

Undergraduate

Prepared By: Sandra Spencer
Phone: 2532

9/20

REQUEST FOR
**ADDITION OF COURSE TO
CORE CURRICULUM**

College/School: College of Arts & Sciences
Department: Women's Studies Program

Subject Prefix: wmst Course Number: 2100 Semester Credit Hours: 3.0

TCCNS Number (if applicable) _____ Hours Per Week: 3 Lecture
(common course number) _____ Lab
Title Women and Society: An Introduction to Women's Studies _____ Recitation
Short Course Title : INTRO WMN STUDIES _____ Other
(maximum 22 characters including spaces) _____
3.0

Category of Core Curriculum course is to be added: Institutional Option: Discovery Course

Catalog Description:

Introduction to the multidisciplinary field of women's studies. Examination of diverse experiences of women and the significance of gender in US society and culture, with a focus on factors such as race, class, age and sexual orientation. Topics include sex-role socialization, sexuality, violence against women, reproductive health, and the contemporary feminist movement.

Prerequisite(s):

None.

If course is cross-listed, indicate below:

Department: _____ Subject Prefix/Course Number: _____
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Justification for course to be added to Core Curriculum (Include how course would satisfy each exemplary objective.):

OAO #1 Students will think critically and creatively, learning to apply different systems of analysis
Course content addressing OAO #1: All readings and discussions are analyzed from feminist and rhetorical perspectives. Analytical perspectives of race, ethnicity, class, sexual orientation, and economics are incorporated into these units: Defining Feminism; Privileges & Inequalities; Women's Health, Women and Family; Women and Work; Violence Against Women; Sex, Power, Intimacy; Legal and Social Policies. Students also examine how these perspectives intersect with one another. Students design creative solutions in the units on Body Image, Women and Family, Women and Work, Women and Popular Culture, and Vision for the Future.
OAO #2 Students engage with a variety of others in thoughtful and well-crafted communication.
Course content addressing OAO #2: Students interview a working mother for the Women and Family unit, they interview someone of a different generation as well as a contemporary in the Defining Feminism unit; they write a letter to their congressional representative in the Women's Health unit; they create and present a soap opera on feminism in the Sex, Power, Intimacy Unit. The class discusses many sensitive issues, particularly in units on Women's Health, Women and Family, and Sex, Power, Intimacy units.
OAO #3 Students will be able to articulate the values that undergird their lives, the UNT community and the larger society.
Course content addressing OAO #3: Students articulate their individual, family, religious, and social values in Defining Feminism, Societal Influences, Gender Socialization, Body Image, Women's Health, Women and Family, Women and Work, Violence Against Women, and Vision for the Future units.
OAO #4 Students will cultivate self-awareness, balance and an openness to change
Course content addressing OAO #4: All readings, assignments, and discussions require that students examine and articulate their own beliefs and feelings about women's issues. Self-examination is the first step of self-awareness.

Class discussions and readings will feature many different values and perspectives for students to either accept or reject in their own lives. Final discussions will explore how change and balance can be created individually or in one's larger community.

Consultation with University Curriculum Assessment Committee member:

Department: Dept. of Applied Gerontology Contact: James Swan Date: 5-10-09

New Core Curriculum Requests must include:

Syllabus: Maximum 4-page syllabus attached

Assessment: Consultation w/University Curriculum Assessment Committee member in this core component group.

Assessment procedures (criteria to be used in assessing this course) must be attached separately

APPROVED:

Department Chair: *Sandra L. Spencer* Date: 5/11/2009

College/School Curriculum Committee Chair: *B. Maah* Date: 5/13/09

Dean of College/School: *B. Maah* Date: 5/13/09

Core Oversight Committee Chair: _____ Date: _____

University Curriculum Committee (VPAA): _____ Date: _____

WMST 2100 Women and Society: An Introduction to Women's Studies
MW 11:00-12:20 WH210

Course Description: This course is an introduction to critical thinking about the construction of gender and the ways in which sex, gender, race, class, and sexuality merge and manifest themselves in social, cultural, and political contexts. We will also examine the way these "borders" intersect with systems of privilege and systems of oppression to create the context of women's experiences. Hence, perspectives of a diverse group of writers, researchers, and activists will be presented. Topics for study include gender and socialization, women's health, body image, women and family, violence against women, women and the workplace, and visions for social change. The broad range and diversity of material covered is intended to strengthen your skills of critical observation, thinking, and analysis.

Course Goals: This course will focus on the following goals:

1. To describe the broad diversity of women's experiences in the US
2. To explore the concept of "gender" as a social construction
3. To introduce philosophical frameworks for a variety of feminist scholarship
4. To provide opportunities for students to develop skills in critical thinking, observation, analysis, communication, and self-awareness

Text: *Women's Voices, Feminist Visions*, 4th ed., by Susan M. Shaw and Janet Lee (New York: McGraw-Hill, 2009).

Class Format and Expectations: Class meetings will include a mixture of lectures, films, discussions (in class and online), and other activities. Students are expected to read assignments prior to the class period, to listen to class presentations, and to participate meaningfully in discussions. You are under no obligation to agree with authors, other students, or the instructor. Rather, your obligation is to demonstrate comprehension and thoughtful consideration of perspectives you may not share. Critical thinking, a willingness to explore ideas, and respect for others are essential.

Attendance Policy: Regular and punctual class attendance is required of all students in Women's Studies courses and will be considered in determining the student's semester grade. Five absences will result in a failing grade (F) for the course. *Excused absences will be given for university-authorized activities only.* University policy requires that you provide your instructor with an official notification card issued by the university to explain your absence and to submit any makeup work while you were involved in university-authorized activities. *All other absences will be considered unexcused.*

Grades: Grades will be determined as follows:

Mid-term exam	20%
Final exam	20%
Daily work (assignments, quizzes)	20%
Book Review	20%
Presentation	20%

Exams will consist of short answer questions and 3-4 questions requiring more explanation. Make-up quizzes are not an option, but the lowest two quiz grades will be dropped. Assigned work is due at the beginning of class; late work will not be accepted.

Book Reviews: Read a book from the list below and write a 3-4 page paper analyzing the work in the context of the issues we've discussed in class.

Nickled and Dimed, Barbara Ehrenreich

I Been in Sorrow's Kitchen and Licked Out all the Pots, Susan Straight

Black and Blue, Anna Quindlen

Brothers and Sisters, Bebe Moore Campbell

Lucky: A Memoir, Alice Sebold

The Poisonwood Bible, Barbara Kingsolver

How the Garcia Girls Lost Their Accents, Julia Alvarez

Presentations: Students will work in groups of four on the "As the World Turns" activity on page 177. Your group will design a feminist soap opera episode and present a 15-minute segment of your creation to the class. Everyone in your group must play a part in this soap opera.

Academic Dishonesty: The University takes plagiarism and cheating very seriously. Plagiarized work will earn a zero for the assignment. Students will face action according to University guidelines for academic dishonesty. If you are unsure of exactly what plagiarism is, please see me.

Americans With Disabilities Act: Reasonable accommodations will be made for students with disabilities. If you have a disability, please register with the University's Office of Disability Accommodations as soon as possible and notify me in writing of your needs.

Weekly Class Agenda

August 27

Introduction to the course; Syllabus Review; Student/Teacher intros

Sept. 1 – Defining Feminism

Women's Voices, Feminist Visions (WVFW) "Women's Studies: Perspectives and Practices"

1-24; "Claiming an Education" 25-27; "A Day Without Feminism" 28-31; **Feminism Assignment:** Interview 2 people, someone at least 20 years older than yourself and someone your own age about the word "feminist." Write a 1-2 page paper explaining your experience with the interview, what you learned, and how you define feminism. **Interview Due: Sept. 8**

Sept. 3 – Variety of Feminisms and Destablizing Labels

"Denials of Inequality" 54-55; "Still Needing the F Word" 56-57; NOW Bill of Rights h/o; "What Is Feminism?" (on reserve in Library)

Sept. 8 – Privileges and Inequalities

Interview Assignment due (hand in after class discussion of your findings)

WVFW "Systems of Privilege/Inequality in Women's Lives" 59-75; "White Privilege & Male Privilege" 91-98.

Sept. 10 – Privileges and Inequalities

"Tired of Playing Monopoly?" 101-106; "Report from Bahamas" 118-122; "Homophobia" 87-91

Online Posting: What have you found most surprising in the material we have read thusfar this semester? **Due Sept. 15**

Sept. 15 – Gender Socialization

WVFW "Learning Gender" 124-139; "Social Construction of Gender" 142-144; "Virtual Gender" 155-157; "When I Was Growing Up" 154-155

Sept. 17 – Gender Socialization

Tough Guise (view in class); Gender "Busting" Role-Playing Exercise

Sept. 22 – Body Image: The Pressure to be Beautiful

WVFW "Inscribing Gender on the Body" 223-243; Handout on Body Image/"Professional Beauty Qualifications"; *Prescribing Beauty* (view in class)

Sept. 24 – Body Image: The Pressure to be Beautiful

"Body Ethics and Aesthetics Among African American and Latina Women" 255-264; "What We Do For Love" 266-276; "Hold That Nose" 278-280; "Love Your Fat Self" 280-284; "China's Cosmetic Surgery Craze" 285-286

Sept. 29 – Body Image: The Pressure to be Beautiful

Killing Us Softly 3 (view in class)

Assignment: Analyze representations of women from a specific television show, film, song lyrics, or advertisement. Do the representations you've chosen challenge or reinforce socially-constructed attitudes toward gender, race, class, or sexuality? What

do the representations say about women? Do you see any hidden agendas in these representations? Include a copy of the ad or song lyrics, or a synopsis of the television, show, film, or commercial. Write a 3-4 page paper presenting your findings. **Due: October 1.**

Oct. 1 – Body Image: The Pressure to be Beautiful

Absolutely Safe (view in class). Discussion of cosmetic surgery and safe health choices.

Online Posting: Post a paragraph on the discussion list about your reactions to the material in our Body Image unit. **Due: Oct. 8**

Oct. 6 – Women’s Health

Media Analysis Assignment Due (hand in after discussion of your projects)

Book Review Discussion: “How to” advice. How does a book review differ from a summary? How can you analyze your book in the context of issues we have discussed in this class? As a reader you bring your life experience to everything you read. How does your own experience reflect the feelings you have after reading this book? **Book Review Due: November 24.**

Oct. 8 – Women’s Health

WVFW “Health and Reproductive Rights” 296-325. **Assignment:** Choose one of the seven websites in the learning activity “Bad Science” on page 304 and, per their instructions, ‘create a list of decisions and policies that have been made in contradiction to the scientific evidence about women’s health.’ These websites will probably also mention any legislation pending on women’s health. Write a letter to your congressional representative, sharing why you think she or he should vote for or against this measure. Summarize your findings and your response to them in a one-page document; attach a copy of your letter to your congressperson. **Due: Oct. 15.**

Oct. 13 – Women’s Health

“Tolling of the Bell” 329-334; “Is Nothing Simple about Reproduction Control?” 336-347; “Women of Color and Their Struggle for Reproductive Justice” 360-366; “The Way It Was” 369-376.

Oct. 15 – Women’s Health

Bad Science Assignment Due. “Eyes on the Prize” 350-355; “Cursed by God” 356-357. Visit the following website <http://www.ourbodiesourselves.org/>. Choose a topic that you are interested in on women’s health and jot down notes to share with the class about this topic. Note: Do NOT choose reproductive health or body image as we have discussed those topics at length; look at diseases or conditions instead. Take the following quizzes on your personal risk for developing cancer: Breast cancer -- <http://www.eastronaut.com/a/breastInteractive2.htm> and Ovarian cancer -- www.yourdiseaserisk.wustl.edu/hccpquiz.pl?lang=english&func=start&quiz=ovarian Record your findings to compare with other students. Other websites to peruse include <http://women.webmd.com/endometriosis/understanding-endometriosis-prevention> <http://www.webmd.com/diet/news/20070827/state-obesity-rates-numbers-get-worse> Compare obesity rates in Texas to those in other states. Any surprises?

Oct. 20 – Sex, Power, and Intimacy

WVFW “Sex, Power, Intimacy” 170-185; “Romance: Sweet Love” 193-197; “La Güera” 204-208. Visit a card shop and do one of the learning activities on pages 178-179. Post a paragraph about your experience online to share with your classmates.

Oct. 22 – Midterm

Oct. 27 – Women and Family

WVFW “Family Systems, Family Lives” 378-395. Do the Learning Activity on page 384 which should reveal income and poverty information in your hometown. If you have lived many places, you may want to make some comparisons. Be prepared to share what you learned, especially if you found any surprising statistics, with your classmates.

Oct. 29 – Women and Family

“Who Wants to Marry a Feminist?” 402-404; “Partners as Parents: Challenges Faced by Gays Denied Marriage” 408-414; “Broken Transformers” 418-424; Handout with statistics and information from *The Price of Motherhood*

Nov. 3 – Women and Work

WVFW “Women’s Work Inside and Outside the Home” 426-447

Assignment: Interview a working mother about the issues she faces in combining work and family. Write a 3-4 page paper describing your findings. Do not turn in a list of answers to questions; instead incorporate your findings into what you are learning about issues working women face in this class. **Interview Due: November 12.**

Nov. 5 – Women and Work

Beyond the Glass Ceiling (view in class); “Brief History of Working Women” 451-464; “Politics of Housework” 448-451

Nov. 10 – Women and Work

“Power Plays: Six Ways the Male Corporate Elite Keeps Women Out” 483-485; “Women’s Movement Against Sexual Harassment” 486-492; “Prostitution, Humanism, and a Woman’s Choice” 493-497

Nov. 12 – Women and Work

Working Mother Interview Due (discuss your findings in class). *The Motherhood Manifesto* (view in class)

Nov. 17 – Violence Against Women

WVFW “Resisting Violence Against Women” 555-577; “Campus Sexual Violence” 593-597; Discuss “How Safe Is Your Campus” on pg. 564

Nov. 19 – Violence Against Women

WVFW “Beyond the Politics of Inclusion: Violence Against Women of Color and Human Rights: 578-581; “Deaths That Cry Out” 587-589; “Betrayed by the Angel” 590-593; “Reclaiming Our Mojo” 606-610.

Nov. 24

Book Review Due. *Lives Together/Worlds Apart* (view in class).

Nov. 26 – Thanksgiving, No class!!

Dec. 1 – Women and Popular Culture

WVFW “Women Confronting and Creating Culture” 498-514; “A Woman’s Role Is ... On Television” 528-529; “Desperately Debating *Housewives*” 530-533; “Cut-and-Paste Revolution” 542-548; “Pop Culture Gone Wild” 549-553

Dec. 3 – Legal and Social Policies

WVFW “State, Law, and Social Policy” 611-632; “Law in the Everyday Life of Women” 634-640; “What This Nation Rally Thinks of Motherhood” 641-648. Visit website on pg. 622 investigating stats on women in office.

Dec. 8 – Presentations

Dec. 10 – Vision for the Future

WVFW “Activism, Change, and Feminist Futures” 707-721; “Fear of Feminism” 722-725; “Too Many Women in College?” 725-729; “Real Men Join the Movement” 729-733.

Dec. 16 -- Final Exam

WMST 2100 Women and Society: An Introduction to Women's Studies
Discovery Course Proposal
Assessment Plan

Overarching Objectives for this course will be assessed as follows:

OAO #1 Students will think critically and creatively, learning to apply different systems of analysis

Assessment Tools:

1. Discussion questions on the final exam.

- “Discuss how a feminist perspective intersects with at least one other analytical perspective in one of the following situations: Women and Poverty, Women as Wives and Mothers, Women in Abusive Situations, or Women and Work.”

Evaluation: Students can demonstrate how a woman's race, ethnicity, age, class or other element of the woman's life beyond her control shapes and often complicates her experience in any one of the four situations above.

- “Propose a creative, practical solution to one of the above situations that would address a specific problem. Your solution should involve public policy or the legal/justice system.”

Evaluation: Students can create a plausible legal or political remedy that would provide equity for a person in one of the above situations.

- “Let's assume a TV producer was in class the day you made your feminist soap opera presentation. The producer was so impressed that she asked you for a summary of what you would propose for the second episode. In a paragraph, describe what you would create.”

Evaluation: Students will demonstrate their creativity and their ability to continue ideas introduced in their first episode and to create commentary on those ideas.

Discussion Questions Assessment: 90% of the students will show acceptable accomplishment judged by responses to these three questions on the final exam.

2. Likert scale on final exams.

- Specific scenarios from readings will generate different analyses from different perspectives in classroom discussions and online postings.

- Interviews with older generation and with working mothers will provide a different perspective for students who are young and childless. Students who do not fall into these categories will be able to compare their beliefs and experiences with someone else's beliefs and experiences.

Evaluation: Students will indicate on Likert Scale how much "putting themselves in other people's shoes" honed their thinking and communicating skills.

Recognizing Others' Perspectives Assessment: 70% of students registering a 5 or above on a scale of 1-10 will demonstrate effectiveness.

OAO#2 Students engage with a variety of others in thoughtful and well-crafted communication

Assessment tools:

1. Discussion questions on the final exam.
 - "Discuss how you tried to convince your congressional representative to introduce legislation or to vote on current legislation for a specific health concern of women."
 - OR
 - "Discuss what you found most revealing (and why) about working mothers from your interview."
 - OR
 - "Discuss how your definition of feminism was different from that of the older person you interviewed. To what do you attribute this difference?"
 - "We discussed some very sensitive issues in this class, and people had to choose how they communicated their beliefs very carefully. Describe one scenario that required this careful communication and how you decided what you would say and how you would say it."

Evaluation: Students must articulate how they had to shape their questions, examine their beliefs, and interact with specific audiences in addition to their classmates.

Communication Assessment: 70% of the students specifically explaining their communication strategies will be seen as adequately assessing student engagement with a variety of other people.

OAO#3 Students will be able to articulate the values that undergird their lives, the UNT community and the larger society.

1. Reflective paragraph at end of semester.

- In our final unit that focuses on a vision for the future, students will be asked to write for 15 minutes, reflecting on what they learned about their individual value systems and society's value systems. In addition to reflecting on what they have learned, they need to mention how they plan to act on what they have learned in the future. (As this is attitudinally-based, it will not be graded.)

Evaluation: Students will demonstrate their personal values and societal values, how these values differ, and what they can personally learn from this observation of these differences.

Values Assessment: 70% of students must be able to explain this difference and their personal response to the difference will show acceptable accomplishment in clarifying values.

OAO#4 Students will cultivate self-awareness, balance and an openness to change.

1. Likert scale on final exam.

- Students will be asked to think about how much this course has made them more aware of their perspectives about women's experiences, how they can balance their beliefs with what they have learned about feminism, and how likely they are to change any of the perspectives they had at the first of the semester.

Evaluation: Students will then respond to the following three statements on three separate Likert scales of 1-5, with 1 = *not at all* and 5 = *very much*

- a. I am more aware of how gender impacts women's lives after this course
- b. I will have a more balanced perspective of women's lives after this course
- c. I will likely change some of the perspectives on women that I had before taking this course

Assessment: 60% of the students registering 3 or higher on each statement will demonstrate shifts in perspective.