

Women's Studies 110 Gender, Sex, and Power

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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.

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

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.

Teaching Associates

Teaching Associates from the Department of Women's Studies will assist the professor in instructing this course. Teaching Associates lead recitation sections on assigned readings, grade written work, hold office hours, and consult with students.

Requirements

The most basic requirements of the course are attendance at all class meetings and timely completion of all readings and assignments in accordance with this syllabus. A class roll will be kept by the Teaching Associates for all class meetings. You will be permitted one (1) recitation absence and two (2) lecture absences without penalty. After you have exceeded the number of permitted absences, each additional unexcused absence from class meetings will result in a penalty of two (2) points from the numerical recitation score.

If it is necessary to be absent from class, you will be responsible for any material you have missed. You should plan to get notes from fellow students in these circumstances, and then follow up with your TA or the professor in case you have questions.

Lecture courses present unique pedagogical challenges, both to instructors and to students. To enhance possibilities for learning and reflection, the following behaviors will not be tolerated in the lecture: private conversations, late arrivals, early departures, and excessive noise of any kind. If you have particular problems that you believe should be accommodated, see the professor.

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 110, 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.

Your professor and TAs are 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. Questions on these two exams will be in multiple-choice and short answer formats. The Midterm exam will be administered on a lecture meeting day, and the Final will be

administered during the university scheduled final exam period. The Final exam will be cumulative. Make up exams will only be given in case of documented emergencies or by prior permission from your TA.

Each of the major exams will constitute 30% of your final course grade. Approximately two weeks prior to each exam you will receive a study guide that will identify key terms, concepts, and questions for exam study.

Writing Assignments

There are five (5) short writing assignments during the quarter that you will submit during your recitation sections. You will be permitted to drop your lowest score on the writing assignments, resulting in 4 assignments counting toward 40% of your final grade. Depending on the nature of the assignment, writing assignments will either be performed during recitation class or will be outside assignments performed as homework. Your TA will provide guidance and assistance with these assignments. Sample assignments are listed below:

The Politics of Difference

Writing Assignment: *Examining Privilege*

Using the model discussed in Peggy McIntosh's "White Privilege: Unpacking the Invisible Backpack" identify two areas in your own life in which you experience privilege (ex: White, middle class, educated, Christian, heterosexual, able bodied). Construct two lists that include 10-20 items per list of specific circumstances and conditions in which you benefit from your unearned privilege based on solely your group membership. From your list, construct a 2 page typed critical essay in which you reflect on your personal experience with privilege.

The Politics of Difference

Writing Assignment: *Heteronormativity- It's Everywhere*

Heterosexism is maintained by unexamined norm of heterosexuality. This norm is partly kept in place by the visibility of heterosexuality and the invisibility of other forms of sexuality. To begin, think about the pervasiveness of heterosexuality and analyze these spaces:

1. Go to a greeting card shop or section of a store and analyze the cards in the "love," "romance," and "anniversary" sections. How many depict heterosexual couples? How many depict same-sex couples? What options are there for customers who wish to buy a card for a same-sex partner?
2. Watch the commercials during one hour of television. How many images of heterosexual couples do you see and how many of same-sex couples?

In 2-3 typed pages, discuss your findings. How do your observations relate to Susan Pharr's article "Homophobia: A Weapon of Sexism?"

Gender and Culture

Writing Assignment: *Representing Gender*

Select and examine four different current popular magazines. Two of your magazines should be directed towards men (ex: GQ; MAXIM; Men's Health) and two should be directed towards women (ex: Oprah; Vogue; Glamour; InStyle). Read through the magazines and collect data regarding the number of articles relating to appearance; sex and dating; dieting and exercise; politics and current political events; self help; and fashion. Who is pictured on the cover? What titles are used on the cover to advertise the magazine? What do you observe from your analysis? What messages do these magazines convey about gender and gender expectations? Compare and contrast the men and women's magazines. How do magazines directed towards men and women differ? How are they similar? What types of advertisements do you see in each type of magazine? Discuss your findings in a 2-3 page typed essay.

Gender and Culture

Writing Assignment: *All in the Family*

Conduct an informal survey of 10 people in your residence hall or with whom you come into contact about the structure of their family of origin. Who do they consider to be in their family? What relation do these people have to them? Did all of these people live in the same house? Who had primary responsibility for caring for them as children? Who was primarily responsible for the financial well-being of the family? Who was responsible for the emotional well-being of the family? Was the family closely connected to extended family? If so, which extended family members and in what ways?

Compare your findings with your own family experience. What do your findings lead you to surmise about what makes a family? How closely do the families of your interviewees resemble the dominant notion of the nuclear family--a husband and wife (in their first marriage) and their two or three children? What do you think is the impact of our stereotype of the nuclear family on social policy? How do you think this stereotype affects real families dealing with real problems of everyday family life?

Title IX

Writing Assignment: *Gender at Play*

Title IX of the 1972 Educational Amendments Act, which barred discrimination in education, also sought to more equitably distribute resources between men and women’s sports. Select a sport at OSU in which there are men and women athletes (basketball; swimming; volleyball; ice hockey) and research the sport. Do you observe differences between the men and women’s teams? Examine the number of scholarships granted in the sport to men and women. How are the teams supported by the university community? How are the games publicized by athletics? Discuss your findings in a 2-3 page typed essay.

Women and Violence

Writing Assignment: *Violence by the Numbers*

In a 2-3 page essay, explore the most current statistics concerning violence against women. What types of violence are women most likely to experience according to the data? How does violence against women impact women differently according to their social location? For example: Which crimes against women are most likely for women of color to experience? Do women of differing classes (income levels) experience violence differently? How do homeless women experience violence? How is violence against women perpetrated on college campuses? You can respond to these questions and ask questions of your own. Consult the US Department of Justice and social science sources for the most current statistics and information.

Gender and Work

Writing Assignment: *Who does the work?*

Examine the worlds of work around you. For this assignment, collect data regarding who does various types of work at your school (or place of employment) and in your home. What patterns do you notice? What do your findings suggest about how systems of inequality function in the institution of work, both inside and outside the home? How do these patterns reflect the readings in our course? Discuss your findings in a 2-3 page essay.

Who Does the Work at (OSU or your place of employment)

Job Description	White Men	White Women	Men of Color	Women of Color
Top Administration (President; Vice Presidents; Directors; Division Chairs; Department Chairs)				
Faculty				
Advising				
Administrative (Secretarial Staff)				
Physical Plant (Grounds keeping)				

Physical Plant (Janitorial)				
Food Preparation				
Security				

Who Does the Work at Home?

Job Description	Person in the family who generally does this job	Gender of the person who generally does this job	Hours per week spent in doing this job	Person in the family also works in the paid labor force
Laundry				
Mowing lawn				
Maintaining car				
Buying groceries				
Cooking				
Vacuuming				
Dusting				
Making beds				
Cleaning bathrooms				
Buying/ sending cards, notes, gifts				
Scheduling health appointments				

Writing Assignment: *Film Review*

In 2-3 pages write a critical essay responding to the in-class/recitation film. How did the film address topics we are discussing in lecture and recitation sections? How does the film address the readings of the course? Assignment Due: This assignment is due in recitation the week immediately following the viewing of the film.

Writing Assignment: *Stepping Out Women's Studies Style*

Attend an event on campus or in the local community that relates to our course. Summarize the event in 2-3 pages and discuss the ways in which it relates to an aspect of the course. In submitting your response paper, attach a copy of any handout, flyer or program distributed at the event. Throughout the quarter, events will be announced and please share upcoming events with the class. Assignment Due: This assignment is due in recitation the week immediately following the event.

Writing assignments are meant to encourage active participation in lectures and recitations and to test comprehension of the course material. Please note: there will be no make-up grades for these assignments except in the most extraordinary circumstances (for example, serious documented illness). Students are expected to attend every class and to complete assignments on time.

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. Always see your TA or professor if you are having difficulty with an assignment.

Grading

Midterm Exam	30%
Final Exam	30%
Recitation	<u>40%</u>
	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 exams and writing assignments. However, you are more likely to receive a grade of A or B if you :

- miss no more than three classes
- hand in assignments on time
- demonstrate good copy editing
- participate in recitation discussions
- meet with your TA 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/recitation material

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"
2. Karen Sacks, "The Class Roots of Feminism"
Elizabeth Martinez, "In Pursuit of Latina Liberation"
Combahee River Collective, "A Black Feminist Statement"

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”

Week 6
The Body and Sexuality

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

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”
2. bell hooks, “Rethinking the Nature of Work”
Marilynn 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”