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Office Hours: T/Th 2:30-3:30 and by appointment

COURSE OBJECTIVES:

This course will introduce you to some of the key ideas, topics, and theories that inform the area of study known as Women's Studies. Of particular focus will be the history of feminism and interdisciplinary research on issues relevant to the everyday lives of women. Throughout the semester we will also pay close attention to the intersection of gender, race, and class and the effect of this intersection on the identification and interpretation of social problems and on the articulation of particular forms of social activism.

REQUIRED TEXTBOOKS AND OTHER MATERIALS:

- Kesselman, Amy, Lily D. McNair, and Nancy Schniedewind. 2006 (4th edition). *Women: Images and Realities. A Multicultural Reader*. McGraw-Hill.
- Freedman, Estelle. 2003. *No Turning Back: The History of Feminism and the Future of Women*. Ballantine Books.
- Ehrenreich, Barbara and Deirdre English. 2005. *For Her Own Good: Two Centuries of the Experts' Advice to Women*. Anchor Books.
- All materials posted to our WebCT site
- A style manual, collegiate dictionary, and thesaurus

CLASS ASSIGNMENTS:

Response Papers

You are required to write four (4) response papers on topics covered in class. The papers should be 2-3 pages in length and grapple with just one (1) idea, concept, or argument covered in the readings, including readings from the books and supplemental readings posted on WebCT. You should consult one (1) outside source for the paper and this should be a scholarly reference (not a newspaper article, blog entry, etc...). In other words, your interpretation and/or critique of the idea, concept, or argument should be based on some outside research. Feel free to consult the references in the assigned readings. You are encouraged to consult the Writing Center as I do grade your ability to write clearly and persuasively. Each paper is worth 10% of your final grade. The papers should be typed, double-spaced, single-sided, 11 or 12pt font, regular margins, standard size, and stapled. Keep a copy of all of your work. Please do not email the papers to me.

Research Paper

An 8-10 page research paper, based on 3-4 scholarly sources, is due at the end of the semester. Topics can include any of those discussed in class although you are by no means limited to those alone. You may use one of your earlier short response papers as a starting point. The goal of this assignment is to extend your research and thinking about a particular topic. The methodology (e.g., historical, social scientific, theoretical) you employ is entirely up to you. The papers should be typed, double-spaced, single-sided, 11 or 12pt font, regular margins, standard size, and stapled. Keep a copy of all of your work. Please do not email the papers to me. The paper is worth 30% of your final grade.

Exam

There will be one exam during finals week and it will be comprehensive. It will consist of essay questions only. You will be permitted to have notes with you during the exam. The exam is worth 20% of your final grade.

Participation

Your participation grade reflects attendance, timeliness of assignments, the amount of time in which you make a good-faith effort to participate in class discussions, the degree to which you are "attentive" in class, and the degree to which you make an effort to work with other students. I expect you to engage with the concepts we discuss in class and to push yourself and your colleagues to look critically at course material as well as arguments surrounding contemporary social and political issues as they pertain to gender, feminism, and women's studies. You are encouraged to raise your hand during discussion and ask questions, add comments, or ask for something you didn't understand to be repeated or clarified. You should expect to be called upon to contribute to discussion, so please come to class prepared to answer basic questions about the readings (e.g., by providing a definition to a key term).

Note-taking prior to class discussion is crucial to your success in the class. Note-taking includes detailed outlines of the assigned reading that you bring to class with you the day the assigned reading will be discussed. These outlines should include page numbers for reference as well as 1 or 2 quotations that you have written out word for word that can be used for focused discussion. Bringing examples to share with the class is always helpful.

Each student is required to compose 2 discussion questions for each day of class. One of these questions should be a clarification question; for example, if there is an argument the author makes that is confusing, you should write a question about that argument. Please know this is not meant to avoid taking the initiative and looking up definitions and historical background information prior to class. The other discussion question should be "critical" in nature—it should begin with your interpretation/critique of an argument/concept of a reading for that day. The discussion questions should be typed and submitted each class period. Participation counts for 10% of your final grade.

Breakdown of grade calculations:

Short papers	40%
Exam	20%
Research paper	30%
Participation	10%

GROUND RULES AND CLASS EXPECTATIONS:**Grading:**

An "A" performance is an outstanding performance in this class. To get an "A" you must extend increased effort to seeing and thinking beyond the surface level in your reading, research, and speaking as well as show particular skill in composing your written work. An "A" performance includes being a leader in class activities, challenging your own assumptions, and being a critical consumer and creator of information. An "A" also means no more than two (2) absences. I do not discuss grades until at least 24 hours have passed for you to review the comments on work I have returned to you. All assignments receive a letter grade. Please be aware that I cannot take into consideration the *effort* you put into an

assignment. Be sure to submit only your very best work. This often means multiple drafts and working with a tutor at the Writing Center. Please note that in addition to the Writing Center, the University provides a number of resources to help you produce your very best work and receive a satisfactory grade. Information about these resources is available from:
www.uga.edu/academics/resources.html

I generally do not grant extensions on assignments, so please plan ahead.

Plagiarism: Everyone is expected to abide by the UGA Student Honor Code and to be familiar with the “Culture of Honesty” document available from www.uga.edu/honesty. Consequences for violating the codes for ethical research and writing results in a failing grade for the assignment and/or for the course. Plagiarism also results (regardless of my sanction) in filing a report to the university judicial office. Violations of the Honor Code result in a notation on your transcript.

Academic Freedom: I do not censor topics. Like other courses in higher education, this means that at times students will be addressing topics that make some members of the class uncomfortable. I ask that everyone avoid language that would undermine an inclusive and respectful classroom environment. Since this is a discussion course, open participation in this learning environment requires that we all respect the right of students and the instructor to present diverse ideas. Differences of viewpoint should be offered in a manner which promotes the free exchange of ideas and the development of mutual understanding. I consider it my job/role to intervene if and when necessary to ensure an intellectually stimulating, yet respectful, nurturing, learning environment.

Nondiscrimination Statement:

In accordance with University policy, I do not engage in, nor do I tolerate discrimination or harassment on the basis of race/ethnicity, religion, national origin, sex/gender, sexual orientation, age, physical or mental disability, or veteran status. In addition, I do not discriminate on the basis of political creed. This means that you do not have to agree with me or with the assigned readings in order to do well in this course. You are, however, obligated to demonstrate an understanding of the course material. I also make every effort to avoid discrimination on the basis of class or income. If there is something I can do to make the class more hospitable, please let me know.

Attendance: Attendance is expected. Excessive absences can hurt your participation grade and/or final grade. I do not discriminate between “excused” or “unexcused” absences; if you are absent, you have missed an opportunity for learning. Please consult one of your colleagues to find out what you may have missed.

***Tentative Course Schedule* (subject to change based on teaching needs):
Readings should be completed by the day they are listed on the schedule. Readings not from the reader and other required texts will be posted on WebCT.**

WEEK 1: OVERVIEW AND INTRODUCTIONS

Thursday, August 16

Introduction of students and instructor
Overview and discussion of syllabus

WEEK 2: WHY WOMEN'S STUDIES? WHY FEMINISM?

Tuesday, August 21

No Turning Back: preface, acknowledgments, Chapters 1 & 2
Women: Introduction, Chapter I, # 1, 2, 3, 4, 5, 6

Thursday, August 23

No Turning Back: Part II
Women: Chapter I, # 7 (all), 8

WEEK 3: BECOMING GENDERED

Tuesday, August 28

Women: Chapter II, # 9, 15, 16, 20, 22, 23, 25, 28

Thursday, August 30

Interview with Judith Butler (WebCT)
Sloop, John. "Disciplining the Transgendered" (WebCT)

WEEK 4

Tuesday, September 4

Sexuality: *No Turning Back*, Chapter 11; *Women*, #38-44; Joan Nestle, "My Mother Liked to Fuck," from *The Eight Technologies of Otherness*.

Thursday, September 6

Sexuality: Amy Bloom, selection from *Normal*; Radicallesbians: "The Woman-Identified Woman"; Andrienne Rich, "Compulsory Heterosexuality," from *Encyclopedia of Feminist Theories*; Jennifer Maher, "What Do Women Watch? Tuning In to the Compulsory Heterosexuality Channel." *Bitch Magazine*, Issue 15, 52-57, 90.

WEEK 5

Tuesday, September 11

Race: *Women*, #93-99, 116-117; bell hooks, selections from *Feminist Theory: From Margin to Center*; Combahee River Statement; Angela Davis, selections from *Gender, Race, and Class*

Short essay #1 due

Thursday, September 13

Race: selections from Ruth Frankenberg, *White Women, Race Matters*

Recommended: Stabile, "Cult of Dead Womanhood" from *White Victims, Black Villains*

WEEK 6

Tuesday, September 18

Labor: *Women*, Box on pg. 185, #46, 48, 50, 53-56; Heidi Hartmann, "Capitalism, Patriarchy, and Job Segregation by Sex"

Thursday, September 20

Labor: Barbara Ehrenreich, selections from *Nickel and Dimed; No Turning Back*, Chapters 7 and 8; Evelyn Nakano: gender, citizenship and labor

WEEK 7

Tuesday, September 25

Abortion and Reproductive Rights: *No Turning Back*, Chapter 10; Celeste Condit, selections from *Decoding Abortion Rhetoric*; Roe v. Wade decision; Claudia Mangel, "Legal Abortion: The Impending Obsolescence of the Trimester Framework"; *Women*, Box on pg. 356.

Thursday, September 27

Abortion and Reproductive Rights: *Women*, # 88, 90-92; selections from Jennifer Nelson, *Women of Color and the Reproductive Rights Movement*; selections from Rickie Solinger, *Wake Up Little Susie: Single Pregnancy and Race Before Roe v. Wade*

WEEK 8

Tuesday, October 2

The family: Carol Stabile, "White Men Remember the Family"; *Women*, # 63, 67, 70

*****Short paper #2 due*

Thursday, October 4

The family: *No Turning Back*, Chapter 6; *Women*, #47-48, 58-61

WEEK 9**Tuesday, October 9**

Science, medicine, and expertise: *No Turning Back*, Chapter 9; *Women*, # 78, 81; *For Her Own Good* (first half)

Thursday, October 11

Science, medicine, and expertise: *For Her Own Good* (all)

WEEK 10**Tuesday, October 16**

Violence against women: domestic violence

No Turning Back, Chapter 12; *Women*, 122-127; Ann Goetting, selections from *Getting Out: Life Stories of Women Who Left Abusive Men*; Jody Raphael, selections from *Saving Bernice: Battered Women, Welfare, and Poverty*

Thursday, October 18

Violence against women: sexual violence

Women, #128-137; Susan Jeffords, "Rape in the New World Order"

WEEK 11**Tuesday, October 23**

The pornography debate: Catharine MacKinnon, selections from *Feminism Unmodified*; Linda Williams, Chapter 1 of *Hard Core: Power, Pleasure, and the "Frenzy of the Visible"*

****Short paper #3 due

Thursday, October 25

No class- fall break

WEEK 12**Tuesday, October 30**

Gender and the environment: Chris Cuomo, selections from *Feminism and Ecological Communities: An Ethic of Flourishing*; readings from Vandana Shiva (TBA)

Thursday, November 1

Gender and militarism: *Women*, #148; Caldicott, selections from *Missile Envy*; Cynthia Enloe, selections from *Maneuvers*; documents (TBA) from RAWA (Revolutionary Association of the Women of Afghanistan); Carol Stabile and Carrie Rentschler, "States of Insecurity and the Gendered Politics of Fear"

WEEK 13**Tuesday, November 6 (election day)**

Gender, media, and popular culture: selections from Kara Jesella, *How Sassy Changed My Life*;
viewing of *Killing Us Softly*

Thursday, November 8

Gender, media, and popular culture: selections from Susan Douglas, *Where the Girls Are*;
selections from T.L. Taylor, *Play Between Worlds*; Angela Carter, feminist fairy tales
(TBA)

WEEK 14**Tuesday, November 13**

Social movements/changing our world-US

Women, #138-139, 141, 143-144; Bitch Manifesto; Selections from *This Bridge Called My Back*;
No Turning Back, Part V

Thursday, November 15

No class: instructor attending NCA conference

WEEK 15**Tuesday, November 20**

Social movements/changing our world-transnational

Women, #120, 149-150; Kathleen Blee and France Winddance Twine, selections from *Feminism
and Antiracism: International Struggles for Justice*

*****Short essay #4 due*

Thursday, November 22

No class: Thanksgiving

WEEK 16**Tuesday, November 27**

Women, #153, 159

Student presentations

Thursday, November 29

Student presentations

WEEK 17

Tuesday, December 4

No class: MWF schedule in effect

Thursday, December 6

Exam review

******Research papers due*

WEEK 18

Final exam

Thursday, December 13, 12-3 p.m.