

APR 30 2013

LSC Use Only Proposal No: LSC Action-Date: <u>AP-9/19/13</u>	UWUCC Use Only Proposal No: <u>13-53</u> UWUCC Action-Date: <u>App-10/15/13</u>	Senate Action Date: <u>App-11/5/13</u>
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Dr. Chauna Craig	Email Address ccraig@iup.edu
Proposing Department/Unit Women's Studies	Phone 7-4753

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input checked="" type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input checked="" type="checkbox"/> Catalog Description Change

Current course prefix, number and full title: WMST 200: Introduction to Women's Studies

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

<input type="checkbox"/> Learning Skills	<input type="checkbox"/> Knowledge Area	<input type="checkbox"/> Global and Multicultural Awareness	<input type="checkbox"/> Writing Across the Curriculum (W Course)
<input checked="" type="checkbox"/> Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)			
<input checked="" type="checkbox"/> Global Citizenship	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Oral Communication	
<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Scientific Literacy	<input type="checkbox"/> Technological Literacy	

3. Other Designations, as appropriate

<input type="checkbox"/> Honors College Course	<input checked="" type="checkbox"/> Other: (e.g. Women's Studies, Pan African) Women's Studies
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4. Program Proposals

<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> New Track
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Liberal Studies Requirement Changes	<input type="checkbox"/> Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Lingyan Yang</i>	4/30/2013
Department Chairperson(s)	<i>Aam</i>	5/9/13
College Curriculum Committee Chair	<i>J.P. F. Santos</i>	5-8-2013
College Dean	<i>Aam</i>	5/9/13
Director of Liberal Studies (as needed)	<i>N. Powell</i>	10/14/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Stechiest</i>	10/15/13

Received OCT 14 2013 Liberal Studies	Received JUN 12 2013 Liberal Studies
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Part II New Syllabus of Record

I. CATALOG DESCRIPTION

WMST 200: Introduction to Women's Studies	3 class hours 0 lab hours 3 credits (3c-01-3cr)
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An interdisciplinary, cross-cultural survey of the ways in which gender interacts with race, age, class, nationality, and sexual identities to shape human consciousness and determine the social, political, and cultural organization of human institutions and societies.

II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes—EUSLOs)

Upon completing this course, students should be able to:

Objective 1:

Identify and explain basic principles of feminism, especially as applied in academic disciplines, social action, and lived experiences.

Expected Undergraduate Student Learning Outcomes 1 & 2

Informed and Empowered Learners

Rationale: Assignments like the reading journals and final exam will require students to demonstrate that they understand feminism as a historical and evolving social movement and as a set of political and personal values informing a wide range of cultural practices locally and globally. Discussion and writing assignments such as the autobiography will also require students to critically examine and apply feminist theory and practice.

Objective 2:

Analyze the impact of gender and sex on human institutions, experiences, and events on local and global levels.

Expected Undergraduate Student Learning Outcomes 1 & 2

Informed and Empowered Learners

Rationale: Assignments, such as reading journals and discussion, will require students to demonstrate how biological sex and social constructions of gender provide and/or limit opportunities, define social and political policies (explicitly or implicitly), and shape human experience.

Objective 3:

Analyze how gender intersects with race and ethnicity, social class, sex and sexualities, age, ability and nationality in shaping social institutions and human experiences

Expected Undergraduate Student Learning Outcomes 1 & 2

Informed and Empowered Learners

Rationale: Assignments, such as reading journals and the autobiography, will require students to demonstrate an understanding of how issues related to gender are complicated by other human identity factors such as race and ethnicity, social class, sex and sexualities, age, ability and nationality.

Objective 4:

Apply feminist theory and research methodology through informed social action.

Expected Undergraduate Student Learning Outcome 3

Responsible Learners

Rationale: Social action research projects, variations of which are done in all sections of WMST 200 and range from educational presentations within the classroom community to actions at IUP and beyond, engage students in demonstrating that they can, even in small ways, participate in communities working for increased awareness of social justice issues related to sex and gender and empower themselves and others to act in favor of equity.

Additional Competency: Global Citizenship

Required content for this competency includes “an examination of global issues,” which this course addresses by studying oppression and empowerment related to sex and gender, a global issue that takes different forms across cultures. Course objective #2 specifically addresses the global perspective, and this is implicit in the other objectives.

Required content for this competency also calls for inclusion of “content that increases students’ awareness of issues related to social justice, equity and civic engagement” and requires that “students should actively participate in citizenship opportunities.” All of the course objectives emphasize students’ awareness related to social justice and equity, and the fourth objective explicitly requires students to apply theory to practice, which in the discipline of Women’s Studies means meaningful action to promote gender equity through opportunities to educate or serve others, i.e. feminist civic engagement through feminist research and/or social action.

III. Course Outline (with sample readings)

Why Women’s Studies? Starting Points in Feminism(s) (3 hours)

Histories and Beginnings: What Is Women’s Studies?

Faludi “Blame It On Feminism” (542-548); Friedan “The Problem That Has No Name” (46-49); Kesselman “History of Feminist Movements in the U.S.” (509-513); Sojourner Truth “Ain’t I a Woman?” (517-8); bell hooks *Feminism is For Everybody*

Institutions and Institutionalized Sexism, Racism, etc. (6 hours)

Gender and Social Construction

Readings: Sadker, et al “Gender Equity in the Classroom”; Bell “Something’s Wrong Here and It’s Not Me..”; Henley and Freeman “The Sexual Politics of Interpersonal Behavior” (76-95); Gould “X: A Fabulous Child’s Story” (110-115)

Controlling the Female Body, Part I: Media, Beauty, and Image (6 hours)

Readings: Higginbotham “Teen Mags...”; Rhode “Media Images, Feminist Issues”; Berry “Female Images and Roles in Music” (96-106); Wolf “The Beauty Myth”; Wong “When I Was Growing Up”; Hernandez-Avila “To Other Women Who Were Ugly Once”; Berger “Nose is a Country..”; Clifton “Homage to My Hair” and “Homage to My Hips”; Newman “one Spring”; Chernik “The Body Politic”; Rodriguez “Breaking the Model”; Delgado “Arroz Con Pollo vs. Slim-Fast”; Siebecker “The Fat Girl Rules the World” (122-144) Film: *Real Women Have Curves*

Controlling the Female Body, Part II: Violence and Reproductive Control (6 hours)

Readings: Part V: 305-354; Griffin “Rape, The All-American Crime” (469-475); Shange “With No Immediate Cause” (480-481); Sanday “Naming and Studying Acquaintance Rape” (481-487); Film: *Period: The End of Menstruation?*

Women and Work (3 hours)

Readings: Bravo and Santa Anna “An Overview of Women and Work”; “Questions and Answers on Pay Equity”; Mainardi “The Politics of Housework”; Crittenden “The Price of Motherhood...” (188-201); Shulman “A Marriage Agreement” (277-280); Whealin “Sexual Harassment: An Overview”; Sandler “In Case of Sexual Harassment: a Guide for Women Students” (207-214) ; Lorde “Uses of the Erotic” (e-reserve); Sexual Harassment Policy and Title IX

Difference, Diversity, and Intersectionality (6 hours)

Race and Ethnicity

Readings: Tatum “Defining Racism: ‘Can We Talk?’” (360-365); McIntosh “White Privilege” (424-427); Lorde “Women Redefining Difference” (427- 433); Majaj “Boundaries” (439-442); poems (367-8); other readings TBA

Sexualities (3 hours)

Readings: Walker, “Lusting for Freedom” (150-153); Pharr “Homophobia and Sexism”; Blackwomon “Cat”; Trujillo “Chicana Lesbians...”; McGuire “Livin’ in a Gay Family”; Gomez “I Lost It at the Movies” (394-411); Pratt “Gender Quiz” and poetry (e-reserve)

Short film: *Rape Me For Who I Am: South African Lesbians Speak Out*

Social Class and Gender (3 hours)

Readings: Langston “Tired of Playing Monopoly?”; Allison “Context”; Neely “Sisters”; Mennis “Jewish and Working Class”; Johnson “Poverty, Hopelessness, and Hope” (371-393); Jensen “Exploding the Stereotypes: Welfare”; Albelda and Tilly “Farewell to Welfare But Not to Poverty”; Burnham “Welfare Reform, Family Hardship, and Women of Color” (231-248)

Activism and the Global Future of Feminism

(6 hours)

Reading: *Half the Sky: Turning Oppression Into Opportunity for Women Worldwide*.
Readings: Walker “Becoming the Third Wave”; Geiser “Why I Am an Activist”;
“Voices”; Ramsby “Black Feminism at Twenty-One”; Yoon Louie “Each Day I Go
Home with a New Wound in My Heart”; Baumgardner “Manifesta” (570-606); Readings
in “Girl Studies”

Readings on Creative Activity as Activism: Woolf, “A Room Of One’s Own”
(excerpt); Rich “When We Dead Awaken: Writing as Revision”; Williams “The Clan of
One-Breasted Women”; Chapter 13 from *No Turning Back* (on E-Reserve)

Final Exam

(2 hours)

IV. Evaluation Methods

Weekly Reading Journals	20%
Feminist Autobiography (midterm)	20%
Action Project	20%
Final Exam/Paper	30%
<u>Participation</u>	<u>10%</u>
Total	100%

Brief Assignment Descriptions:

Reading Journals: Short, critical responses to the week’s readings

Feminist Autobiography: An 8-10 page paper focusing on how one’s own identity,
relationship to gender, family, or life events can be read within a feminist framework

Action Project: A project developed with a partner or group that educates others about
any aspect of issues related to gender. Examples from previous classes include art
projects on gender-based violence, contemporary “consciousness raising” sessions with
friends filmed and posted on YouTube (with permissions of course); library tables with
information and activities related to college women’s health, etc.

Final Exam/Paper: Scholarly feminist analysis TBD by instructor

Participation: Determined by attendance and number of completed in-class activities and
discussion comments

V. Example Grading Scale

A= 90-100%; B = 80-89.9%; C= 70-79.9%; D= 60-69.9%; F= below 60%

VI. Undergraduate Course Attendance Policy

The course will follow the attendance policy outlined in the undergraduate catalog.

VII. Required Textbooks, Supplemental Books and Readings (examples)

- Taylor, Verta and Nancy Whittier and Leila Rupp. *Feminist Frontiers*. 9th ed. McGraw-Hill, 2011.

VIII. Special Resource Requirements

None

IX. Bibliography

Abdulhadi, Rabab. *Arab & Arab American Feminisms: Gender, Violence, & Belonging*. Syracuse, NY: Syracuse UP, 2010.

Basu, Amrita. *Women's Movements in the Global Era: The Power of Local Feminisms*. Boulder, CO: Westview Press, 2010.

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 2006.

Crabtree, Robbin D., David Alan Sapp, and Adela C. Licona. Eds. *Feminist Pedagogy: Looking Back to Move Forward*. Baltimore, MD: The Johns Hopkins Press, 2009.

Farrell, Warren, Steven Svoboda and James Sterba. *Does Feminism Discriminate Against Men?; A Debate*. New York: Oxford UP, 2007.

Fernandes, Leela. *Transnational Feminism in the United States: Knowledge, Ethics, and Power*. New York: NYU Press, 2013.

Flynn, Elizabeth A., Patricia Sotirin, and Ann Brady. Eds. *Feminist Rhetorical Resilience*. Logan, UT: Utah State UP, 2012.

Grewal, Inderpal. *An Introduction to Women's Studies: Gender in a Transnational World*. 2nd Ed. New York: McGraw-Hill, 2005.

Halberstam, J. Jack. *Gaga Feminism: Sex, Gender, and the End of Normal*. Boston, MA: Beacon Press, 2012.

hooks, bell. *Feminism Is For Everybody*. Cambridge, MA: South End Press, 2000.

Kristof, Nicholas and Sheryl WuDunn. *Holding Up Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Vintage Books, 2010.

Layne, Linda, Sharra Vostral and Kate Boyer, Eds. *Feminist Technology*. Champaign, IL: U of Illinois P, 2010.

Levy, Ariel. *Female Chauvinist Pigs: Women and the Rise of Raunch Culture*. New York: Free Press, 2006.

Lykke, Nina. *Writing Academic Texts Differently: Intersectional Feminist Methodologies and the Playful Art of Writing*. New York: Routledge, 2013.

McRobbie, Angela. *The Aftermath of Feminism: Gender, Culture and Social Change*. Thousand Oaks, CA: SAGE Press, 2008.

Radler, Hilary and Rebecca Stringer. *Feminism at the Movies: Understanding Gender in Contemporary Popular Cinema* (2011). New York: Routledge, 2011.

Shepherd, Laura. *Gender Matters in Global Politics: A Feminist Introduction to International Relations*. New York: Routledge, 2010.

Tarrant, Shira. *Men Speak Out: Views on Gender, Sex, and Power*. New York: Routledge, 2013.

Valenti, Jessica. *Full Frontal Feminism: A Young Woman's Guide to Why Feminism Matters*. New York: Seal Press, 2007.

Woolf, Virginia. *A Room of One's Own*. 1929. New York: Martino Fine Books, 2012.

2. Summary of the Proposed Revisions

- A. Revision of course description, objectives, and course outline.
- B. Addition and expansion of other items on the syllabus, including an updated bibliography.

3. Justification/Rationale for proposed revisions

- A. This course has not been revised to our knowledge since it was first introduced into the curriculum, and the discipline has undergone significant changes in all those years. We are revising the course so it reflects current theories and trends in Women's Studies. Also, as part of the overall Liberal Studies revision, the objectives have been updated to meet the requirements for the Expected Undergraduate Student Learning Outcomes for Liberal Studies Electives, with a clear emphasis on Global Citizenship.

B. These revisions reflect changes in the expectation for a syllabus of record and newer academic resources available since the last version of this syllabus.

4. Old Syllabus of Record (see next page)

Sample Assignment with Grading Criteria

Final Paper, Cross-cultural Report: Students will work in groups of three or four to research women in other countries. Each group will choose a country and prepare a comprehensive presentation on women's lives in that country. The group should divide the project into subtopics such as women and politics, women in the family, women and work, poverty, violence against women, healthcare for women, etc. Each student will be responsible for one subtopic and will prepare a 6-8 page paper based on her research. The group will present their reports as a panel presentation on the last day of class. Your individual papers should include the following:

Introduction

- Give general background info about the country you've chosen (i.e. where it is located, wealth of the country, population, cultural information, etc.)
- Briefly describe general social and economic conditions in this country
- Give a general overview of the conditions for your topic, i.e., if you choose women and healthcare, briefly describe healthcare for all citizens in the country

Research findings

- Describe in detail the conditions for women as it relates to your specific topic
- Discuss women's current status in your topic area
- Report recent statistics
- Include a brief history of women's struggles/rights in your topic area
- Discuss movements/activism in this area
- Discuss the implications or consequences of the issue for the women involved in the specific countries

Conclusion

- Summarize what you learned about the issue
- Draw conclusions about women's current and future status in this country as it relates to your topic

Format and Style

- The paper should be clear, well-organized and follow the required format.
- The paper should be free of spelling and grammatical errors, and proofread.
- You should include a minimum of 3 sources in addition to course readings and attach a bibliography page. The sources can be books or articles, information on a movement or organization, its history, its mission, goals, etc. Be careful to choose credible sources, ones which include evidence of academic research or which come from experts in the field.
- You must cite ALL information borrowed from other works in your paper.

Papers are worth 100 points and will be graded based on the following criteria:

- **Organization (0- 20 points) :** Do you maintain a clear thesis? Is the paper well organized into paragraphs? Do you provide useful transitions and summaries where they are appropriate?
- **Evidence and research (0 to 20 points):** Do you include a sufficient amount of research and evidence to state your claims? Do you use appropriate and credible sources? Do you meet the page requirements? Is content relevant to your paper topic and course material? Do you provide citations for material from other sources?

- Focus and Development (0-20 points): Do you provide analyses in your paper and consider the issues thoughtfully and in sufficient depth? Are you able to consider issues from more than one viewpoint? Can you distinguish, but integrate your ideas and the ideas from course material and outside sources?
- Style and Clarity (0-20 points): Do you write in an academic style that distinguishes opinion from research finding? Do you write without using jargon/slang, using a professional and academic tone? Do your sentences make points clearly and concisely?
- Mechanics (0-20 points): Your writing shows evidence of effective proofreading and is free from errors in grammar, usage, spelling and mechanics. You should follow consistent citation guidelines from the style manual of your choice.

WMST 200 Liberal Studies Approval Questions:

A. This is an introductory level course taught by faculty from a variety of backgrounds and disciplines. The Women's Studies director is responsible for assuring basic equivalency among sections, and the Women's Studies committee helps ensure this through a WMST 200 Think Tank and Feminist Pedagogy Teaching Circle, where syllabi and assignments are exchanged and discussed.

B. The discipline of Women's Studies focuses on inclusivity and equity and so textbooks, course readings and content are intentionally inclusive of the experiences of women and minorities of all kinds. The syllabus also includes a variety of male perspectives on these issues.

C. The course includes a requirement for another fiction or nonfiction book in addition to the primary textbook. Faculty choose from a variety of possibilities, especially in areas related to their own field, for this requirement. Recent examples include: *Female Chauvinist* by Ariel Levy, *Lean In* by Sheryl Sandberg, *Persepolis* by Marijana Satrapi, and *Holding Up Half the Sky* by Nicholas Kristof and Sheryl WuDunn.

D. As an introductory course to a discipline that is inherently interdisciplinary, this course requires no special knowledge or prerequisites. It employs the methodology of a broad array of Humanities and Social Science disciplines (including those found in history, literature, philosophy and sociology) and so students from a wide range of disciplinary backgrounds will be able to relate what they learn in this course to the approaches of their own major.

Part III

No letters of support are needed.

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number _____
Action _____
Date _____

UWUCC Use Only
Number 24B
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE WS 200 Introduction to Women's Studies
DEPARTMENT Psychology
CONTACT PERSON Maureen C. McHugh

II. THIS COURSE IS BEING PROPOSED FOR:

- XX Course Approval Only
- _____ Course Approval and Liberal Studies Approval
- _____ Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

_____ Department Curriculum Committee	_____ Department Chairperson
_____ College Curriculum Committee	_____ College Dean*
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC _____	Semester/Year to be implemented _____	Date to be published in Catalog _____
to UWUCC _____		

Catalogue description

WS Introduction to Women's Studies
3 credits, 3 lectures/week

The course focuses on women as they are and as they have been; as represented by the work of writers, and as presented in the theory and research of various disciplines. Historical and contemporary images of women are examined in terms of their impact on our lives. The relationships of women to social institutions such as education, religion and health care are explored. Alternative theories explaining the roles and status of women are compared. The course attempts to help us understand the choices and experience women face in their everyday personal work and public lives.

The American Woman: Introduction to Women's Studies

Instructor Dr. Maureen C. McHugh
Director, Women's Studies
353 Sutton Hall
357-4753

Office Hours: Monday and Wednesday 1:30-3:00
Tuesday and Thursday 10:30-11:30

Description

The course focuses on the American woman, as she was and as she is, in comparison to her counterparts in other countries, and as represented by the work of American writers and as presented in the theory and research of various disciplines. The impact that gender has on our lives is analyzed with a focus on the function of language and the media. The relationship of women to social institutions such as education, the family, religion, health and sports are explored. Alternative theories explaining the roles and statuses of women are compared. The course attempts to help us to understand the choices and the experiences women face in their everyday personal, work and public lives.

The course utilizes a variety of pedagogical techniques including: lectures, discussions, homework, small groups, in class exercises, audio-visual materials and guest speakers.

Objectives

Students in the course are expected to:

1. examine contemporary gender roles and gender attitudes;
2. develop a historical and cross cultural perspective on gender and women's roles;
3. critique various disciplines in terms of gender bias in content, theory and method;
4. examine media and literary images of women, and the implications of those images;
5. become familiar with the scholarship on women conducted within the various disciplines;
6. appreciate the interdisciplinary nature of women's studies and be capable of applying an interdisciplinary perspective to women's experiences;
7. describe the experiences of women in relation to various social institutions.

The American Woman: Introduction to Women's Studies

Required Texts

Cahill, Susan (Ed.) (1975). Women and Fiction: Short stories By and About Women. New American Library.

Daniel, Robert. (1987). American women in the Twentieth Century: The Festival of Life. NY: Harcourt, Brace, Jovanovich.

Richardson, Laurel and Taylor, Verta (Eds.) (1983). Feminist Frontiers: Rethinking Sex, Gender and Society. Addison-Wesley.

Sapiro, Virginia. (1986). Women in American Society. Palo Alto: Mayfield Publishing.

Requirements and Evaluation

Final grades will be based on the students accumulated points using a standard curve and 300 points as the maximum. The cut offs for the various grades are as shown below:

270-300	=	A
240-269	=	B
210-239	=	C
180-209	=	D
<179	=	F

Students may accumulate points in the following ways:

1. Written Assignments. Students must submit a series of written reflections/essays. Each essay will be worth a maximum of 20 points and will be graded based on communication skill, organization, originality, insight, and demonstration of knowledge of assigned materials. Students may submit as few as five essays, and as many as 12 essays; the expectation is that students will submit 8 essays. Failure to submit five essays on the assigned dates will result in failure of the course.

Some specific types of essays are required; other types are optional. The student must submit at least one of each of the following: historical analysis; fictional work review; nonfictional work reaction paper; and an activism exercise.

Essays may be submitted only on the dates specified on the class schedule and assignment descriptions. Students must submit at least one, and no more than three essays on each date. Late submissions will be penalized.

2. Exams. Two in class essay exams and a take home final will be given. Each in class exam will be worth 50 points. The take home final will be essay, cumulative and integrative and will be worth 50 points.
3. Participation. Based on active participation and demonstration of insight and knowledge of class materials, the student may earn up to 20 points.

The American Woman: Introduction to Women's Studies

Detailed Course Outline

- 1/23-1/30 Images of Women
- Women and Language
Women and Media: Print Media
Women and Media: TV
- Assignments: Document or newspaper analysis
Systematic TV analysis
- 2/1-2/8 Diversity Among Women
- Race, Class, and Ethnicity
Black American Women
Immigrant Women
Global Sisterhood?
- Assignments: Ethnic Roots
Image Collages
- 2/13-2/15 The Woman Question
- Historical perspective on women's rights
Nature vs. Nurture explanations for statuses
Assignments: Interviewing our foremother
The Pennsylvania ERA
- 2/20-2/22 What is Feminism?
- Historical analysis of feminist movement
Contemporary factions of feminism
- Assignment: Accounts of activism
Experiencing sexism
- 2/27 From Private to Public: Transforming Society
- Historical analysis of women's role changes
- Assignment: Reentry women
- 3/1-3/6 Women and Education
- The fight for coeducation
The classroom climate
Feminist pedagogy
- Assignment: Assessing classroom climates

The American Woman: Introduction to Women's Studies

3/20-3/27

Women and Work

Women and housework
Women on the global assembly line
Sexual segregation in the workplace
Sexual harassment

Assignment: Descriptions of harassment

3/30

Women in the Family

Gendered roles in the family
Variations in family structures

Assignment: Draw your family

4/3-5

Women in Intimate Relationships

Femininity and sexual attractiveness
Marriage contracts
Lesbianism
Violence in relationships

Assignment: Write a marriage contract

4/10-12

Women as Mothers

The motherhood mandate
The maternal instinct
Images of mothers and Mother blaming
Mothers and daughters

Assignment: I wish my mother ...

4/16-4/19

Women and their bodies

Self consciousness/self acceptance
Women and health care
The importance of attractiveness

Assignment: Mirror exercise

4/24-4/26

Violence Against Women

Cliterectomies, foot-binding and suttee
Rape
Pornography
Victim Blame

Assignment: Violent images

The American Woman: Introduction to Women's Studies

5/1- 5/3

Women in Society

Women and Sports
Women and Religion
Women and Politics

Assignment: Heroines

5/8-5/10

Women and Social Change

Transforming our lives: The personal is political
Legal, social and economic equality

Assignment: Imagining the Future

Written Assignment Instructions

I. The goals of the written assignments for the class are to:

- A. demonstrate familiarity with the assigned readings;
- B. integrate class material and personal observations and experiences;
- C. critique theories and methods of various disciplines for gender issues and bias;
- D. understand and value the diversity and the universality of the roles and experiences of women;
- E. articulate ideas and insights regarding the operation of gender ideologies in everyday life.
- F. examine the relationship between personal decisions/ behaviors and societal structures.

II. The requirements of the assignments:

A. A minimum of five written assignments is required, but you may submit as many as twelve written assignments. Assignments may only be submitted on specified collection dates, and a maximum of three assignments can be submitted at one time.

B. You may select from a list of suggestions/options or you may devise your own. However, the following three assignments must be submitted sometime during the course:

1. Reaction to an assigned short story
2. Historical essay, or history based analysis
3. Reaction to an assigned nonfiction article

C. You are encouraged to submit expanded and revised versions of class exercises.

D. All written assignments should be:

1. original (your own work)
2. thematic or focused
3. organized and well written
4. typewritten (double-spaced)
5. 3-5 pages in length
6. carefully proofed and edited

III. Grading of the assignments. In general, assignments will be graded using the following guidelines.

Mechanics (5 points): Typed; Proofed and edited

Communication (5 points): Thematic/focused; Clarity of writing; Organization

Content (10 points): Appropriate focus; Inclusion of supporting examples or references; Relevant class material included; Originality/insight/astuteness; Inclusion of personal reflections, ideas, or experiences.

BIBLIOGRAPHY

B O O K S

- Ascher, Carol, et al Eds. 1984. Between Women. Boston, MA, Beacon Press.
- Blumhagen, Kathleen O. and Walter D. Johnson. 1978. Women's Studies: An Interdisciplinary Collection. Westport, CT, Greenwood Press.
- Bowles, Gloria. 1983. Strategies for Women's Studies in the Eighties. New York City, NY, Pergamon.
- Bowles, Gloria and Renate Duelli-Klein, Eds. 1983. Theories of Women's Studies. Boston, MA, Routledge and Kegan.
- Bunch, Charlotte and Sandra Pollack, Eds. 1983. Learning Our Way: Essays in Feminist Education. Trumansburg, NY, Crossings Press.
- Cotera, Martha P. 1982. Multi-cultural Women's Sourcebook: Materials Guide for Use in Women's Studies and Bilingual Multi-cultural programs. Washington, DC, Info. Systems.
- Culley, Margo and Catherine Portuges. 1985. Gendered Subjects: The Dynamics of Feminist Teaching. Boston, MA, Routledge and Kegan.
- Dubois, Ellen, et al. 1985. Feminist Scholarship: Challenge, Discovery and Impact. Champaign-Urbana, IL, University of Illinois.
- Eisenstein, Hester. 1984. Contemporary Feminist Thought. Boston, MA, G.K. Hall.
- Gates, Barbara. 1979. Changing Learning, Changing Lives. Old Westbury, NY, Feminist Press.
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Written Assignments: Suggestions and Examples

1. Reflect on the experiences of a woman you know who has an additional minority status (e.g. Black; Asian; lesbian; poor; etc.) Discuss her life experiences as affected by gender and her minority status. How does gender relate to her experience of her minority status?
2. Write a letter to the editor (of the school or local paper) regarding some topic/issue we discussed in class advocating gender equality and/or the elimination of gender bias. (Example topics: sports coverage; insurance rates; language usage; reproductive rights; rape reports and coverage.)
3. Recall your recent experience(s) with a health care system (i.e. doctor, clinic, hospital). Imagine that everyone's gender was reversed (i.e. the males were female and vice versa) including your own and that of the doctors, technicians and nurses. How would your experience be different in this imaginary setting? What did this exercise help you to see about gender bias in our existing health care systems.
4. Discuss or describe your own relationship to or experience in sports and athletics. To what extent have your experiences and attitudes towards sport been affected by gender?
5. Find an article reporting a woman's sports event, or an article on a specific female athlete. Compare this article to one reporting a man's sports event or reporting on a specific male athlete. How is the content/language/ tone/ focus different in the two articles?
6. Discuss examples of the sexual double standard from your own experience. How has the double standard affected your own sexual behavior/attitudes; the behavior and attitudes of women you know; and/or the behavior of women in general?
7. Ask 5 males and 5 females to tell you their favorite joke. Analyze their responses for gender differences. How many of the jokes were gender-relevant?
8. Rewrite a popular children's story, nursery rhyme or fairy tale reversing the sex of the main character. Discuss what the reversal reveals regarding gender stereotypes.
9. Observe the behavior of men and women in a specific public setting (e.g. the bus, the cafeteria, the library). How is their behavior similar, and how is their behavior gender specific?

10. Using photographs of yourself and your family as a memory aid, reflect on your gender role socialization. How were you treated differently from your opposite sex sibling(s)? Or how do you think you would have been treated differently had you been the opposite sex?
11. Visit a toy store. Examine the degree of sex typing in the packaging and display of toys. What types of toys are designed for males, and what types for females? How might such sex typing affect individuals?
12. Interview a number of individuals about their reactions to the word "feminism." Ask them to talk about their beliefs and opinions about sexual equality. Would you classify them as feminist? What type of feminist? Is this how they see themselves?
13. Reflect on the type of career/occupational counseling you have received. In what ways were the messages you received, and your career plans be different if you were the opposite sex?
14. Draw a diagram or picture representing the roles you anticipate having five years from now. What types of role problems do you anticipate? How might these be related to gender? How might life be different if you were the opposite sex?
15. Do you know any women who have been victimized? Given the statistics you should know several victims of sexual abuse, rape, and intimate assault. If you don't know of anyone's victimization, what does that suggest about society's messages to these women? Have you yourself ever "blamed" the victim?
16. React to the article "The Man in the Street, Why He Harasses." Have you experienced or witnessed any such harassment of women or girls? How did you feel? How can such harassment be eliminated?
17. Discuss the ways in which victimization of women is portrayed in the media. Focus on recent movies, newspaper, or magazines. Discuss the attitudes reflected in the media treatment. Was there any element of victim blaming? How might a female victim react to the films (newspaper reports, or magazine article)?
18. Make a list of advantages/privileges that women have in our society. Make a list of disadvantages/oppressions that women experience. Would you be willing to do without the advantages in order to escape the disadvantages? Do you see the two lists as connected in any way?
19. Research a woman, historical figure or contemporary, and write an essay about her. What do you admire about her? How was her life affected by gender?

Historical Analysis Essay

Assignment: Write an essay analyzing a class topic from a historical perspective, or analyzing the role of women in a specific historical period.

Requirements and Directions

Your essay must:

- a. demonstrate familiarity with the historical reading assignments for the class relevant to your topic, and
- b. relate to class themes and topics.

Your essay should meet the general requirements for written assignments:

- a. original (your own work)
- b. thematic and/or focused
- c. organized and well written
- d. typewritten (doublespaced)
- e. 3-5 pages in length
- f. carefully proofed and edited

Essays will be graded using the general grading criteria provided by the instructor. (Mechanics: 5 pts., Communication: 5 pts., and Content: 10 pts.).

Examples and Suggestions

Example I. Examine the impact of WWII on the labor force participation of women.

Example II. Interview an older woman. Ask her about her occupational choices. Why did she choose the job she did? What other options were available to her? Discuss her responses in relation to class readings.

Example III. Discuss the goals and methods of the suffragists. (Hint: You'll need to focus on one faction, one leader or one time period.) How do the goals and strategies of the women's movement today correspond to the approaches of their foremothers?

Example IV. Discuss the impact that a particular woman had on the course of history, and the relevance of her work to contemporary women. For example, discuss Margaret Sanger's vision for women's birth control. Have we accomplished her goals for a woman-centered birth control?

Reaction to Short Story

Assignment: Write a review or essay in reaction to one or more of the short stories assigned for the class.

Requirements and Directions

Your reaction must:

demonstrate familiarity with the story (stories) by including some of the following: major characters, the theme(s), the plot or story line.

relate the characters or themes of the story to class themes and/or materials.

Your reaction must meet the general requirements for written assignments; it must be:

original, thematic, organized, well-written, typed, and carefully proofed and edited.

Your reaction may:

involve comparing the characters and themes to those of other stories or to your life and/or people you know.

include your opinions and preferences.

include other aspects of literary criticism such as the analysis of the meaning of symbols and behaviors.

Examples and Suggestions

Example I. How universal is the experience of Mabel in "The New Dress"? Have you ever had a comparable experience? What is Virginia Woolf telling us about women?

Example II. How are "The Office" and "(To) Room Nineteen" similar? What do each of these spaces represent? Do the women you know have or need a space of this nature? (If you have read Virginia Woolf's A Room of One's Own, you may want to discuss her views on this subject.)

Example III. Discuss the mother-child relationship(s) portrayed in one or more of the stories. How are the mothers in two of the stories alike and different? Do any of the mothers resemble your mother? (Stories about mothers include: "Gifts of War" "The Worn Path," "The Eldest Child," "I Stood Here Ironing," and "Everyday Use.")

Reaction to Nonfiction Article

Assignment: Write a critique or essay in reaction to one or more of the nonfiction articles assigned for the class.

Requirements and Directions

Your critique/essay must:

- a. demonstrate familiarity with the article by including some discussion of the article's thesis and main points;
- b. relate the author(s)'s position or thesis to other class materials; and
- c. include some indication of your own opinion/position.

Your essay should meet the general requirements for written assignments:

- a. original (your own work)
- b. thematic and/or focused
- c. organized and well written
- d. typewritten (double-spaced)
- e. 3-5 pages in length
- f. carefully proofed and edited

Essays will be graded using the general grading criteria provided by the instructor (i.e. mechanics (5 pts), communication (5 pts.) and content (5 pts.)).

Examples and Suggestions

Example I. Discuss the cultural practices that institutionalize violence against women. What do each of these practices tell us about the role and status of women in that culture? Are there any practices that are comparable in our culture?

Example II. Do you agree with Rossi's "Biosocial View of Parenting?" How does her theory explain sexual stratification in our culture?

Course Analysis

A. Details of the Course.

1. This course is designed as an interdisciplinary introduction to the newly established Women's Studies Program. Students electing to minor in Women's Studies will be required to take this course, and will be expected to take it early in the sequence of Women's Studies courses. (A proposal for a minor in Women's Studies is being submitted.)
2. No changes in other courses are indicated.
3. This course is interdisciplinary in nature, and uses a series of classroom exercises, and personal essays to encourage students to explore the relation of the material to their personal experiences.

Course requirements and methods of evaluation are consistent with the pedagogy utilized in Women's Studies nationally. The writing assignments encourage the students to relate the course material to their personal experiences, and to develop their analytic and writing skills. Allowing the students to accumulate points through the submissions of (extra) assignments gives the student responsibility for her/his own level of learning and grades.

4. This course was offered by Dr. Maureen McHugh in Fall, 1986 and in Spring 1987 and 1988. Enrollments have been 20-35. Evaluations have been good (see attached).
5. This course is not dual level.
- 7,8. The National Women's Studies Association recommends this type of course for Women's Studies minors. Similar courses are offered by most institutions with a Women's Studies Program. Both Carlow and the University of Pittsburgh have a similar course (generally taught by the Director of Women's Studies); instructors of other Women's Studies courses are invited to present lectures on their areas. Chatham requires all students to take an interdisciplinary course, Gender Roles, as part of its core curriculum. Carnegie-Mellon University and Duquesne University do not have a Women's Studies Program. The instructor has attended two workshops on how to teach the introductory course and has received a selection of syllabi from other institutions.

B. Interdisciplinary Implications

1. The course is currently offered by the Director of Women's Studies.
- 2,3. The course includes an introduction to each of the areas covered by other Women's Studies courses (e.g. Psychology of Women, Women and Crime, Literature by Women, Women in History). It is designed to encourage student interest in Women's Studies and enrollment in other courses in the sequence. The Coordinating Council of the Women's Studies Program is involved in the development and review of the course.
4. Continuing Education students have been an asset to the course and are welcome.

C. Implementation

1. No new faculty are required. No space, equipment or lab supplies are required. Supporting materials (books and audio visual aids) have been ordered by the Women's Studies Program for Stapleton Library. The Women's Studies Program supports the travel of the director to the national conference.
2. No external funds have been used.
- 3,4. One section of the course will be offered once a year, until enrollments indicate the need to offer it more frequently.
- 5,6. The target enrollment is 30 students. The use of group discussions and in-class exercises prohibits larger enrollments.
7. This course is required for the proposed Women's Studies minor.

FINAL EXAM

I. General Instructions:

Grading of the final exam essay answers will be based on:
Answering the question - focus;
Presenting evidence for statements - research;
Citing relevant readings - diligence;
Organizing your answer and writing carefully -
communication; and
Indicating your unique perspective - insight.

To obtain full credit for each answer, all relevant readings from the assigned texts should be cited.

Answers must be typed (double-spaced) and edited.

Answers to the final exam questions may be submitted during any class period, but must be submitted by 4:00 PM Tuesday, May 9.

II. Answer ONE of the following (25 points)

A. Discuss women's experience of the institution of marriage. How might this institution be modified to improve women's health and status?

B. Discuss our contemporary cultural conceptions of Motherhood. Discuss how this conception impacts on the lives of women.

C. How have women's family roles changed during the past century? You may focus your answer on a particular role, or on a specific historical period.

D. Describe the family roles of Black women, or women from another ethnic group or another culture. How are their roles similar to, and different from the experiences of white middle-class women?

III. Answer ONE of the following (25 points)

A. Describe the employment patterns of women and the problems experienced by employed women during and immediately after WWII.

B. Discuss three aspects of occupational inequality experienced by women in: (a) traditionally female jobs, and (b) predominately male fields. Discuss parallels in the experiences of these two groups of women. How are their experiences related to gender roles and stereotypes?

C. Describe women's employment patterns from 1965 to 1985. In what ways have working women transformed the work place and society? What additional impact might we have.

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FINAL EXAM

I. Answer ONE of the following (25 points):

A. Define feminism. Discuss the goals, ideology, strategies and schisms/conflicts of feminism for one of the following time periods.

- a) 1840-1920
- b) 1960-1974
- c) 1980-1988

B. Discuss resistance to feminism/female equality

- a) in general (pp. 470-476 in Sapiro)
- b) historically
- c) as a reaction by (some) women to oppression (reading 51)
- d) of non-White women (reading 48)

C. Define patriarchy. Identify the elements of patriarchy. Discuss the patriarchal nature of one of the following:

- a) psychological theory (readings 11 & 5)
- b) language (readings 1 & 2)
- c) the family (readings 6, 12 & 17)