

WS 202: Honors in Women, Gender, and Sexuality Studies

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Office Hours: Mondays, 1-2 pm and by appointment

M,W 3:00 – 4:15 pm
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Course Description:

This interdisciplinary course will introduce students to key issues and concepts in the field of women's studies. Specifically, we will examine how and where we learn about gender, how gender matters in our everyday lives, how intersecting gender with other categories of identity such as race, class, sexuality, and ability helps us understand the complexity of gender hierarchy, gender inequality, and gender oppression, and how women have resisted and mobilized against various forms of gender discrimination. We will explore these questions while reading a variety of materials that explore women's roles and representations in media, art, politics, economy, and education. Other materials such as photographs, films, advertisements, and short fictions are also incorporated in this course. Various assignments in this class are designed to help students hone their analytical, oral, and visual literacy skills.

Text:

Kesselman, Amy, Lily McNair and Nancy Schniedewind (eds). *Women: Images and Realities*. Boston: McGraw-Hill, 2008. (WIR)

There are also additional texts that you have to read that are available online through our library database (*Academic Search Premier*). You can locate articles from *Academic Search Premier* online database by using the AN# that I provided here. First, go to <http://ku.edu/libraries/> and then

- click "Databases" (on the left column)
- click "Academic Search Premier" (under "Starling points for most subjects")
- click "Advanced Search" (under the Search box)
- type the AN #
- in "Select a Field" box, choose AN (Accession Number), and then click "Search."

Grading:

ALL ASSIGNMENTS, except for presentations and other tangible materials, ARE DUE **ONLINE** (Blackboard)! Late assignments will be penalized **one point** (out of 100) **for each day it is late**.

No LATE FINAL PROJECT WILL BE ACCEPTED!

Attendance and Participation	15%
Bring Your Own Images (BYOI—in-class presentation)	10%
The Digital Gender Story Project	
Part 1: Visual Narratives of Gender (Photographs)	20%
Part 2: Critical Narratives of Gender (Paper)	20%
Part 3: Meeting with Professor	5%
Part 4: The Gender Story Project (Multimedia)	20%
Part 5: The Gender Story Project Presentation	10%
Attendance and Participation	15%

You are expected to participate in class discussions. Active participation requires having read and watched all of the assigned materials BEFORE coming to class regularly and on time. Respect for each other's opinion is key for having fruitful discussions where we will learn from each other.

I will strive toward creating an environment where everyone would feel comfortable and safe in sharing their personal experiences. This involves respecting other class members' wish that you not retell their private stories outside the classroom. At the same time, however, we need to be cautious of what we are sharing with the class. I cannot guarantee strict confidentiality of what you choose to publicly share in the classroom. Also, I would expect that when you share your personal experiences in class that you'd relate them to class materials for it to count toward your participation grade.

Bring Your Own Images (BYOI) Presentation 10%

By 01/28, you will have already chosen a day when you will do your class presentation. (There will be a sign-up sheet on Blackboard. First-come, first-serve basis.) On your presentation day, you will bring and tell the class (in 8-10 minutes) about at least a couple of images that are RELATED to the reading materials for that day. For example, if you are responsible to do a presentation on the day we read an article on learning gender in school, you may bring some photos of yourself doing some gendered activities in school. You need to tell us your analysis of those images and how they relate to the reading materials.

This assignment is designed to help everyone in the class understands the reading materials better. Hence you need to think about and tell the class how the specific images that you bring support, challenge, or complicate the reading materials. At the end of your presentation, you need to pose AT LEAST ONE QUESTION (related to your presentation and the class material) that would serve as an entry point to that day's discussion. This assignment is **NOT** about presenting a **summary** of the reading materials. Please be as creative as possible; creativity is ALWAYS part of the presentation grade.

Because there are so many possible images that you can share with the class, I would **STRONGLY ENCOURAGE** you to let me know in advance what you plan to tell the class, and what additional equipments you may need (DVD, VCR, etc).

The Digital Gender Story Project

This project is adapted from the Center for Digital Storytelling (<http://www.storycenter.org>), a non-profit arts organization that helps people produce their own stories using digital media and advocates personal storytelling as a medium for social change. The Digital Gender Story Project, as its name suggests, focuses on personal stories about gender, as it intersects with other categories of identity such as race, sexuality, class, nationality, ability, and age. These stories, however, need to be contextualized within larger institutional structures of sexism, racism, etc. Additionally, these stories will have to be narrated in a way that frames them as a site for social change and to better women's lives.

Part I. Visual Narratives of Gender (Photographs) 20%

The final project, which is the "Gender Story Project," will be in a multimedia form and will therefore incorporate some images. (You may check the website I provided above for sample projects.) Hence, for the first part of the gender story project you are to take as many pictures with your camera as you possibly can. However, you will only submit the best five images that show how you learn, do, and perform gender in your life. Remember, these are the images that you will use for your final group project; choose the really good ones.

Alternatively, if you decide to do a gender story project based on another woman's diary (available at Spencer Research Library), you need to submit five images related to her story. Ideally, of course, these are non-copyrighted images of her. However, you may take pictures that represent her stories.

Each photograph will need to be accompanied by a sentence or two that explains what the image is about. You may use Lauren Greenfield's *Girl Culture* book and/or website as a good model on how to go about doing the first part of this project. You may submit this project as a PDF file or .doc file or other similar software. Creativity is ALWAYS part of the grade. Please go to museums or visit various websites and think of some creative and unique ideas!!!

Part II. Critical Narratives of Gender (Paper) _____ 20%

For the second part of this project, you are to submit a 5-7-page of paper, excluding bibliography (MLA or CMS style). This paper will offer a critical analysis of the images you submitted in part one while incorporating various texts we've read in class as well as additional materials from the library. (Proper citation is a must.) This paper **MUST** have an argument and use the images and texts we've read in class to support your argument. A good paper will evoke productive debates and good discussions, be critical, original, thought-provoking, well-argued and well-supported.

You may use some of the readings in our textbook as good examples from which to model the format of your own paper.

Part III. Meeting with Professor _____ 5%

You are **REQUIRED** to meet with me to discuss your project. For the meeting (**anytime BEFORE 4/1**) you will **bring a storyboard** with the tentative title of your project. This storyboard may consist of "panels" or "frames" (minimum of 10 panels). You will also bring a timeline that highlights when you will complete each step of the project. Bring whatever you have at this point. During this meeting, you will get a feedback about your project from me. Hence, the more you bring to the meeting, the more feedback you will get from me. You can also ask whatever questions you may have about your final project during this meeting. The sooner you meet with me, the sooner you have a clearer idea of what and how to go about doing your final project.

Part IV. The Gender Story Project (Multimedia) _____ 20%

For the fourth part of your project, you will put together, creatively, all of your "Visual Narratives of Gender" and "Critical Paper" assignments together as your "Gender Story Project." This project will need to embody the notion of personal storytelling as a medium for social change. Thus, you will examine these previous assignments critically, reflecting on class materials and various theories we've learned in class. You are to take from these assignments as much as you can for your final project. Your final project, however, does not have to incorporate all aspects of your previous assignments. It may be the case that you will take only some aspects of it and do additional research for your final project. (For example, you may end up using only two images from your "Visual Narratives of Gender" assignment and adding two new images for your "Gender Story Project.") Remember, your final project **MUST** articulate an argument, be supported by theories you've read in class as well as other additional theories. Most importantly, it **MUST** tell a story about gender as it intersects with other categories of identity such as race, sexuality, nationality, and ability. And please remember my mantra: **CREATIVITY** is always part of the grade!!!

You may use these short films as good examples for your final project: <http://www.storycenter.org/stories>
http://www.thestoryproject.ca/women_support/videos/womensupport.mov
http://www.thestoryproject.ca/Jen_Camille/Video/Camille_small.mov or
<http://www.thestoryproject.ca/DWAVE/index.html>

Part V. Presentation _____ 10%

You will present your final project. The presentation is graded based on how well you present your project (Do people understand your argument clearly? Is your presentation creative? Do you engage the audience?). Please be as creative as possible; creativity is ALWAYS part of the presentation grade. Also, please rehearse your presentation so that it does not exceed the 15-minute max. If your film is longer than 15 minutes, please show only a clip of it. To ensure that you do well in your presentation, you are ENCOURAGED to discuss your presentation with me ahead of time.

It is very important that you come to all of these presentation days. If you do not have a legal excused absence (with verification) you will lose 1% of your final grade for each day that you are absent.

---Class Policies--

Disabilities:

Please contact the Office of Disability Resources, 864-2620 and let me know at the beginning of the class so that we can make arrangements to help you get the most from the class.

Plagiarism:

Any source that you use must be cited. Plagiarism will not be tolerated and may result in a failing grade.

Religious Holidays:

Students who need to miss class due to religious observances must notify the professor of this absence beforehand. Such absences will not be counted against students. Students are responsible for missed materials.

Technology Issues:

Almost all of your assignments will be due on Blackboard. It is therefore very important that you have access to the Internet. To access Blackboard, go to: <http://courseware.ku.edu/> You will need a login ID and a password.

Contact helpdesk at 864-8080 (<http://www2.ku.edu/~helpdesk/>) for technical/technology questions.

Date	Reading Materials	Assignments Due
01/21	<p>Introduction</p> <p>Visit websites in class:</p> <p>http://laurengreenfield.com/</p> <p>http://www.donhabib.com/</p>	

Learning, Doing, and Performing Gender...

01/26	<p>...At Home</p> <p>Piercy, M. "A Work of Artifice." (WIR, 49)</p>	
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	<p>Gould, L. "X: A Fabulous Child's Story." (WIR, 108-113)</p> <p>Listen:</p> <p>Beyonce. "If I Were a Boy."</p>	
01/28	<p>...In Schools</p> <p>Sadker, D. "An Educator's Primer on the Gender War." (WIR, 75-81)</p> <p>Martin, E. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." (WIR 40)</p> <p>Rich, A. "Claiming an Education." (WIR 19-21)</p>	Last day to choose your BYOI presentation day.
02/02	<p>...From the Media</p> <p>Higginbotham, A. "Teen Mags: How to Get a Guy, Drop 20 Pounds, and Lose Your Self-Esteem." (WIR, 93-96)</p> <p>Pozner, J. "The Unreal World." (WIR, 96-99)</p> <p>Cole, J. and B. Guy-Sheftall. "No Respect: Gender Politics and Hip-Hop." (WIR, 99-105)</p> <p>Weisstein, N. "Mutineers in Mainstream Music: Heralds of a New Feminist Wave?" (WIR, 105-108)</p> <p>Listen:</p> <p>India.Arie. "Video." (Lyrics available on WIR, 108)</p>	

Visual Literacy and Storytelling Workshop

02/04	Meet at the Kenneth Spencer Research Library—Guest Speaker Sherry Williams	
02/09	<p>LaFontaine, Jennifer. "From the Story Circle to Cyberspace." <i>Women & Environments International Magazine</i>, Fall/Winter 2006 72/73: 77-81. Available online from Academic Search Premier. AN# 24107052.</p> <p>Watch on your own:</p> <p><i>Dreamworlds 3</i>. Available at Watson Library. Call #: DVD PN1992.8.M87 D744 2007</p> <p><i>Killing Us Softly 3</i>. Available at Watson Library. Call #: HF5827.85 .K55 2002</p> <p>Visit websites:</p> <p>http://www.storycenter.org/stories/</p> <p>http://www.thestoryproject.ca/DWAVE/index.html</p>	Bring Images to discuss in class—Not Graded

http://www.thestoryproject.ca/women_support/videos/womensupport.mov

Beauty and the Body Issues

02/11	<p>Wolf, N. "The Beauty Myth." (WIR, 120)</p> <p>Wong, N. "When I Was Growing Up." (WIR, 125)</p> <p>Berger, A. "Nose Is a Country... I am the Second Generation." (WIR, 127-129)</p> <p>Clay, M. "Our Crown, Our Glory, Our Roots." (WIR, 129)</p> <p>Gilman, S. "klaus barbie, and other dolls I'd like to see" (WIR 72-75)</p> <p>Listen:</p> <p>Di Franco, A. "Not a Pretty Girl." (Lyrics available on WIR, 69)</p>	
02/16	<p>Chernik, A. "The Body Politic." (WIR, 130-134)</p> <p>Ollendorf, J. "Revenge Against the Scale." (WIR, 137)</p> <p>Siebecker, J. "The Fat Girl Rules the World." (WIR, 138-139)</p> <p>Visit Websites:</p> <p>http://www.fatso.com/</p> <p>http://www.nolose.org/</p> <p>http://www.jannygirls.com/</p>	
02/18	<p>Research Workshop—Guest Speaker Tami Albin</p>	<p>Visual Narratives of Gender Due Today—</p> <p>Post it on Blackboard-Assignments</p>

Sex, Sexuality, and Sexual Pleasures

02/23	<p>Walker, R. "Lusting for Freedom." (WIR, 141-144)</p> <p>Ochs, R. "Bisexuality, Feminism, Men and Me." (WIR, 165-167)</p> <p>Espiritu, Y. "'We Don't Sleep Around Like White Girls Do': Family, Culture, and Gender in Filipina-American Lives." (WIR, 144-152)</p> <p>Souza, C. "Esta Risa No Es De Loca." (WIR, 152-156)</p>	
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02/25	<p>Tharps, L. "In Search of the Elusive Orgasm." (WIR, 161-164)</p> <p>Koedt, A. "Myth of the Vaginal Orgasm." in Turner, I. B. (Ed.) <i>Voices from Women's Liberation</i>. New York: Signet, 1970. (Available online: http://www.cwluherstory.org/myth-of-the-vaginal-orgasm.html)</p> <p>Visit Website:</p> <p>http://www.masturbateforpeace.com/</p>	
03/02	<p>Koedt, A. "Loving Another Woman." (WIR, 156-161)</p> <p>Pharr, S. "Homophobia and Sexism." (WIR, 416-419)</p> <p>Thompson, B. "Fence Sitters, Switch Hitters, and Bi-Bi Girls: An Exploration of Hapa and Bisexual Identities." (WIR, 459-464)</p> <p>Hugs, D. "Pleasures" (WIR 156)</p> <p>Watch on your own:</p> <p><i>Frida</i>. Available at local video rental. Still on order at Watson Library.</p>	
03/04	<p>Hubbard, R. "Using Pregnancy to Control Women." (WIR, 360-364)</p> <p>Roberts, D. "Killing the Black Body." (WIR, 365-367)</p> <p>Fried, M. "Abortion in the U.S.: Barriers to Access" (WIR, 367-373)</p> <p>Silliman, J. et. al. "Native American Women's Health Education Resource Center." (WIR, 338-341)</p> <p>Thayer, L. "For Better Lesbian Health, Fewer Barriers to Care." (WIR, 342-343)</p> <p>BWHBC. "The Politics of Women's Health in the United States." (WIR, 317-323)</p>	

Women and Family

03/09	<p>Washington, M. "Working at Single Bliss." (WIR, 265-271)</p> <p>Ackelsberg, A. and J. Plaskow. "Why We're Not Getting Married." (WIR, 274-275)</p> <p>McGuire, M. "Livin' in a Gay Family." (WIR, 427-429)</p>	
03/11	imovie Workshop	<p>Critical Paper Due Today</p> <p>Post it on Blackboard-Assignments</p> <p>Bring your laptop and</p>

		images from Visual Narratives of Gender
03/16	SPRING BREAK—HAVE FUN!	
03/18	SPRING BREAK--HAVE FUN!	
03/23	<p>Neuwirth, J. "Unequal: A Global Perspective on Women under the Law." (WIR, 217-220)</p> <p>Crittendon, A. "How to Bring Children Up Without Putting Women Down." (WIR, 220-226)</p> <p>Albelda, R. "New Welfare Regime, Same Single-Mother Poverty Problems." (WIR, 231-237)</p>	

Silence and Violence against Women

03/25	<p>Hooks, b. "Violence in Intimate Relationships: A Feminist Perspective." (WIR, 495)</p> <p>Jones, A. "Battering: Who's Going to Stop It?" (WIR, 482-488)</p> <p>Fisher-Hertz, L. "Countdown." (WIR, 488-493)</p>	
03/30	<p>Griffin, S. "Rape: The All-American Crime" (WIR, 499-507)</p> <p>Lin, M. and C. Tan. "Holding Up More Than Half the Heavens." (WIR, 496-498)</p> <p>Shange, N. "With No Immediate Cause." (WIR, 510-511)</p> <p>Copelon, R. "Rape and Gender Violence: From Impunity to Accountability in International Law." (WIR, 518-520)</p>	
04/01	<p>Fisher-Hertz, L. "Protecting Male Abusers and Punishing the Women Who Confront Them: The Current Status of Child-Sex Abuse in America." (WIR, 522-528)</p> <p>hooks, b. "Talking Back." (WIR, 15-18)</p> <p>Thao, M. "Sins of Silence." (WIR, 18-19)</p>	Last day to have a meeting with the professor

The Economy of Women's Work and Working Women

04/06	<p>Mainardi, P. "The Politics of Housework." (WIR, 188-191)</p> <p>Crittenden, A. "The Price of Motherhood: Why the Most Important Job in the World is Still the Least Valued." (WIR, 191-194)</p>	
04/08	Bravo, E. et. al. "An Overview of Women and Work." (WIR, 180-184)	

	<p>"Gender Segregation and Pay Differentials in Occupations." (WIR, 185)</p> <p>National Committee For Pay Equity. "Questions and Answers on Pay Equity." (WIR, 185)</p> <p>"Office Double Standards." (WIR, 188)</p>	
04/13	<p>Bravo, E. "Sexual Harassment." (WIR, 202-204)</p> <p>Reynolds, A. "Sexual Harassment and the Law." (WIR, 204-206)</p> <p>Sandler, B. "In Case of Sexual Harassment: A Guide for Women Students." (WIR, 206-208)</p>	

The Art of Representing Differences

04/15	<p>McIntosh, P. "White Privilege: Unpacking the Invisible Knapsack." (WIR, 388-392)</p> <p>Lorde, A. "Age, Race, Class, and Sex: Women Redefining Difference." (WIR, 454-458)</p> <p>Geiser, N. "Why Race Matters to a White Dyke." (WIR, 468-469)</p> <p>Paintings:</p> <p>Frida Kahlo's "Memory" (1937) and "The Two Fridas" (1939)</p> <p>http://www.tendreams.org/kahlo.htm</p> <p>Watch in class:</p> <p>Mickey Mouse Monopoly.</p>	
04/20	<p>"The Legacy of Class." (WIR, 394)</p> <p>Langston, D. "Tired of Playing Monopoly." (WIR, 394-398)</p> <p>Neely, B. "Sisters." (WIR, 398-408)</p> <p>Johnson, K. "Poverty, Hopelessness and Hope." (WIR, 411-414)</p> <p>Listen in class:</p> <p>Sweet Honey in the Rock. "Are My Hands Clean?"</p>	
04/22	<p>Ali, K. "Rethinking Women's Issues in Muslim Communities." (WIR, 295-298)</p> <p>Cole, J. and B. Guy-Sheftall. "The Black Church" What's the Word?" (WIR, 287-295)</p> <p>Painting:</p> <p>Frida Kahlo's "My Dress Hangs There" (1933)</p> <p>http://employees.oneonta.edu/farberas/arth/ARTH200/women/kahlo.html</p>	

**The Politics of Women's Activism:
Movements and Moving Beyond Differences**

04/27	<p>Kesselman, A. "The First and Second Waves of Feminism in the U.S." (WIR, 542-548)</p> <p>Roth, B. "The Making of the Vanguard Center: Black Feminist Emergence in the 1960s and 1970s." (WIR, 558-565)</p>	
04/29	<p>Baumgardner, J. and A. Richards. "Manifesta: Young Women, Feminism and the Future." (WIR, 627-632)</p> <p>Faludi, S. "Blame It on Feminism." (WIR, 577-583)</p> <p>Rivera, C. "A Women's Studies Graduate Goes to Africa." (WIR, 634-635)</p> <p>Bunch, C. "Bringing the Global Home." (WIR, 469-475)</p> <p>Watch in class:</p> <p><i>Righteous Babes.</i></p> <p>Visit Websites:</p> <p>http://www.about-face.org/</p>	
05/04	PRESENTATIONS	
05/06	PRESENTATIONS-- LAST DAY OF CLASS	
05/12	FINAL PROJECT DUE by 4 pm – NO LATE Projects/Papers will be accepted!	Post your final project on Blackboard "Assignments"