

Perspectives on Women (W2)

GAH 2358-002

TR 10:30-12:20, B-010

Fall 2013

Dr. Deborah Gussman

Office: F137

Hours: TR 1:15-2:15 and by appointment

Phone: 609-652-4657

deborah.gussman@stockton.edu

<https://blogs.stockton.edu/gussman/>

Required text: Susan M. Shaw and Janet Lee, eds. *Women's Voices, Feminist Visions*. 5th edition. 2009. ISBN 978-0-07-351232-7 (earlier editions do not have the same essays so please make sure you purchase the 5th edition)

Course description: This course serves as an introduction to women's, gender and sexuality studies, taking a humanistic approach to understanding the experiences, historical conditions, and concerns of women, in the present and in the past. We will be critically examining a variety of texts, including personal narratives, historical documents, literature, film, advertising, and cultural criticism and scholarship on women, as well as participating in on-campus events. This section of GAH 2358 meets Stockton's W2 (writing across the curriculum) and I (international/multicultural) course requirements.

Course Objectives:

- To examine the commonalities, differences, continuities and changes in women's experiences, with a particular focus on intersections of race, ethnicity, class, sexuality, marital and parenting status, age, religion, and nationality across time and place.
- To understand the social construction of gender and sex, focusing on how gender and sex operate and maintain power, and how they are embedded in institutions and social practices.
- To learn about feminism(s) as ideologies for social change and a means of analysis in academic disciplines, including historical perspectives on social change movements in the U.S. and/or abroad, and participation in an activist project.

Course Methods:

- Cross-disciplinary, cross-cultural study of women's lives;
- Gender analysis: asking about the role of gender in everything we study;
- Sharing and learning from our own and each other's experiences;
- Working in small groups to encourage everyone's full participation;
- Encouraging cooperation and collaborative learning.

Email Policy:

1. Use my Stockton email (deborah.gussman@stockton.edu) for all course-related correspondence (not Blackboard email). Please remember to provide a coherent subject line. Also, remember to include your full name in the text of the email.

2. I usually check email each day in the morning. Please plan your email questions accordingly and, while I often respond immediately, allow a twenty-four hour time frame for my reply.

3. Always try to visit my office hours with specific questions about course material. If you were absent, contact a classmate with questions about missed material and then visit office hours if you still have questions.

4. Visit me during office hours to discuss grades. This includes final grades. Grades should be discussed in person during office hours or other arranged meetings. I will not discuss grades via email.

Office Hours Policy: Think of my office as an extension of the classroom and use my office hours to discuss any aspect of the reading and material covered during class: come chat with me about your class projects, writing, questions about the reading, lecture or discussion, ideas you wish to develop, reading and interpretive strategies you'd like to try, and so on.

*** Note to Women, Gender and Sexuality Studies (WGSS) minors:**

I strongly encourage all students to keep a personal copy of every assignment and to keep all returned assignments with my feedback until graduation. You may need these materials in the future: WGSS minors (<http://wp.stockton.edu/wgss/wgss-minor/wgss-portfolio/>) as well as other degree programs produce a portfolio of their college work as part of their graduation requirements.

**** Note to non-minors:** This course serves as a core course for the minor in Women, Gender and Sexuality Studies. If you are interested in the minor, please come see me to discuss how you might fit it into your course of studies.

Course Requirements

Class participation, decorum, and attendance: You are expected to come to class having completed the assigned reading and/or writing and prepared to discuss the texts and your own work. Reading, writing, and discussion are the foundation of this course. The Women's, Gender, and Sexuality studies classroom is a place that requires open, thoughtful discussions; we will be covering material about which intelligent people feel strongly and often disagree, material that may even challenge your values and beliefs. I expect that you will often argue with me and with each other; I will insist that all of us listen carefully and respectfully to one another's views. Remember that you are not being graded on your views or politics, only on the effectiveness of your engagement with the readings and discussions. Your grade will be affected if you: repeatedly come to class late; leave for extended periods in the middle of class; text during class; "check out" (mentally, verbally, physically) during discussions; fail to behave with courtesy to your classmates when they are speaking. Emergencies occur but please make every effort to make me aware if you plan to miss class or have to leave early. Please note: because this class depends so heavily on participation, more than four absences will lower your grade. More than six will be grounds for failure of the course.

Online Forum (20%)—during the course of the semester you will be posting comments to our class forum on Blackboard. Unless otherwise specified, there is no particular topic to address. You may write about class readings; respond to other posts; continue a discussion begun in the classroom; or reflect upon some event that pertains to the material/topics we are discussing. The idea here is to continue the conversations we have in class outside of the classroom. I hope to see you post frequently—whenever you have something to share with the rest of the class. Posts are due before class begins on the date specified, but I encourage to post early so that others will have time to read and respond. Around midterms, I will give you a preliminary, or tentative, grade and comments regarding your posts so far. Your final grade will reflect your posts over the course of the entire semester including improvement, if needed, from the midterm on. A grading rubric for forum posts can be found on Blackboard.

Activism project (30%) -- As a way of meeting the 3rd course objective, each section of Perspectives on Women is structured to include an activism project. This class project identifies a key women's issue for our community and produces some type of activism related to this issue. The class project will illustrate the principles of feminist activism with regard to the topic the class selects. Some websites that might help you think about topics from a feminist and activist perspective are: Feminist Campus (www.FeministCampus.org). Guerilla Girls (<http://www.guerrillagirls.com/>), Ms. Magazine (www.MsMagazine.com), the Feminist Global Newswire at the Feminist Majority Foundation (<http://www.feminist.org>); Women's e-News (<http://www.womensenews.org>); and the Center for Women and Information Technology (<http://www.umbc.edu/cwit/>). The class activism project could involve a class performance or panel presentation, petition drive, the creation of pamphlets, posters, videos, handouts, surveys, and/or volunteer activities. Instructor, individual, and classmate evaluations determine your grade for this project. Consult the assignment sheet on Blackboard for more information. Individual research on a local women's issue due: Oct. 10. Class project completion due: Dec. 4.

Critical response essays (3 essays, 3 pages each, 40%: 10%, 15%, 15%)-- I will post response prompts for each essay on Blackboard. We will be discussing the essays in more depth before the first one is due. For now, however, please keep in mind that a good critical response is more than a summary of the material we covered in the section. It is an analysis in which you evaluate one or more arguments, and, most importantly, show where you fit in. These are formal papers and will be graded for style, structure, and content. All written work must be **typed** and **double-spaced**. Unless you have a documented emergency I will not accept late papers.

Event review (10%): Each of you will attend and review one campus event focusing on issues related to Women's Gender and Sexuality Studies. Extra credit may be earned by attending and reviewing a second event. Guidelines for writing event reviews can be found on Blackboard. Event reviews are due on Blackboard no later than one week after the event. A list of events can be found at the end of the syllabus. Additional events may be posted during the semester on Blackboard. Please feel free to bring campus events that you think would be relevant to the course to my attention.

Grading Scale:

100-93: A	82.9-80: B-	69.9-67: D+
92.9-90: A-	79.9-77: C+	66.9-63: D
89.9-87: B+	76.9-73: C	62.9-60: D-
86.9-83: B	72.9-70: C-	59.9 & below: F

Academic Honesty: Richard Stockton College expects students to maintain the highest standard of academic honesty. You should make yourself aware of the college's Academic Honesty Policy, which can be found in the Student Handbook. You should also make yourself familiar with the penalties for violations of the policy and your rights as a student.

Please be aware that plagiarism (one form of academic dishonesty) includes, but may not be limited to: using all or part of a source, either directly or in paraphrase, either intentionally or unintentionally, whether that source is published, or online, or taken from a fellow or former student, *without properly acknowledging that source*.

If you are found to have represented the work or ideas of others as your own, intentionally, or unintentionally, you will face serious consequences, as follows:

1. If this is the first time the student has been found to have plagiarized, he/she will receive an "F" for that paper or assignment and/or the course.
2. For second offenses of plagiarism, the student will receive an F for the course.

3. Whenever possible, a student who is found to have plagiarized a paper or assignment, in full or in part, should meet with the professor of the class for which the paper is written in order to review and discuss the suspect work.

Additionally, in accordance with Stockton College policy, I will report all instances of plagiarism to the Provost of Academic Affairs. Students may be subject to discipline by the college, such as being placed on academic probation or expelled. If you have a question specific to a paper you are working on, please bring it to my attention.

.....

Class Schedule (subject to revision – check Blackboard regularly)
PLEASE BRING YOUR TEXT TO EVERY CLASS!

September

Week 1

Topic: Women’s Studies: Perspectives and Practices

TH 9/5 Introduction to class materials, policies, and activism project.

{Drop/Add from W 9/4 to W 9/11}

Week 2

T 9/10 Read: Chapter 1, 1-22 (this means the narrative in the introduction to the chapter before the readings); Reading 1 Rich, “Claiming an Education” 23-25; Reading 4 Baumgardner and Richards, “A Day Without Feminism” 30-33.

Topic: Systems of Privilege and Inequality

TH 9/12 Read: Chapter 2, 42-59. On-line forum topic: do the learning activity on page 45 (Test for Hidden Bias: <https://implicit.harvard.edu/implicit/demo/>), and reflect on your experiences and responses on Blackboard (Discussions) as your first forum entry.

Week 3

T 9/17 Reading 9 Hill-Collins, “Systems of Privilege and Inequality” 60-67; Reading 10 Frye, “Oppression” 67-69; Reading 13 McIntosh, “White Privilege and Male Privilege” 75-82.

Topic: Learning Gender

TH 9/19 Read: Chapter 3, 105-120; Reading 24 [poem] Wong, “When I Was Growing Up” View (in class): Dar Williams, “When I was a Boy.” Second forum entry due on Bb.

Week 4

T 9/24 Reading 19 : Fausto-Sterling, “The Five Sexes, Revisited” 121-125; Reading 20: Lorber, “The Social Construction of Gender” 126-128; Reading 22 Blackwood, “Trans Identities and Contingent Masculinities” 135-140. Third forum entry due on Bb.

TH 9/26 Show and Tell: Bring to class an example of feminists in action or a location where feminist action is needed. Search the web for articles and/or web sites; browse the newspaper--college, local, regional, national—for articles; draw from personal experience. Be prepared to explain how your example illustrates feminists in action or how feminist action may intervene.

October

Topic: Sex, Power, and Intimacy

Week 5

T 10/1 Read: Chapter 4 163-180; Reading 27 Valenti, “The Cult of Virginity” 181-185

TH 10/3 Reading 28 Hooks, “Romance: Sweet Love” 186-188; Reading 29 Baumgardner, “What is Bisexuality?” 189-194.

Paper #1 due on Blackboard on Friday 10/4 by midnight. Cover Chapters 1-4. Assignment on Blackboard.

Topic: Women Confronting and Creating Culture

Week 6

T 10/8 Chapter 9 450-472; Reading 71 Douglas, “Enlightened Sexism” 479- 483; Reading 72 de Leon, “If Women Ran Hip Hop” 483-484. Fourth forum entry due.

TH 10/10 Film: *Dreamworlds II: desire/sex/power in music videos*. (57 minutes).

Local Issue Report due.

Topic: Activism Project Planning Week

Week 7

T 10/15 Local Reports: share local reports in small groups; begin selection of class activism project.

TH 10/17 Class Project: select and begin planning class activism project; assign individual and small group duties.

Topic: Inscribing Gender on the Body

Week 8

T 10/22 Read: Chapter 5, 213-233; Reading 37 Steinem, “If Men Could Menstruate” 238-239; Reading 39 Grossman, “Beating Anorexia and Gaining Feminism” 241-243.

Video: Still Killing Us Softly (32 minutes). Fifth forum entry due.

TH 10/24 Film: *The Vagina Monologues* (Video, 78 minutes.)

Paper #2 due, Friday 10/25 by midnight on Blackboard. (Covers Chs. 5, 9 and films. Assignment posted on Blackboard)

Topic: Health and Reproductive Rights

Week 9

T 10/29 Precepting

TH 10/31 Class activism project work day – small groups meet in class; post team report of work accomplished on Blackboard.

November

Week 10

T 11/5 Read: Chapter 6, 279-309; Reading 46: Sanger, “My Fight for Birth Control,” Reading 47: Cooney, “The Way it Was” 312-319; Reading 48 Lewis, et. al. “HIV Risk Behavior Among College Students in the US” 319-325. Sixth forum entry due.

Topic: Family Systems, Family Lives

** W 11/6 Preceptorial Advising - no classes until 3:35PM

TH 11/7 Class activism project work day; post team report of work accomplished on Blackboard. Erin O’Hanlon, Stockton’s Activist-In-Residence will speak to the class about her activist work and ours.

Week 11

T 11/12 Read: Chapter 7 354-371; Reading 54: Miya-Jervis, “Who Wants to Marry a Feminist”? 357-375; Reading 55: Briggink, Don’t Give Up Your Day Job” 376-379; Reading 56: “Partners as Parents” 380-85.

Topic: Women’s Work Inside and Outside the Home

TH 11/14 Read: Chapter 8 391-413. Reading 62: Ehrenreich, “Maid to Order” 429-434, Reading 64: Burk, “Power Plays: Six Ways the Male Corporate Elite Keeps Women Out” 436-438; Reading 65: Baker, “The Women’s Movement Against Sexual Harassment” 439-445. Seventh forum entry due.

Topic: Resisting Violence Against Women

Week 12

T 11/19 Read: Ch. 10 503- 524. Reading 77: Smith, “Beyond the Politics of Inclusion” 525-527; Reading 83: “Lisa’s Ritual” 542.

TH 11/21 Reading 79 Swartz, “The Lost Girls” 528-534; Reading 81: Manuh and Bekoe, “Confronting Violence” 537-540; Reading 84: “Rape and War: Three Essays on a Theme” 543-547. Eighth forum entry due.

Week 13

T 11/26 **Paper #3 due in class (covers Chapters 6, 7, 8, 10).**

Video: *Tapestries of Hope* (77 mins.) (RA643.86.Z55 T37 2010). In class response writing (counts as forum entry 9).

TH 11/28 Thanksgiving holiday – no classes

December

Topic: Activism, Change, and Feminist Futures

Week 14

T 12/2 Read Chapter 13 640-654. Reading 101: Hoegland, Fear of Feminism 655-658; Reading 103: Kimmel “Real Men Join the Movement” 662-666, Reading 105: Rosen, “Epilogue” 667-673.

TH 12/4 Video: *I was a Teenage Feminist* (62 mins. 2005). Class activism project must be completed by this date.

Week 15

T 12/10 **Due: Peer and individual reflection paper and evaluation.**

W 12/11 Make-up/catch-up day if needed.

12/12 Graduating student grades due by 10:00PM

12/15 Summer and Fall 2013 Commencement

12/20 Non-Graduating student grades due by 12:00PM

Women’s and Gender Studies Related Events: Fall 2013

TH 9/19: Visiting Writers Series presents **Cynthia Arrieu-King** reading from her poetry, 6pm in AS 102. You can find samples of some of Professor King’s poetry here:

<http://cynthiaarrieuking.blogspot.com/>

W 9/25: “**Tres Vidas,**” a chamber music theatre work for singing actress and trio (cello, piano and percussion), based on the lives of three legendary Latin American women: Mexican painter Frida Kahlo, Salvadoran peasant activist Rufina Amaya and Argentinean poet Alfonsina Storni. At 8:00 p.m. in the Campus Center Theatre. This is part of Stockton’s National Hispanic Heritage Month (September 15 to October 15) celebration.

W 9/25: Poetry reading by **Emari Digorgio** and **Emma Bolden** at 7pm in the World Above series at Stockton’s Dante Hall Theater, 14 North Mississippi Ave, Atlantic City. More info about these poets can be found here: <http://edigiorgio.wix.com/emaridigiorgio> and here:

<http://emmabolden.com/poems/>

T 10/1: **Carla Kaplan**, celebrated scholar of women’s writing including the works of Zora Neale Hurston and Nella Larson, will be speaking about her newly released book, *Miss Anne in Harlem: The White Women of the Black Renaissance* (HarperCollins, 2009) at 6 pm in L 112. The book focuses on the experiences of white women, collectively called “Miss. Anne,” who crossed race lines

and social conventions to become Harlem Renaissance insiders. This talk is part of the Why Humanities Matter Lecture Series.

W 10/2: Visiting Writers Series presents poet **Kim Addonizio** in Alton Auditorium at 8PM. For a preview, you can read some of her work here: <http://www.poetryfoundation.org/bio/kim-addonizio#about>

TH 10/3: **The Tenth Annual Fannie Lou Hamer Human and Civil Rights Symposium** at 2:30 pm in the Performing Arts Center (PAC). The theme of this year's program, "Voices of Courage: The Enduring Legacy of the Civil Rights Movement," continues our tradition of bringing informative educational programs to the college and the wider community which speak to the life and legacy of Mrs. Hamer.

T 10/8: Democracy Cafe **dialogue on marriage equality in New Jersey** after the DOMA decision. For addition information, contact Daniel Tomé. Campus Center Coffee House. 4:30 p.m.

TH 10/10: Screening of Film, *Freeheld: The Laurel Hester Story*, and post-film discussion of film and status of LGBT rights with Stockton alumni, Kevin Cathcart (Executive Director, Lambda Legal) and Beth Kelly (Professor of Women's and Gender Studies, DePaul University). The film, which won the 2008 Academy Award for Best Short Documentary, chronicles the struggle of Stockton graduate, Laurel Hester, to transfer her pension benefits to her domestic partner in the months before she died from lung cancer. 6 p.m., Campus Center Theatre. **I encourage everyone in class to attend this screening!**

M 11/18: General Studies' International Visiting Writers Series presents **Lili Mendoza** reading, at 8PM (room TBA). You can preview some of her fiction here: <http://songsmeltingpot.blogspot.com/2010/07/2-short-stories-by-lili-mendoza.html>

W 11/20: **Lili Mendoza** will read with Peter Murphy in the World Above series at Stockton's Dante Hall Theater in Atlantic City, 7pm.