

Introduction to Women's Studies

Northern Arizona University

WST 200 ~ Spring 2007

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Office Hours: Wednesdays: 10:00 –
12:00 pm and by appointment

Course Description

This course provides an introduction to the dynamic, interdisciplinary field of Women's Studies. By incorporating both contemporary and historical feminist material, as a class we will explore various definitions, movements, theories, applications, debates, intersections, waves, practices, contradictions and critical issues embedded within feminist discourses.

WST 200 is a liberal studies course within the "Social and Political Worlds" distribution block and will address several of the essential liberal studies skills including critical reading, critical and creative thinking, ethical reasoning, and effective writing and oral communication. It has the thematic focus Valuing the Diversity of Human Experience.

Course Objectives

The central goal of this course is for each student to become informed and empowered contributors to our society. Empowerment could occur by gaining the following skills:

- **Effective Communication:** Learning concepts and how to clearly articulate points of view in discussions, presentations and writings; learning how to respectfully listen to others' points of view.
- **Critical Analysis:** Learning and practicing critical reading and reasoning; recognizing and evaluating multiple meanings embedded in various materials.
- **Identifying Oppressions:** Recognizing and understanding the multiple ways in which individuals are discriminated against and who benefits from these practices.
- **Valuing Contributions:** Learning about and understanding the valuable contributions contemporary and historical feminists have made and how they affect and benefit our lives.
- **Creating Supportive Communities:** Respecting, trusting, teaching and learning from our peers.

Prerequisites

There are no prerequisites for this course. However, I recommend that students take WST 191 in preparation for this course. If you have not taken WST 191, please familiarize yourself with the Women's Studies *essential terms* which are located on the student resources section of NAU's Women's Studies website:

http://www4.nau.edu/womensstudies/student_resources.html

Course Structure

The course structure of WST 200 emphasizes class discussions, student presentations and small group work. Group discussion settings facilitate a greater and more in-depth understanding of course material and enable students to actively participate in their learning experience by engaging with each other in class discussion and debate. By interpreting, analyzing and responding to course material as a group, by bringing together diverse ideas and opinions, and by encouraging each other to articulate, defend, and possibly change viewpoints, we essentially create an opportunity for everyone, instructor and students alike, to learn from each other. In addition, the group discussion setting allows the instructor to regularly assess students' comprehension of the course material. Mini-lectures and film showings will also be included in this course.

Summary of Policies

All students are required to be on time and prepared for every class: have **completed reading material**, reading notes and any other assignment that is due with them. Please notify me ASAP if you encounter situations beyond your control for being absent or unprepared

Academic dishonesty, including plagiarism and cheating, will not be tolerated; if you engage in these activities you run the risk of failing this course. Please read the NAU policy statements at the end of this syllabus.

Be respectful of others' opinions and points of view; you don't have to agree to be respectful. Disagreements may occur; do not state your disagreements as personal attacks, and do not interpret others' expressed points of view that differ from your own as personal attacks. Be prepared to support your points of view with appropriate evidence.

All written assignments must be typed, double-spaced, in a legible typeface and font size with standard margins: 1 inch top and bottom and 1.25 inch right and left. Some assignments, which will be noted throughout this syllabus, must include a bibliography and/or correct citations in APA format. In class we will discuss correct formatting.

Assignments included in this syllabus may change. If changes occur, I will notify the class as soon as I am aware of the changes.

Required Texts

The following texts are available at Aradia Bookstore, 116 W. Cottage Avenue (*just west of Beaver Street, from just south of the railroad tracks*).

FT: Kolmar, W., & Bartowski, F. (Eds.). (2005). *Feminist theory: A reader*. (2nd). New York: McGraw-Hill.

TBR: Walker, R. (Ed.). (1995). *To be real: Telling the truth and changing the face of feminism*. New York: Anchor Books.

Course Calendar

Week 1-Introduction to Course, Women's Studies, Feminism, and Each Other

1/16	—	—	Class Introductions
1/18	FT	7-11	Feminism and Womanist

Week 2-Intos Continued....

1/23	FT	15-16	Poetry Is Not a Luxury
	FT	36-41	Theory as Liberatory Practice
	TBR	xxix-xl	Being real: An introduction
1/25	FT	42-60	Lexicon of the Debates

Week 3-Our Roots: Historical Feminisms

1/30	FT	71-73	Declaration of Sentiments
	FT	91-94	Speech After Arrest for Illegal Voting
	TBR	49-60	An odd break with the human heart
2/1	FT	79-80	Ain't I A Woman & Keep the Thing Going...
	TBR	5-20	To be real
	TBR	61-76	Missionary position

Week 4-More Roots.....

2/6	FT	98-99	Why I Became a "Woman's-Rights Man"
	FT	100-102	<i>From</i> The Origin of the Family...
	Film	—	Against All Odds
2/8	FT	120-124	The Traffic in Women...
	FT	124-126	Girl Slaves of the Milwaukee Breweries
	TBR	87-106	Pushing away the plate

Assignment Due- Fore-Mother Interview Paper

Week 5-The Doldrums?

2/13	FT	138-139	Birth Control—A Parents' Problem or Woman's?
	FT	149-154	<i>From</i> A Room of One's Own
	TBR	185-194	Motherhood
2/15	FT	154-157	The Dread of Woman: The Observations...
	FT	146-148	Womanliness as a Masquerade
	TBR	21-34	Femmenism

Week 6-The Second Wave

2/20	FT	198-203	The Problem That Has No Name
	FT	211-213	Statement of Purpose (NOW)
	TBR	xxiii-xxviii	Foreword
2/22	FT	213-220	The BITCH Manifesto
	FT	220-221	Redstockings Manifesto
	TBR	41-47	Kicking ass

Week 7-The Second Wave Continued...

2/27	FT	224-227	<i>From</i> the Dialectic of Sex
	FT	227-232	The Myth of the Vaginal Orgasm
	TBR	107-126	Getting off on feminism
3/1	FT	256-261	The Laugh of the Medusa
	FT	261-262	From Language and Woman's Place
	TBR	239-251	Virtual identity

Week 8-Politics of Difference

3/6	FT	302-305	Chicana Feminism
	Film	—	<i>My Feminism</i>
3/8	FT	311-316	A Black Feminist Statement
	FT	66-78	Age, Race, Class, and Sex:...
	TBR	127-142	Sexism and the art of feminist hip-hop maintenance

Week 9-Politics of Difference Continued...

3/13	FT	317-322	<i>From</i> This Sex Which Is Not One
	FT	328-332	The Metapatriarchal Journey of Exorcism...
	TBR	143-156	Identity politics

Assignment Due- Feminist Biography

3/15	FT	347-356	Compulsory Heterosexuality and...
	FT	343-347	The Straight Mind
	TBR	195-208	Born to dyke

3/19-3/23

Spring Break!!! No Classes!

Week 10-Sharing Stories...

3/27	----	-----	Sharing Biographies
3/29	----	-----	Continue Sharing Biographies

Week 11-Politics of Difference Continued...

4/3	FT	356-365	The Unhappy Marriage of Marxism and Feminism...
	TBR	157-166	Beauty laid bare: aesthetics in the ordinary
4/5	FT	420-426	La Conciencia da la Mestiza...
	FT	488-496	The Theoretical Subject(s) of <i>This Bridge</i> ...
	TBR	167-184	Close but no banana

Week 12-Poststructural Feminism and Ecofeminism

4/10	FT	455-464	The “Risk” of Essence...
	FT	496-504	<i>From</i> Gender Trouble: Feminism...
4/12	FT	469-475	The Ecology of Feminism...
	FT	525-528	Mothers of Our Nations: Indigenous Women...
	TBR	267-278	Congratulations it’s a girl!

Week 13-3rd Wave Feminism

4/17	FT	532-533	Riot Grrrl Philosophy: Revolutions from Within
	Film		Righteous Babes

Assignment Due: Feminist Event Write-up

4/19	FT	504-509	<i>From</i> Black Feminist Thought
	FT	509-515	Outcast Mothers and Surrogates: Racism and...
	TBR	219-238	Testimony of a naked woman

Week 14-3rd Wave Feminism Continued...

4/24	FT	533-542	Intersectionality and Identity Politics...
	TBR	253-266	She came with the rodeo (an excerpt)
4/26	FT	575-585	Integrating Disability, Transforming Feminist Theory
	TBR	209-219	How does a supermodel do feminism?
	TBR	35-40	Brideland

Week 15-3rd Wave Feminism Continued...

5/1	FT	568-569	Third Wave Manifesta
	TBR	77-86	Giving it up: orgasm, fear, and femaleness
	TBR	279-284	Afterword
5/3			Class Reflections

Week 16-Final Exam

5/10			Take-Home Final Due
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Course Requirements

Participation (50 points, 25% of final grade): Students are required to regularly attend class and actively engage in class discussions and activities. More than two unexcused absences, coming to class unprepared or not participating in discussions will adversely affect your final grade. You will not be able to fully participate if you have not completed the assigned readings. The readings listed next to the date on the course calendar need to be read *before* that day’s class. Take notes on the main points of each reading: what the connection(s) between the reading(s) are, your reactions and any questions you have. Your participation grade consists of attendance (20 pts), active participation in class discussions (15 pts), and in-class free-writes (15pts, see below).

In-class free-writes (15 points of participation grade): Throughout the semester I will periodically present free-write questions that will directly relate to the day's assigned reading(s). The free-writes will *not* be announced in advance, and they must be turned in that day. There are no make-up free-writes; if you are absent or unprepared for class that day you will not receive any points for this assignment.

Readings Presentation (20 points, 10% of final grade): Throughout the semester, in groups of two to three students, everyone will be responsible for presenting the assigned readings and generating class discussion. Early in the semester I will pass around a schedule for students to choose a presentation date. Each group's presentation should be about 30 minutes long, articulate the main points of each of the articles, discuss the connections between the readings, and present questions for class discussion. Although you will present as a group, you will be individually graded, so be sure that each group member equally contributes to the presentation. Background information on the authors may be helpful for your presentation.

Fore-Mother Interview (20 pts, 10% of final grade): Whose shoulders are we standing on? What sacrifices, advancements and contributions did women of previous generations make in order for us to be where we are today? For this assignment you will need to interview a woman who is at least a generation older than yourself and write about her. Following are some possible topics you may want to explore in your interview: Career choices and decisions, family obligations, their views on feminism and what changes in the roles of women they have seen in their lifetimes. In your three to four page write-up, compare your interviewee's life and beliefs to your own and discuss your discoveries. I recommend that the woman you choose for this interview is someone close to you such as your mother, grandmother, aunt or close friend.

Feminist Biographies (40 points, 20% of final grade): In this course you will encounter many influential feminists; in fact you may have already. For this assignment you will read a biography or autobiography about a contemporary or historical feminist and write a four to five page summary. Your selection may be a feminist presented in this class or one who is not included in our class material. Your summary should address the following: why you selected this particular person, why you consider her or him a feminist, what contributions this feminist has made, and what you personally found inspiring about this person's biography. In class we will discuss the feminist biography papers, so be prepared with key points to share with the class.

Feminist Event Write-Up (30 points, 15% of final grade): For this assignment you will need to attend a campus or community event that is relevant to feminist issues. You are required to write a three to four page paper about this event and relate it to any reading(s) from the *Feminist Theory* (FT) text. I encourage you to seek out and attend a community or campus event that sparks your interest. The following list provides examples of feminist events that are happening this semester:

* Jan. 2 – Feb. 2: The Forgotten Girls exhibit on women's slave trade for sexual exploitation throughout the world at NAU's Museum Gallery. See http://www4.nau.edu/insidenau/bumps/2007/1_10_07/art.htm and <http://www.womanmade.org/newsletters.html#11> for additional information.

* Saturday, January 27: Paul Rusesabinga speaks on "Hotel Rwanda: A lesson yet to be learned" at 10:00 a.m. in the Ardrey Auditorium. Visit <http://www4.nau.edu/msi/> for information and curricular support. WST is co-sponsoring a one-credit class, ES 499/WST 499 "Understanding Genocide: The Faultlines of Race, Ethnicity, Gender, and Class" with Ethnic Studies and the Martin Springer Institute, to build on Paul Rusesabinga's lecture. See http://www4.nau.edu/msi/progs_and_events/Genocidcourse.html for details.

* Feb. 22 – 25: "The Vagina Monologues" at NAU (<http://www4.nau.edu/cto/>).

* March 8: Guerrilla Girls perform in Prochnow Auditorium at 7:00 pm. See the Guerrilla Girls website: <http://www.guerrillagirls.com/> and the NAU Guerrilla Girls website: <http://home.nau.edu/art/>.

* Still in negotiation, but hopefully Jennifer Baumgardner and Amy Richards will speak on their books *Manifesta: Young Women, Feminism and the Future* and *Grassroots: A Field Guide to Feminist Activism*, during the first week of April. See www.soapboxinc.com for more information.

* The week of April 23-28: Jackson Katz will speak on masculinity and violence. See <http://www.jacksonkatz.com/> for more information.

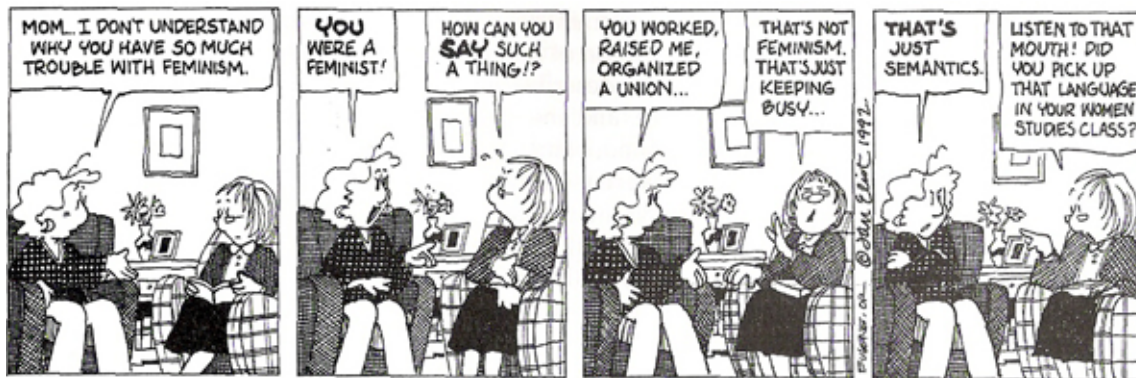
Take-Home Final Essay Exam: (40 points, 20% of final grade): On week 14, I will hand out a list of essay questions that relate to your comprehension of the course material. You will need to complete and hand in the essays to me by May 10. We will spend some time in class answering questions regarding the final exam.

Assignment Due Dates and Values

<u>Assignment</u>	<u>Due Dates</u>	<u>Points</u>
Participation:	Be prepared every day:	50 total:
Attendance	Be in class every day	20
Speaking	Engage in class discussions	15
In-Class Free-writes	Periodically	15
Reading Presentation	Date signed up for	20
Fore-Mother Interview	2/8	20
Feminist Biography	3/13	40
Feminist Event Write-up	4/17	30
Take-Home Final	5/10	40
Total Points		200

Grades

A	180-200		
B	160-179	D	120-139
C	140-159	F	119 and below



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NORTHERN ARIZONA UNIVERSITY

POLICY STATEMENTS

ACADEMIC INTEGRITY The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner. Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation.

ACADEMIC DISHONESTY is a form of misconduct that is subject to disciplinary action under the Student Code of Conduct and includes the following: cheating, fabrication, fraud, facilitating academic dishonesty and plagiarism.

1. **Plagiarism:** any attempt to pass off other's work as your own
2. **Cheating:** any attempt to gain an unfair, hidden advantage over one's fellow students
3. **Fabrication:** any attempt to present information that is not true
4. **Fraud:** any attempt to deceive an instructor or administrative officer of the university

The complete policy on academic integrity is in Appendix G of NAU's *Student Handbook*.

SAFE ENVIRONMENT POLICY

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

STUDENTS WITH DISABILITIES

If you have a disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 523-8773 (voice) 523-6906 (TTY). You are encouraged to provide documentation of the disability to DSS at least 8 weeks prior to the beginning of the semester so arrangements can be made to meet your individual needs. You must register with DSS each semester you are enrolled and wish to use

accommodations. Faculty are not authorized to provide accommodations without prior approval from DSS. Students are encouraged to notify their instructors a minimum of one week in advance of the need for accommodation. Failure to do so may result in a delay in provision of the accommodation. Concerns may be brought to the attention of the office of Disability Support Services or to the ADA coordinator in the Affirmative Action Office.

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. A copy of the IRB *Policy and Procedures Manual* is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.