



Madrid
SAINT LOUIS UNIVERSITY
THE AMERICAN JESUIT UNIVERSITY IN SPAIN

WSTD 197: Introduction to Women's Studies (3 credits)

Spring 2014
T/R 12:30 – 13:45
Padre Arrupe Hall 20

Instructor: Roswitha Zahlner Casmier, Ph.D.
Classroom: Padre Arrupe Hall 20
Office Location: Padre Rubio 1st floor, Modern Language Office.
Office Hours: MW 10:00 to 11:00, TR 14:00 to 15:00, or by appointment
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Course Description

This is an interdisciplinary introduction to feminist thought and Women's Studies scholarship. The Course material and discussions will focus on the different institutions of society such as families, schools, workplaces, and the media, and the way they construct and view gender differences. The course will consider how sexism, racism, classism, and global capitalism limit and shape the lives and contributions of women and men.

Course Objectives and Student Learning Outcomes

By semester's end you will have achieved an understanding of the following, through written assignments, independent reflection and writing, exams, and class discussions:

- The vocabulary, concepts, theories and methods of the social sciences as they relate to Women's Studies scholarship
- Feminist scholarship and the significance of Women's Studies as an academic discipline
- The socialization process and the learning of gender
- The various social institutions and their impact on gender
- Different impacts of race, class, ethnicity and sexuality as well as global issues when discussing gender and social organizations
- You will have completed the first required course counting towards the Women's Studies Certificate.

Required Texts

1) Online readings... (available on our Blackboard course site)

- 1- Readings from Taylor, Verta et al. *Feminist Frontiers*. 7th ed. Boston: McGraw Hill, 2007. These readings will be posted on Blackboard. Read them online while taking notes, or print them out if you can't avoid it. You can take turns printing out the texts with a partner so you have them handy in class. Or simply pull them up on your laptop if you have one.
- 2- Excerpts from hooks, bell. *Feminism is for Everybody: Passionate Politics*. Cambridge: South End Press, 2000.
- 3- Mariama Bâ. *So Long a Letter*. Heinemann, London: 2008. Translation by Modupe Bode-Thomas. (Originally published as *Une si longue lettre*, Nouvelles Éditions Africaines, 1979).

2) Buy at the bookstore:

- 4- Wood, Julia T. *Gendered Lives*. Boston, MA: Wadsworth Cengage Learning, 2009. International Student Edition.
5. Mukherjee, Bharati. *Jasmine*. New York: Grove Press, 1989 (There are five copies available – the rest of students will read Mariama Ba's *So Long a Letter*).

Class Policies:

- Students are responsible for all assignments, hand-outs and announcements presented in class. If you arrive late, leave early, or are absent, it is your responsibility to contact another student and to find out what you have missed.
- Students must arrive in class prepared to participate actively in class discussions. This means that you must have read the materials when you come to class.

- No late work will be accepted. You may submit your work or take an exam early by prior arrangement.
- Respect your classmates and your instructor. Always use civil discourse in class. (Refer to the “*Guidelines for Civil Discourse*” section that follows).
- Racist, sexist, homophobic or crude inappropriate remarks of any kind will NOT be tolerated.
- Please turn off all noisemakers, especially cell phones!

Attendance

As a courtesy, please contact me as soon as possible about any absences. It is your responsibility to make up any missed work and, if applicable, present appropriate documentation if your absence is to be excused. Excessive absences will result in a lower final grade. **4 unexcused absences may result in the lowering of your final grade by one letter grade for the course and an additional half letter grade for each consecutive missed class.**

Course Requirements:

- Class Participation
Students will be required to engage with weekly readings carefully and critically. Class discussions are central to the course and classes should be attended faithfully. In preparation for classroom discussion and analysis, students are encouraged to respond to each reading with brief notes that can be used in class discussions.
In the spirit of learner-centered teaching, I will model various discussion-styles during the first third of the semester leading up to the first exam. I may present my own summary and analysis of a text and follow up with my own questions, I may ask each student to write two questions, I may break the class into three or four groups and have each group write questions for the other groups, I may give each student two questions to work on, or break the whole class into two groups and have students debate a set of questions based on the text(s)... We may also try a discussion-style inspired by bell hooks’ early consciousness-raising meetings, where every student gets three “chips” and must use them in order to speak up. If you have used all your chips, you must sit back and let the others speak. Everyone must use all their chips.
In the second and third part of the semester, I will ask each student to sign up to lead the discussion of a specific text in a style of their own choice.
- Reading Responses
Throughout the semester, you will be required to turn in **five** reading responses for evaluation. These response papers should be similar to a journal entry in which you reflect on what struck you about a specific reading which was covered in the preceding two weeks, what questions you might have, what connections you can make with your own experience, other readings, current events, etc. Your papers should be typed and double-spaced; at least a page in length, but can be slightly longer. To help you develop your own responses to the readings, I suggest that you include two or three sentences in response to each of these three questions: (1) What is the writer’s main point(s)? What evidence does the author present to support his or her points? (3) What is your response to the article?
Make sure you hand in response papers regularly. The first one will be due at the end of the third week of classes. From that point on, hand in a response paper roughly every two weeks. More than two response papers at once will not be accepted. The papers must relate to a reading that was covered during the two preceding weeks of class.
- Exams:
These will test your understanding of and your ability to explain key concepts presented in class. They will generally consist of identifications (giving information on key terms) and short reflection questions. In-class discussions, films and guest speakers will be treated as course material and might be included in these exams.
- Activism Day
This is a regular class period for which you will prepare handouts, short surveys, or posters to get people on and around campus thinking about issues related to women’s studies, such as body image, gender violence, women and the media, and others, and to help you think about the meaning

and importance of activism. We will spend roughly 45 minutes talking to people on campus (courtyard, cafeteria, lounges...) and then return to class to analyse your results and findings. You should then write up your results in a one-page report. If you work with a partner, each person will hand in their own report and make it clear what her/his contributions were to the project.

- Final Presentations—Current Topic/Issue Analysis:
Each student must present an analysis of a current event or topic related to topics discussed in class during the second part of the semester. You will need to research and present an interpretation of a current issue or topic of your choice. Your task is to make connections between concepts presented in an assigned reading (or readings) and a “real-life” example found in the media. Present your analysis in a coherent and concise way to the rest of the class (power point or presentation of online sources preferred) along with several follow-up discussion questions. 10 minutes, + max. 5 minutes for discussion.

- Final Exam
The final exam will consist of short essay responses. I will be looking for your critical thinking skills, comprehension of the reading materials, and effective writings skills for these short essays.

- Information regarding the collection of student work for assessment.

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. Thus, copies of your work for this course, including exams, reading responses, Activism Day surveys and analyses, and others may be kept on file for institutional research, assessment and accreditation purposes. If you prefer that Saint Louis University-Madrid Campus not keep your work on file, you will need to communicate your decision in writing to your professor.

Weighting

- Participation and attendance (15% - see policy on unexcused absences above)
- Reading responses (15%)
- Two exams (15%, 15%)
- Activism project and report (10%)
- In-class presentation (10%)
- Final exam (20%)

Grade Scale

A	93-100%	A	4.0
A-	90-92%	A-	3.7
B+	87-89%	B+	3.3
B	83-86%	B	3.0
B-	80-82%	B-	2.7
C+	77-79%	C+	2.3
C	73-76%	C	2.0
C-	70-72%	C-	1.7
D	59-69%	D	1.0
F	58% and below	F	0.0

❖ **Accommodation Statement**

In recognition of the fact that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can

find out more about:

Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to http://spain.slu.edu/academics/learning_resources.html.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to counselingcenter-madrid@slu.edu, or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Academic Conduct

The following is a statement of minimum standards for student academic integrity at Saint Louis University. The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. Other examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University.

Guidelines for Civil Discourse:

- Examine and question your own beliefs, views and attitudes; explore why you hold them. Establish as comfortable an atmosphere as possible. Remember to always treat each other with respect and tolerance.
- Remember that learning requires occasional periods of discomfort.
- Don't make personal or derogatory remarks. Sexist, racist, homophobic or otherwise intolerant remarks will not be tolerated. When you express yourself, try to ask yourself: Is this just my personal impression (possibly influenced by unreliable media) or is this a well-founded i.e. statistically researched argument?
- Always actively listen to your classmates. Don't interrupt, and when you disagree, give criticism constructively. Try to imagine why the other person holds the beliefs they do.
- Work to resolve conflicts: recognize and accept difference through the practice of mutual respect and honesty.
- Develop an awareness of your own discussion style: Do you follow? Lead? Do you feel cut out of the conversation? Do you like to play devil's advocate? Can you let others take the lead once in a while? Can you push yourself to speak?

Office Hours/Extra Assistance:

Remember, we are discussing difficult issues. We all need to work together to make this class the best it can be. If you encounter a problem you don't feel you can solve in class or if you are struggling with any aspects of the course including understanding key concepts and theories, completing assignments, writing effectively etc., please come see me. I'll do my best to help. If you cannot make my office hours, I am willing to schedule an appointment at a different time.

COURSE OUTLINE

Week 1

Tuesday, 14 Jan. Getting to know each other, in-class assignment: "I'm not a feminist, but..."
Discussion of attitudes toward feminism.
Please purchase book by next Monday.

Thursday, 16/01 Discussion of bell hooks's *Feminism is for Everybody: Passionate Politics*,
Introduction to *Gendered Lives: Opening the Conversation*.

Week 2

Tuesday, 21/01 *History of US Women's Movement (First Wave)*: Wood: p. 68-72 (Ch. 3).

Mary Wollstonecraft's *A Vindication of the Rights of Woman*.

Thursday, 23/01 -- "The Second Wave of Women's Movements in the United States" (from Julia T. Wood,
Gendered Lives p. 72-87, Ch. 3).

S. Watkins, "Liberal Feminism," Betty Friedan I and II.

Fri, 24th: LAST DAY TO DROP/ADD.

Week 3

Tuesday, 28 Jan. Wood: Third Wave of Women's Movements in the United States, and Anti-Feminism:
The Backlash, p. 87 – 95.

Chapter 4: Men's Movements in the United States. P. 97-117.

Thursday 30/01 Julia T. Wood, Chapter 1: "The Study of Communication, Gender, and Culture."

Week 4

Tuesday, 4 Feb. Wood, Chapter 2: "Theoretical Approaches to Gender Development"

Thursday 6/02 Julia T. Wood, Chapter 7, p. 161: "Becoming Gendered: The Early Years."
"What Are Little Boys Made Of?"
"Night to His Day"

Week 5

Feb. 10: LAST DAY TO DECLARE PASS/NO PASS OR AUDIT OPTION

Tuesday 11/02 Online articles:

"Oppression"

"White Privilege and Male Privilege"

"Where I Come From Is Like This"

Review key terms for exam

Thursday 13/02 **First Exam**

Week 6

Tuesday 18/02 Wood, Chapter 5, p. 118. Gendered verbal communication: names, games, communication
styles. Chapter 6, p. 134: "Gendered Non-Verbal Communication."

Thursday 20/02 Online article: "It's Not an Oxymoron..." (Arab Feminism)

Week 7

Tuesday, 25 Feb. Online articles: "Cosmetic Surgery...";
"A Way Outa No Way: Eating Problems."

Thursday 27/02 "Hormonal Hurricanes..."

Week 8

March 2: Mid-term grades on Banner.

Tu, 4th March: WINTER BREAK, NO CLASS.

Thursday, 6/03: Activism Day and Consciousness-Raising on campus! Prepare a poster/visual + related questionnaire to use around campus and/or exhibit in the student lounge after class.

Week 9

Tuesday 11/03 Hand in Activism Project Report
Wood, Chapter 10: “*Education*”; Wood, Ch. 8: “Gendered Education in Schools.”
Shortchanging Girls: Gender Socialization in Schools”

Wed, March 12: LAST DAY TO WITHDRAW WITH ‘W’

Thursday 13/03 “Gendered Organizational Communication,” (p. 233)

Week 10

Tuesday 18/03. **Second exam**

Thursday 20/03 “The Penny Pinch”
“Sex Segregation in the US Labour Force.”
bell hooks, Ch. 9, “Women at Work.”
“The Living Wage as a Women’s Issue”

Week 11 *Reproductive Rights*

Tuesday 25/03 Wood p. 77, *Reproductive Rights*
bell hooks, Chapter 5: “Our Bodies, Ourselves”
“Beyond Pro-Choice Vs. Pro-Life...”

Thursday 27/03 *Sexist Violence*:
Julia T. Wood, Ch. 12: “Gendered Power and Violence,” p. 290.
Introduce *Jasmine* (read first half by that day).

Week 12

Tuesday 1 Apr *Global Women’s Issues*
“Maid in L.A.”
Discuss *Jasmine*, entire novel.

Thursday 3/04 “The Globe Trotting Sneaker,”
“From the Third World ...”

Week 13

Tuesday 8/04 Women’s Rights in Islam.
Mariama Bâ, *So Long a Letter*. Scanned copy on Blackboard.

Thursday 10/4 Wood, Ch. 11, “Gendered Media,” p. 260.
“Enlightened Sexism, Enlightened Feminism.”
“Top Girls”

April 14-18: SEMANA SANTA, Easter break. No classes.

Week 14

Tuesday, 22/04: . T. Wood, Ch. 9, “Gendered Close Relationships,” p. 209.
“Moral Dilemmas”
Final presentations.

Thursday, 24/04 Final presentations
French Poststructuralist Feminists

Week 15:

Tuesday, 29 Apr.: Final presentations

Thursday, May 1: Holiday, no class.

Week 16:

Tuesday, May 6th: Last class. Presentations, Conclusions, Reviewing.

Wednesday, May 7, 12:00 to 15:00

FINAL EXAM.

May 16: Final Grades on Banner.

Note: This syllabus and schedule are subject to change and amendment. Please check the announcements and syllabus updates on myslu's Blackboard regularly.