

Women's Studies H110
Gender, Sex, and Power
Honors Course

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Course Description

This course is designed to introduce students from diverse backgrounds and disciplines to the interdisciplinary field of Women's Studies and to the study of gender, sex, and power. We will draw on a variety of literatures to analyze gender, race, sexuality, and other dimensions of identity, past and present. And we will place the study of US women and gender roles in broader transnational contexts of analysis. As an honors course, discussion and participation will be critical requirements for this class so you need to be prepared to engage in dialogue each time you come to class.

WS H110 also offers students the opportunity to carry out a fairly substantial research project requiring them to become familiar with women's studies research databases and other resources at the OSU Library. Through their research and writing process for this project, students will be doing more readings than the students in WS 110 who do not have a research project. These students will also be exposed in greater depth and breadth to the diverse methodologies that define the field of gender and women's studies. Moreover, this paper will allow me to provide feedback and guidance during the students' actual writing and research process. Before they turn in their final paper, all students in the class will need to meet with their professor, submit an outline and bibliography and turn in a rough draft.

GEC

Gender, Sex, and Power fulfills GEC requirements in Category 2. Breadth: C Arts and Humanities, 3. Cultures and Ideas

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes:

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Gender, Sex, and Power fulfills GEC requirements in Category 2. Breadth: C. Arts and Humanities, 4. Diversity, (2) Social Diversity in the United States.

Students enhance understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Gender, Sex, and Power fulfills GEC requirements in Category 2. Breadth: B Social Science, 2. Individuals and groups

Students learn about the systematic study of human behavior and cognition; of the structure of human societies, cultures, and institutions; and of the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected learning outcomes:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students understand the behavior of individuals, differences and similarities in the contexts of human existence (e.g., psychological, social, cultural, economic, geographic, and political), and the processes by which groups, organizations, and societies function.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

Course Goals

- To analyze the ways in which social and cultural norms, ideas, and beliefs about gender and other dimensions of identity affect women's lives and how these understandings help shape students' own attitudes
- To develop critical reading and thinking skills through examining and interpreting women's cultural productions
- To analyze the structure of gender and the ways in which gender differences, roles, and expectations have influenced the lives of diverse groups of women

in a variety of domains of public and private life, in the United States and with regard to the global contexts in which the US is situated

- To understand how social science theories and methods are used to examine the historical and current roles of diverse women in social, cultural, economic, and political contexts and institutions in the United States
- To analyze individual and group behavior in the context of gendered ideologies and institutions
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Required Text

A collection of readings has been created specifically for this class: *Reading Women's Lives* (Pearson Publishing and the Department of Women's Studies At OSU). The text is available at the Student Book Exchange [SBX] under the instructor's name and the quarter/date.

Attendance and Participation

Your class attendance and participation—composing a total of 30% of the entire class grade—will be weighed heavily in this honors course. On a daily basis I will be taking notes to assess not only your attendance in class but also your level of participation. I will use these notes at the end of the quarter to tally your final attendance and participation grade. Students with poor class attendance and/or little to no in-class participation will earn at the most a C average in the class regardless of the quality of their written work.

You will be permitted only two unexcused absences from lecture/discussion. After that, each additional unexcused absence from class meetings will result in a penalty of two (2) points deducted from your final class grade. Whether you have an excused or unexcused absence, you will be responsible for any material you have missed. You should plan to get notes from fellow students in these circumstances.

Honors courses with a particular emphasis on in-class discussion present unique pedagogical challenges, both to instructors and to students. To enhance possibilities for dialogue and exchange, the following behaviors will not be tolerated in the lecture: private conversations, late arrivals, early departures, texting, web surfing and excessive noise of any kind. If you have particular problems that you believe should be accommodated, see the professor.

PowerPoint Lectures

You will have many classes in which professors use PowerPoint to provide information and visual images that complement lectures. You should always be aware that not all important information will appear on the PP slides you see in class. In Women's Studies H110, you will be responsible for information provided in lectures, whether or not that information appears visually on slides. Remember that slides are there to assist you in note-taking, but lectures also build listening skills that will serve you throughout your college career.

Writing Help

I will be available to assist you with assignments and help you improve your work. The university also provides a writing resource with the University Writing Center. The Writing Center allows you to make appointments to get assistance from trained writing tutors. To use this university sponsored service, contact the Writing Center at (614) 680-4291 or visit their website at <http://cstw.osu.edu/writingCenter/default.cfm>

Examinations

There will be two major examinations in this course: a Midterm and a Final exam. You will be provided with two broad and comprehensive essay questions in these exams and be asked to write extensively on one. The Midterm exam will be administered on a lecture meeting day, and the Final will be administered during the university scheduled final exam period. Make up exams will only be given in case of documented emergencies or with my permission.

The Midterm exam will constitute 20% of your grade while the Final will be 25%. Given that these will be essay exams, you will be allowed to use your books, articles and notes during the examinations. You will be graded on the writing mechanics, organization, cogency and quality of arguments in your essays.

Research Project

Aside from the extensive writing you will do for the midterm and final exams, you will be required to carry out a 10-12 page research project on a subject of your choosing related to the themes of gender, sex, and power. Individual research will be necessary for this project using various databases such as Women's Studies International, Gender Studies, JSTOR, among others. You will start this project by having an individual meeting with me during the second week of classes to discuss possible topics. By the fifth week of the quarter, you will submit an outline and bibliography for your paper. During the eighth week I will expect to see a rough draft of your paper so I can give you some feedback. Your final paper will then be due on the tenth week of the quarter. Your final grade for this assignment will not be based solely on your finished paper, but also on our initial meeting with me, your outline and bibliography, and rough draft.

This paper will further your knowledge of issues relating to cultures and ideas, diversity in the United States, and/or social groups and institutions. Thus this project will give you the opportunity improve one or more of the following skills: 1) analyze, appreciate, and interpret major forms of human thought, 2) understand the role that race, gender, class, ethnicity and religion play in the pluralistic institutions and cultures of the United States, and 3) utilize the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations and societies.

Disability Services

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated. Students should inform the instructor as soon as possible of their needs. The Office of Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave.; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

Plagiarism Policy

As defined by University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources. Always ask questions before you turn in an assignment if you are uncertain about what constitutes plagiarism. You will have many opportunities to consult with me on this matter during the writing process of your assignments, but do contact me if you are still experiencing difficulties or have questions.

Grading

Attendance and participation	30%
Midterm	20%
Final Exam	25%
Research Paper	25%
TOTAL	100%

Grading scale: A (95-100) A- (90-94) B+ (88-89) B (85-87) B- (80-84) C+ (78-79) C (75-77) C- (70-74) D+ (68-69) D (65-67) E (64 and below)

Evaluation and Assessment

Assessments will be based primarily on your performance on class participation, exams and writing assignments. Thus, you are more likely to receive a grade of A or B if you :

- miss no more than three classes
- actively participate in class discussions
- hand in assignments on time
- demonstrate good copy editing
- meet with me when you have questions about the material or class policies
- demonstrate the ability to make connections between the readings as well as between readings and lecture material
- demonstrate ability to apply concepts learned in class to research project

Schedule

All readings for the week must be completed by the meeting day and time of your recitation section. The professor reserves the right to change this schedule. If changes become necessary, they will be announced in class and posted to the course Carmen webpage.

Week 1

Women's History in the US: The Early Women's Movement

1. Introduction to the course
2. Thomas Hertell, "The Right of Married Women to Hold and Control Property"
The Seneca Falls Women's Rights Convention of 1848, "Declaration of Sentiments and Resolutions"

Week 2

Women's History: Women's Movements

1. Sojourner Truth, "Ain't I a Woman?"
Anna Julia Cooper, "The Status of Woman in America"
Charlotte Bunch, "Bringing the Global Home"
** Individual Meetings about possible research project topics **
2. Karen Sacks, "The Class Roots of Feminism"
Elizabeth Martinez, "In Pursuit of Latina Liberation"
Combahee River Collective, "A Black Feminist Statement"
** Individual meetings with me about possible research project topics **

Week 3

Difference and Diversity

1. Audre Lorde, "Age, Race, Class, and Sex: Women Redefining Difference"
Suzanne Pharr, "Homophobia: A Weapon of Sexism"
Peggy McIntosh, "White Privilege: Unpacking the Invisible Backpack"

2. Ynestra King, "The Other Body: Reflections on Difference, Disability, and Identity Politics"
Valerie Matsumoto, "Japanese-American Women During World War II"
Marilyn Frye, "Oppression"

Week 4
Gender Socialization

1. Katha Pollitt, "Why Boys Don't Play With Dolls"
Gloria Anzaldúa, "La Conciencia de la Mestiza: Towards a New Consciousness"
2. Myra Sadker and David Sadker, "Missing in Interaction"
Judy Syfers, "I Want a Wife"

Week 5
Culture and Representation of Women

1. Marcyliena Morgan, "No Woman No Cry: The Linguistic Representation of African American Women"
Alice Walker, "In Search of Our Mother's Gardens"
2. Bernice Johnson, Reagon, "African Diaspora Women: The Making of Cultural Workers"
Heather Hendershot, "The Good, the Bad, and the Ugly: From *Buffy the Vampire Slayer* to Dr. 90210"
* *Outline and bibliography for research project due* *

Week 6
The Body and Sexuality

1. Ara Wilson, "Sexualities"
Abra Fortune Chernik, "The Body Politic"
Linda Delgado, "'Arroz con Pollo' v. Slim Fast"
Valerie Lee, "The Body—Power and Politics"
Claudia Garcia-Moreno, "AIDS: Women are Not Just Transmitters"
2. Midterm Exam

Week 7
Motherhood and Reproduction

1. Sally L. Kitch, "Motherhood and Reproduction"
Sarah Grimké, "On Voluntary Motherhood"
Barbara Crossette, "New Tally of World Tragedy: Women Who Die Giving Life"

2. Lynda Zielinski, "Jane Doe's Choice"
Monica Miller, "Refusal to Undergo a Cesarean Section: A Women's Right or a Criminal Act?"

Week 8
Women and Work

1. Micaela diLeonardo, "The Female World of Cards and Holidays: Women, Families, and the Work of Kinship"
Arlie Hochschild, "Men Who do and Men Who Don't"
** Rough draft for research project due**
2. bell hooks, "Rethinking the Nature of Work"
Marilyn Waring, "The Invisibility of Women's Work"

Week 9
Women and Politics

1. Amy Caiazza, "Does Women's Representation in Elected Office Lead to Women Friendly Policy?"
Teresa Riordan and Sue Kirchhoff, "Women on the Hill: Can They Make a Difference?"
2. Denise Kiernan, "Title IX: The Little Law That Could"
Holly Cohen Cooper and Joan C. Williams, "The Public Policy of Motherhood"

Week 10
Violence Against Women

1. Albert R. Roberts, "Myths and Realities Regarding Battered Women"
D.G., "Domestic Violence: What's Love Got to Do with It?"
2. Michael S. Kimmel, "Clarence, William, Iron Mike, Tailhook, Senator Packwood, Spur Posse, Magic . . . And Us"
Rhonda Copelon, "Gendered War Crimes: Reconceptualizing Rape in Times of War"
** Final research paper due**

FINAL EXAM TO TAKE PLACE [INSERT DATE AND LOCATION]
