SS 200
Introduction to Women’s Studies
T/Th 9-10:15
ADM 16

“Achieving gender equality requires the engagement of women and men, girls and boys. It is everyone’s responsibility.”—Ban Ki-moon, Secretary-General of the United Nations

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Office Hours: Mondays: 9-10:15 am
Tuesdays: 1:30-2:45 pm
Wednesdays: 1:30-2:45 pm
Thursdays: 8-9 am
or by appointment

Course Description
This course will concentrate on understanding how women have both been shaped by and have shaped the world around them. By studying women's place and status in society, this course provides a critical lens through which to view the role of sex and gender in larger social forces through a variety of contexts. It is an interdisciplinary course that will also look at the varied and changing roles of gender throughout different societies. We will be considering topics ranging from femininity, feminism, sexuality, gender roles, power, body image, activism, and law.

Course Objectives
- Gain a solid understanding of the different perspectives of women, and the changing statuses of women throughout history.
- Explain how feminism, femininity, and gender are dynamic terms in society.
- Increase research and analytical skills in examining key issues in women’s studies.
- Understand how women have been and are represented in society, paying particular attention to the roles popular culture and the media have played in shaping perceptions of women.
- Consider how ideas of gender and gender roles have shaped society’s understandings and treatment of women.
- Identify key debates in gender studies.

Readings
- Articles and other readings, available on BlackBoard

Course Requirements and Grading
Weekly journaling: You will need to keep a journal for this course, in the form of a spiral-bound notebook. Each Tuesday, you will hand in your notebook and I will give it back to you on Thursday. You are required to write 1-2 pages (one side only) each week, responding to the week’s reading. You should reflect on the readings and what you have learned, and how the week’s reading work with or conflict with previous readings. Your weekly journaling should reflect a scholarly and personal response (if you feel comfortable with that) to the readings, as well as intellectual engagement with the material and a clear demonstration that you can integrate the readings. This journal is worth 200 points for the semester.
Students need to choose ONE of the following assignments to complete:

- **Media study**: Choose one film and one advertisement to “read gender” through. By this, I mean that you will analyze the ways in which the film and the ad represent gender. For the ad—which can be print or electronic—focus on both the image and the text. You should go further than just describing the ad; you need to explain the significance of the details you focus on as they relate to gender. What is the ad’s strategy? How is it “using gender” to sell a product? Is gender relevant to the product? What is being sold, and how is it being sold? Who do you think the target audience is and why? For the film, briefly summarize (one paragraph) the film’s plot, then discuss how gender roles are portrayed. Focus on what gender issues the film highlights, how dialogue shapes and/or reflects gender roles, the interaction of the characters (how women interact with men and with other women, for example), costumes, etc. Finally, tie the film and the advertisement together. What larger messages or themes do you find in both? Are they related? Consider the time of creation for both. If they are separated by years or even decades, have things changed? Are women portrayed differently? This 3-5 page paper is worth 100 points and is due by **November 19**. If you have an idea for a more creative response to this assignment than a paper, I would welcome it. Please come see me so we can discuss your ideas.

- **Title IX family study**: You will need to complete research on a family’s history for this assignment. For this assignment, you are going to examine the effect Title IX has had on women in either your family or a family you have access to. Going back as far as you can in the family’s history, ask the women in the family which sports they played in an official capacity (for a school, for a city team, intramurals, etc.). You will write a short 3-5 page paper that summarizes what you have found and what conclusions you can draw from the family. Did Title IX affect athletic participation for the women? Can you see changes over time? Is there a generation that did not participate in sports? The paper is worth 100 points and is due by **November 19**. If you have an idea for a more creative response to this assignment than a paper, I would welcome it. Please come see me so we can discuss your ideas.

**Critical/reflective essays**: These essays will take the place of the midterm and final. The first essay will examine material from weeks one to seven. The second essay will examine material from weeks nine to fourteen. For each essay, you will need to choose three of the readings (from three different weeks) that you have read in class and analyze them together. The course schedule has divided everything up by themes/topics. This assignment asks that you find the common thread in some of the readings (and it needs to be deeper than “women” for the tie that binds them together). You could focus, for example, on issues of power, gender roles, racism, etc. These essays need to be 3-5 pages each and are worth 100 points each. The first essay is due **October 13** and the second essay is due **December 3**.

**Final paper**: This paper asks that you take what you have learned from the class and develop a sort of plan of action. You will identify a specific issue or challenge facing women in today’s society. You need to research this topic (when did it become an issue for women? has society viewed it as a problem and, if so, what have the larger conversations been? how has it affected women and society? etc.), explore previous efforts to fix this issue or challenge, and then develop a plan of action for how change can be or can continue to be implemented. Examples of topics include domestic violence, hyper-sexualization of young girls, anorexia, rape, sexual harassment, media objectification of women, women in leadership, wage discrepancies, body shaming, bullying on social media, etc. I’m not asking that you completely solve the issue, but come up with ways either
society as a whole or individuals can challenge the status quo to recognize that whatever your topic is IS a problem and steps people can take to address it.

The following assignments are designed to ensure that students are completing their research in a timely fashion. You cannot skip any of these assignments and you cannot hand in a subsequent assignment without completing the one before it. This means that you cannot skip the topic proposal and head straight to the annotated bibliography assignment; you will simply have to go back and do the first assignment (although, with my late policy, this might mean receiving no actual points for the assignment).

First, you will need to hand in a topic proposal. This should be just a short, one-paragraph description of your topic. What is the issue or challenge you want to research? Is there something specific that pulled you to it? Why do you think it is a major issue facing women? My objective is to help you focus your research a bit more at this point. When I grade this assignment, I will also provide you with research suggestions, including some sources and, potentially, contacts. The goal of this assignment is to make sure that you are beginning to consider your research project early enough to fully complete all of your research. This proposal is due Sept. 24, and is worth 25 points.

Next, you will hand in an annotated bibliography. You need to include at least four out-of-class sources that will help you in your research. You will need to write one paragraph per source that sums up its contents, relates its main idea and/or argument, and describes how you believe you will use it for your paper (is it evidence? background information? etc.). You can use primary sources and, in fact, I highly encourage using them. These could include films, advertisements, speeches, photographs, editorials in newspapers, songs, etc. Other types of sources include books (fiction or non-fiction, depending on your topic), scholarly/peer-reviewed articles, newspaper articles, blogs, etc. Make sure if you find a source online, you correctly cite where you got it from so I can also access it, and that it is from a reputable source. Come see me before this assignment is due if you have questions on potential sources, or just need help in general. The goal of this assignment is to make sure that you have examined sources that will help you in your research and that you have begun considering your final plan of action. This assignment is due on Oct. 29 and is worth 100 points.

The next potential step is to hand in a rough draft of your paper. This is a recommendation, but not a requirement. If you choose to hand in a rough draft, it must be submitted no later than Dec. 1. This is worth a bonus of 20 points, but again is not required.

Your final paper should use information from class discussions, lectures, course readings, and outside research. It needs to be well-researched, demonstrate a firm grasp of the topic including its history and its current effects, respond to the larger questions posed in the assignment, and contain relevant and accurate evidence. This 6-8 page paper is due by Tuesday, December 15, at noon to my office. No late work will be accepted. This paper is worth 200 points.

Participation and attendance: This class will have some lectures to give each student an overview of specific subjects, but it is primarily a discussion-based class. As such, participation and attendance constitute a portion of large your final grade. Please come to class with the reading assignments completed, as they will provide a foundation for that day’s discussion. I expect a good level of critical discussion from everyone, so don’t just skim the readings quickly. Read carefully and thoughtfully. Be prepared to offer and defend your opinions. Participation from everyone is
required and is worth 100 points. The daily attendance is worth an additional 75 points. If it appears that students are not doing the assigned reading, I reserve the right to give quizzes based on the reading. Trust me: this is not a right you want me to exercise. The class is more enjoyable if you are well-grounded in the readings and ideas before you come to class, I promise.

Miscellaneous class information

Late assignments: Assignments are due on the day noted on the course calendar, although you can always submit early. Late work will be accepted, but will lose five points for each day late, including weekends. There is a two-week window for late work. Meaning: if an assignment is due by September 2, I will not accept it after September 16.

Classroom Etiquette

Basic “rules of respect” will be observed at all times in this course. Some of the discussion prompts or responses might bring up sensitive subject matters in this class including, but not limited to, issues of race, ethnicity, sexuality, trauma, class, gender, religion, and politics. Since gender studies are open to multiple interpretations, disagreement is fine—but disagreements are to be grounded in interpretation with evidence. They must be targeted at ideas and they must be delivered respectfully. Personal attacks against individuals will not be tolerated. You can expect the same respect from me that I expect from you.

Disability Accommodations: Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Email: I recommend that you use the course email to contact me, but if that is not working for some reason, make sure you use my correct email (aecanfield@lcsc.edu). DO NOT just rely on the auto-complete feature; type it in fully yourself. I am not responsible for emails sent to an incorrect address. Do not delete any emails to me unless I have responded. I will always respond to let you know that I received your message. If I have not replied within two working days, assume that I did not get the email. You can also use the course email. I only check my work email during work hours (Monday-Friday, 8am-5pm), so don’t worry if you don’t get an immediate response from me to an email sent in the evening or on the weekend.

Also, when emailing me (or any professor), please be sure to use basic email etiquette. Always use a polite salutation at the beginning of your message. “Hey” or “Hey Prof” is not suitable. I am not your buddy; I am your professor. Use correct grammar and punctuation. Again, you are not sending a text message to a friend. Always proofread and spell check your message. Do not send an email until you have used your resources wisely; always check the syllabus for clarification before asking when the next test is scheduled, for example. If you need to contact me, email is typically the best way to get the quickest reply. You can always call my office phone, as well.

Academic Integrity: Academic honesty is expected of all students. Instances of academic dishonesty will result in the failure of the class. Academic dishonesty includes plagiarism (the use of someone else’s words or ideas without acknowledgement), cheating on assignments or exams, multiple submissions, and assisting someone else in committing academic dishonesty. Academic dishonesty is a serious offense and will be treated as such. Violations of academic honesty will be reported to the appropriate school officials and the student will fail the course. No exceptions.
Course expectations: In general, I expect college students to be self-directed and self-motivated learners. You need to successfully manage your time and keep on top of all assignments and due dates. Please take responsibility for your own learning. The general rule of thumb for all college classes is that for every credit hour in class, you are also spending 3 hours outside of class. This means that for a 3-credit class, you are spending 3 hours/week in the class and 9 hours/week preparing for it (studying, reading, writing, etc.). The same expectation holds for this course. I want you to be successful, and am here to help you. If you need assistance, have any questions, or are struggling at any time, please contact me.

Incomplete policy: I understand that unforeseen circumstances can arise in students’ lives, making them unable to complete a course. You can request an Incomplete Grade (I) in certain circumstances, however, you will only have one semester to make up the work before the I turns into an F grade. To receive an incomplete, you need to meet with me to discuss the issues and options, and then make a “formal” request (an email is fine). You need to have completed at least 60% of the work for the course (including written assignments, participation, and attendance). Please see me as soon as you can if you believe you will need an incomplete. Pay attention to the dates in the syllabus for dropping courses and withdrawals, as well.

Good dates to keep in mind:
- Sept. 4: Last day to add classes or drop without “W” grade on transcript
- Sept. 7: Labor Day (campus closed)
- Oct. 23: Midterm grades posted to WarriorWeb
- Nov. 5: Last day to drop from classes or withdraw from college for the semester
- Nov. 23-27: Thanksgiving break
- Dec. 21: Final grades posted to WarriorWeb

Additional LCSC information/Syllabus Addendum

Consumer Information
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/consumer-information/

Disability Accommodations
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog) and the LCSC Student Handbook (http://www.lcsc.edu/media/2157659/Student-Handbook.pdf) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.
**Academic Dishonesty**
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

**Illegal File Sharing**
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/student-affairs/student-code-of-conduct/).

**Diversity Vision Statement**
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

**Disclosures**
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

**Student Feedback**
Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

**Student Work**
Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by VP for Student Affairs & Provost 7/07/2015

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<th>Points</th>
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<tbody>
<tr>
<td><strong>Journal</strong></td>
<td><strong>A</strong> 920-1000 points</td>
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<tr>
<td>Media study OR Title IX paper</td>
<td><strong>A-</strong> 900-919</td>
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<td>Critical/reflective essay 1</td>
<td><strong>B+</strong> 880-889</td>
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<td>Topic proposal</td>
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<td><strong>F</strong> below 599</td>
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Course Schedule:

Introduction to Women’s Studies
Week one, August 25 and 27
Readings:
  • “Why Race, Class, and Gender Still Matter,” by Margaret L. Andersen and Patricia Hill Collins
  • “Denials of Inequality,” by Deborah L. Rhode

Systems of Privilege
Week 2, September 1 and 3
Readings:
  • “White Privilege and Male Privilege,” by Peggy McIntosh
  • “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color,” by Kimberle Crenshaw
  • “Homophobia: A Weapon of Sexism,” by Suzanne Pharr
Due:
  • Weekly journal, September 1

***September 4 is the LAST day to drop class without a “W” grade on your transcript***

Pseudo-Sciences and Women’s “Hysteria”
Week 3: September 8 and 10
Readings:
  • “The Yellow Wallpaper” by Charlotte Perkins Gilman
  • “The Hysterical Woman: Sex Roles and Role Conflict in 19th-Century America” by Caroll Smith-Rosenberg
  • Excerpt from “The Madwoman in the Attic” by Sandra Gilbert and Susan Gubar
Due:
  • Weekly journal, September 8

Feminism and Women’s Rights in the 19th and early 20 centuries
Week 4: September 15 and 17
Readings:
  • “Declaration of Sentiments” (1848)
  • “Declaration of Rights of Women” (1876)
  • “Ain’t I a Woman?” by Sojourner Truth (1851)
  • “Human Rights Not Founded on Sex,” by Angeline Grimke (1837)
  • Introduction to “The Second Sex,” by Simone de Beauvoir (1949)
Due:
  • Weekly journal, September 15

Second-Wave Feminism
Week 5: September 22 and 24
Readings:
  • “The Problem That Has No Name,” by Betty Friedan
  • “Report of the President's Commission on the Status of Women” (1963)
  • “Redstockings Manifesto” (1969)
• “The Combahee River Collective Statement” (1977)
• “The Impact of Title IX,” by Barbara Winslow

Due:
• Weekly Journal, September 22
• Topic proposal, September 24

Power and Sexuality
Week 6: September 29 and October 1
Readings:
• “Compulsory Heterosexuality and Lesbian Existence,” by Adrienne Rich
• “Sexual Desire and Gender,” by Pepper Schwartz and Virginia Rutter
• “Compulsive Heterosexuality: Masculinity and Dominance,” by C.J. Pascoe

Due:
• Weekly journal, September 29

Body Politics
Week 7: October 6 and 8
Readings:
• “Body Ethics and Aesthetics Among African American and Latina Women,” by Lisa R. Rubin, Mako L. Fitts, and Anne E. Becker
• “Hunger As Ideology,” by Susan Bordo
• “Cosmetic Surgery: Paying for Your Beauty,” by Debra Gimlin

Due:
• Weekly journal, October 6

Body Politics, continued
Week 8: October 13 and 15
Film: “Miss Representation”

Due:
• Critical/reflective essay 1, October 13

Women’s Health Rights
Week 9: October 20 and 22
Readings:
• “American Women and Health Disparities” by David Satcher, MD
• “The Tolling of the Bell: Women’s Health, Women’s Rights” by Vivian M. Dickerson, MD
• “Is Nothing Simple About Reproduction Control?” by Linda Gordon
• “Women of Color and Their Struggle for Reproductive Justice,” by Jael Silliman, Marlene Gerber Fried, Loretta Ross, and Elena R. Gutièrrez

Due:
• Weekly journal, October 20

Roles and Expectations: Women and Families
Week 10: October 27 and 29
Readings:
• “Marriage and Love” by Emma Goldman
• “Cheaper Than a Cow,” by Miranda Kennedy
• “Who Wants to Marry a Feminist,” by Lisa Miya-Jervis
• “Partners as Parents: Challenges Faced by Gays Denied Marriage,” by Charlene Gomes
• “Why I Want a Wife,” by Judy Syfers

Due:
• Weekly journal, October 27
• Annotated bibliography, October 29

Women at Work
Week 11: November 3 and 5
Readings:
• “A Brief History of Working Women,” by Sharlene Hesse-Biber and Gregg Lee Carter
• “Maid to Order: The Politics of Other Women’s Work,” by Barbara Ehrenreich
• “The Motherhood Penalty vs. the Fatherhood Bonus,” by Claire Cain Miller
• “The Politics of Housework,” by Pat Mainardi

Film: “Anita: Speaking Truth to Power”

Due:
• Weekly journal, November 3

***November 5—Last day to withdraw from classes or college for the semester***

Shaping Society: Popular Culture and Gender
Week 12: November 10 and 12
Readings:
• Backlash: The Undeclared War Against American Women, by Susan Faludi (introductory chapter)
• “True Colors: Hair Dye and the Hidden History of Postwar America,” by Malcolm Gladwell
• “If Women Ran Hip Hop” by Aya de Leon
• “Cut-and-Paste Revolution: Notes from the Girl Zine Explosion,” by Jenifer Bleyer
• “Pop Culture Gone Wild,” by Jessica Valentia

Due:
• Weekly journal, November 10

Gender and Violence
Week 13: November 17 and 19
Readings:
• “The Violence Against Women Act: Overview, Legislation, and Federal Funding,” (excerpts) by Lisa N. Sacco
• “Beyond the Politics of Inclusion: Violence Against Women of Color and Human Rights,” by Andrea Smith
• “Human Rights: Sex Trafficking and Prostitution,” by Alice Leuchtag
• “Campus Sexual Violence,” by Joetta L. Carr
• “War Crimes,” by Helen Clarkson

Due:
• Weekly journal, November 17
• Media study paper OR Title IX family study paper, November 19

**Thanks giving Break, Nov. 22-28, NO CLASSES**
Crossing Gender Boundaries  
**Week 14: December 1 and 3**  
**Readings:**
- “Transgender Feminism: Queering the Woman Question,” by Susan Stryker  
- “The Medical Constructions of Gender,” by Suzanne Kessler  
- “The Five Sexes: Why Male and Female Are Not Enough,” by Anne Fausto-Sterling  
**Due:**
- Weekly journal, December 1  
- Rough draft of final paper (OPTIONAL), December 1  
- Critical/reflective essay 2, December 3  

**Catch-up and Film week**  
**Week 15: December 8 and 10**  
**Film:** “The Stepford Wives” (1975)  

**Final research papers due by midnight on Tuesday, December 15.**  
**NO LATE PAPERS ACCEPTED**