

General Education Course Proposal

Proposed Course: WS 10 Introduction to Women's Studies Units 3
 Prefix No. Title
 Department: Women's Studies Program School: Social Sciences

GE Category (Indicate one category only):

Foundation: A1 A2 A3 B4
 Breadth: B1 B2 C1 D E
 Integration: B C D International/Multicultural:

Existing Course: _____ Revised Course: X New Course: _____
 Course Included in Current GE Program X

New courses require the Undergraduate Course Proposal form in addition to this form.
 Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Interdisciplinary course designed to introduce students to the major social, cultural, economic, and political forces which define gender in society.

Enrollment limit per section: 40
 Expected number of sections per semester - Year 1 10; Year 3 3

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

<p><u>Susan Arpad</u> <u>3/13/98</u> Department Chair Date</p> <p><u>Ellen Guenther</u> <u>3/14/98</u> School Dean Date</p> <p><u>Brandt Kehoe</u> <u>12/22/98</u> Associate Provost Date</p>	<p><u>J. Scheremie</u> <u>3/17/98</u> School Curriculum Committee Date</p> <p><u>Red Ann</u> <u>12/15/98</u> General Education Subcommittee Date</p> <p style="text-align: right;">1/14/98</p>
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Attachment #2:

Common Syllabus

Women's Studies 10: Introduction to Women's Studies

(3 units - no prerequisites)

Catalog Description: Interdisciplinary course designed to introduce students to the major social, cultural, economic, and political forces which define gender in society.

General Education: This course meets General Education requirements. For students with catalogs 1998-99 or earlier, it meets the requirements for lower division BREADTH, Division 9. For all other students, it meets the requirements for lower division BREADTH, Area D.

Instructor: Name
Office: Instructor's office location
Office hours: Instructor's office hours (min. 5 hrs/wk for fulltime faculty)
Phone/e-mail: Instructors office phone, e-mail address
Dept. Office: Social Science, 226A; department hours
Dept. Phone: 278-2858

Course Materials: The following books/readers are required/recommended; they may be purchased at _____. Author/editor. *Title*, publisher.

Fees: There are no fees attached to this course.

Course Topics: Approximately one week of class will be devoted to each of the following topics. Each topic represents about 1/15 of this one semester course.

- Diversity of women's and men's experiences and identities: sexual, gender, racial/ethnic/cultural, political, religious, etc. Appreciation of the lives and realities of ordinary women and men; the need to respect differences between us.

- Introduction to the feminist paradigm, feminist research methods, gender as socially constructed attitudes and behaviors, and sex/gender systems generally.

- The interaction of nature and environment; exploring in greater detail the relationship between (biological) sex and social (gender) introduced last week.

- Social constructions of gender at other times and in other places. Comparing traditional and feminist theories of gender, evolution, and culture.

- Early childhood gender socialization. Major theories of gender acquisition in young children. The intervening variables of race/ethnicity and social class.

- Schools and gender. An overview of studies demonstrating the effects of sexism, racism, and homophobia on students from K-12 through college. Title IX and its effects; sexual harassment; and the "hidden" versus the formal curriculum.

- Gender and communication/language and the media. Review of studies of media and their effects on perceptions of women and men. Men's and women's magazines and their "cults of masculinity and femininity." Racism, sexism, violence, and homophobia in the media. Theories of effects of televised violence.

- Gender and intimate relationships. Sexuality and reproductive freedom; gay, lesbian, and heterosexual domestic partners; teen pregnancy; reproductive technologies; gender and the politics of housework. Women's "second shift" or double workload; the feminization of poverty; the variety of family forms today.

- Domestic violence, marital rape, acquaintance rape, incest, child and elder abuse: the relationship of violence and gender in intimate relationships.

- Gender, employment and the economy. Comparison of human capital theory with dual labor market theory; discussions of the differential effects of downsizing on various segments of the labor force already marginalized. Gender, race, and homelessness. The ongoing need for welfare reform and child care.

- Gender, crime, and justice. Comparing criminal activity of men and women and their differential experiences in the criminal justice system as both offenders and victims. Women as criminal justice professionals.

- Gender, politics, government, and the military. Comparison of political roles and behavior of men and women. Effects of the political power differential and the gender gap in voting. Sexism, racism, and homophobia in the military.

- Gender and spirituality. Worship of female deities past and present in a range of cultures. Witch hunts of the 15th-19th centuries. Study of traditional teachings on gender of each of the major world religions. Politics of gender in the evangelical New Right. Minority churches, feminist spirituality, and ecofeminism.

- Gender and health. Sex differences in mortality and morbidity. Politics of health care; how race and gender intersect in the population without good access to health care. Patriarchal hierarchy of health care work. Gender, sport, and fitness. Mental health double standards. Alcohol, drug addiction, eating disorders.

- Restructuring sex/gender systems. Historical perspective on feminism's first, second, and third waves. Internal conflicts within the women's movement with a focus on racism and homophobia as divisive forces. Internationalization of feminism. Men's movements; their politics, differences, and similarities.

Course Objectives:

- To help students develop an understanding of gender and the function of this construct by analyzing the social, cultural, economic, and political forces which define gender in society.

- To examine the ways in which gender differences have been socially constructed as a patriarchy--a ranking system based on male dominance and female subordination.

- To promote an understanding of different cultures and ethnic diversity by not developing any course topic solely from a Euro-American perspective, and by studying the ways in which the patriarchal sex/gender system is mediated by differences in race/ethnicity, as well as social class, age, sexual identity, etc.

- To engage in dialogue and critical thinking about the social, cultural, political, economic, and personal consequences for both individuals and groups when "differences" come to be regarded as "deficiencies."

- To explore and reflect upon a variety of ideas about the causes of, and remedies for, the socioeconomic inequalities experienced by women in U.S. society in order to promote more effective participation in the human community.

- To introduce students to different theories related to gender and show them various methods by which theoretical concepts can be critically compared and evaluated.

- To help students make meaningful connections between course materials and their own lived experiences as women and men.

- To study the reciprocal/self-reproducing nature of gender relations: i.e., gender not only influences major social, cultural, economic, and political institutions, but is in turn reinforced by these same institutions

- To encourage students to reexamine cultural and personal definitions of gender and develop social and personal values that support the ability of each individual to reach her or his full human potential.

Course Assignments: Given the University's General Education 2,000 word writing requirement, each student will be required to complete writing assignments of at least 2,000 words. Sample assignments include:

- Journals that discuss and respond to central ideas presented in required readings and other course materials. Criteria for journals include: clarity, accurate representation of author's ideas, depth of discussion of ideas, etc.

- Essay exams which test the degree to which students have read and understood the assigned readings and integrated information from class discussion.

- Reflection papers in which students select a passage from the reading for that week and relate that passage to their own life experiences.

- Research papers in which students conduct field research and compare their own observations with theories they have read on gender socialization. These papers may or may not require use of library resources.

- In-class writing assignments in which students write for 10 minutes prior to small group discussions as a way of organizing the ideas they want to present.

Course Schedule: Each syllabus will provide the dates on which various topics will be covered, assigned readings will be discussed, and due dates for assignments and exams.

Grading Policy: Each syllabus will state the criteria which will be used in grading, including the weighting of assignments and examinations as well as the criteria for assigning grades, and the grading scale, identification of all requirements and due dates for course completion and eligibility for a final passing grade.

Other Information: Each syllabus will also provide an attendance policy, whether or not extra credit is possible, and the instructor's policy on missed work, late work, and make-up work provisions.

Representative Texts:

Claire Renzetti and Daniel Curran, *Women, Men, and Society*. Fourth Edition. Allyn & Bacon, 1998.

Laurel Richardson and Verta Taylor, eds., *Feminist Frontiers*. Fourth Edition. McGraw-Hill, 1996.

Sheila Ruth, *Issues in Feminism: An Introduction to Women's Studies*. Fourth Edition. Mayfield, 1998.

Virginia Sapiro, *Women in American Society: An Introduction to Women's Studies*. Third Edition, Mayfield, 1994.

Reading packets may be used for supplementary materials, but if an instructor chooses to use only a reading packet, it must be approved in advance by the Women's Studies Curriculum Committee.

Introduction to Women's Studies
Women's Studies 10 Spring, 1998

Instructor: Dr. Marcia E. Bedard
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Phone: 278-2450 **e-mail:** marciab@zimmer.csufresno.edu
Office Hours: T/TH 10-11 AM and by appt.
Women's Studies Office: Social Science Bldg. #226A
Phone: 278-2858

Course Description: This interdisciplinary course introduces students to the major social, cultural, economic, and political forces which define gender in society. Active participation of students is encouraged. Readings and introductory lectures to each topic will be supplemented by audio-visual presentations and small group discussions.

Course Objectives: 1) To understand the ways in which gender differences have been socially constructed in the U.S. as a patriarchy--a ranking system primarily based on male dominance and female subordination, but mediated by differences in race, class, age, sexual orientation, and other differences. 2) To learn how gender and other "differences" came to be regarded as "deficiencies." 3) To engage in dialogue and critical thinking about the social, cultural, political, economic, and personal consequences of these social constructions. 4) To explore and reflect upon a variety of ideas about the causes and remedies for the resulting socioeconomic inequalities in U.S. society. 5) To introduce students to different theories related to gender and methods by which theoretical concepts can be critically compared and evaluated. 6) To study the reciprocal and self-reproducing nature of gender relations. Note: Students are expected to broaden their understanding of group oppression and identity from many different perspectives in this course.

Course Materials: The required text for this course is Renzetti and Curran's Women, Men, and Society (3rd Edition), available at the Kennel Bookstore on the CSU Fresno campus.

Grading Scheme: It is possible to earn up to 35 points in this course through timely completion of writing assignments. Up to 10 points may be earned by having excellent attendance, and fully participating in class discussions (*participation includes attentive listening as well as talking*). Attendance will be taken on a regular basis. An additional 10 points may be earned on short reading quizzes to be given periodically. The remaining 45 points may be earned on two exams (a 20-pt. mid-term and a 25-pt. final). At the end of the semester, 90-100 points=A; 80-89 points=B; 70-79 points = C; 60-69 points = D; 59 or less points is a failing grade. No "extra credit" will be given in this course. *No late papers or make-up exams will be accepted unless prior arrangements have been made with the instructor, and only in the case of bonafide emergencies.*

Writing Assignments: There are five writing assignments in this course. Four are short papers (350-400 words) in which students select a passage from the text and relate it to their own life experiences. These papers are also the basis for small group discussions the days they are due. Each short paper is worth up to 5 points. In addition, there is an observation research paper which is to be 1,000-1,200 words). Detailed information will be given in class. It is possible to earn up to 15 points for the research paper.

Week 1: (1-26-98 to 1-30-98): Course overview, introductions, discussion of diversity. Review of learning objectives for Part I of the text: *Men and Women - What's the Difference?*

Read for next class discussion: Ch. 1 pp., 1-17 in text.

Week 2: (2-2-98 to 2-6-98): Discussion of the study of gender; a feminist paradigm. Video: *Gender: the Eternal Paradox* (60 min.)

Read for next class discussion: Ch. 2, pp. 18-55 in text.

Week 3 (2-9-98 to 2-13-98): Lecture on cross-cultural constructions of gender. First short paper due Thursday, 2/12/98. Small group discussion/process.

Read for next class discussion: Ch. 3, pp. 56-75 in text.

Week 4 (2-16-98 to 2-20-98): Class discussion of reading on early childhood gender socialization/writing assignments. Review of learning objectives for Part II of the text: *Teaching Us to Know Our Respective Places*.

Read for next class discussion: Chapter 4, pp. 76-104 in text.

Week 5 (2-23-98 to 2-27-98): Class discussion of reading on schools and gender; observational research/writing assignment. This 3-page paper is due Thursday, 3/5/98. Detailed instruction will be given in class.

Read for next class discussion: Chapter 5, pp. 105-144 in text.

Week 6 (3-2-98 to 3-6-98): Class discussion of reading on gender and media. Video: *"Still Killing Us Softly"* (30 min.) on Thursday. Turn in research papers Thursday.

Read for next class discussion: Chapter 6, pp. 146-180 in text. Study for midterm exam on 3-12-98 covering Chapters 1-6 of text.

Week 7 (3-9-98 to 3-13-98): Discussion of reading on gender and language Tuesday. Midterm exam Thursday. Review of learning objectives for Part III of text: *Keeping Us In Our Respective Places: Institutions of Social Control*.

Read for next class discussion: Chapter 7, pp. 182-252 in text.

Week 8 (3-16-98 to 3-20-98): Class discussion of reading on gender and intimate relationships. Video: *"Untold Stories: When Abortion Was Illegal"* (30 min.). Second short paper due Thursday, 3/19/98. Small group discussion.

Week 9 (3-23-98 to 3-27-98): Continued discussion of gender in intimate relationships.

Read for next class discussion: Chapter 8, pp. 254-305 in text.

Week 10 (3-30-98 to 4-3-98): Class discussion of reading on gender and work.

Read for next class discussion: Chapter 9, pp. 306-358 in text.

NO classes from 4-6-98 to 4-10-98 - SPRING BREAK

Week 11 (4-13-98 to 4-17-98): Class discussion of reading on gender and violence. Video "*Rape: The Boundaries of Fear.*" (30 min.) Third short paper due Thursday, 4/16/98. Small group discussion process.

Read for next class discussion: Chapter 10, pp. 358-392 in text.

Week 12 (4-20-98 to 4-24-98): Class discussion of reading on gender, employment and the economy.

Read for next class discussion: Chapter 11, pp. 393-428 in text.

Week 13 (4-27-98 to 5-1-98): Class discussion of reading on gender, crime, and justice. Fourth short paper due Thursday, 4/30/98. Small group discussion/process.

Read for next class discussion: Chapter 12, pp. 393-428 in text.

Week 14 (5-4-98 to 5-8-98): Class discussion of reading on gender and health.

Read for next class discussion: Chapter 13 pp. 393-428 in text.

Week 15 (5-11-98 to 5-15-98): Class discussion of reading on gender and spirituality. Review sheet for final exam will be distributed today. Please note there is only one class meeting this week on Tuesday, 5/12/98. The remainder of the week is for final exam preparation and faculty consultation.