminist approaches to studying the environment?

Film: in-class clips about Julia Butterfly Hill

PART V. ACTIVISM AND CHANGE

4/7 Creating Change: Theory, Vision, and Action

WL, Ch. 13 "Creating Change: Theory, Vision and Action," 583-98; Abra Chernik, "The Body Politic," 599-603; Barbara Ransby, "Katrina, Black Women and the Deadly Discourse on Black Poverty in America," 616-21; Peggy Antrobus, "The Global Women's Movement: Definitions and Origins," 629-36..

Film: clips from Evelyn Williams SC-V2127 and Women of Change AV-V4775, and Not Secret Anymore: the Times of Del Martin & Phyllis Lyon - AV-V5062.

4/12 Asra Q. Nomani, Standing Alone: An American Woman's Struggle for the Soul of Islam, Preface to top of p.87.

Questions: What does she mean about the virtues of "conscious, mindful faith" rather than "blind faith?" What is her primary question in Part I? What observations does she make as she begins the hajj? What does she mean by legitimacy?

4/14 Nomani, 87-145 plus the photographs.

Questions: Write your own questions. Think of questions that help you and your colleagues get to the heart and essence of her story.

4/19 Nomani, 149-228.

4/21 Nomani, 229 through 291 and Appendices A, B, C and the Afterward.

4/26 Nomani Papers Are Due today. You have a 24-hour grace period.

Film: *Women of Faith and Action*

4/28 Last Day of Class!

Handout: Jennifer Baumgardner and Amy Richards, "A Day With Feminism." We will read this out loud.

Course wrap-up and evaluations.

FINAL EXAM Will be due on May x, 2011. Papers must be on Blackboard by 3 p.m. that day. No extensions or grace period.