Accommodations and Abilities:
We all have varying abilities, strengths, and weaknesses. If you have a disability that is documented by the Ohio State Office for Disability Services (ODS), please let me know immediately so that I can maximize the accessibility of this course. I am available in person or via e-mail to discuss your particular accommodations. ODS is located at 150 Pomerene Hall, 1760 Neil Avenue, 292-3307, www.ods.ohio-state.edu

Course Description
This course provides an introduction to scholarship in the interdisciplinary field of women’s studies. The class is designed to give an overview of major debates and perspectives in the field of women’s studies. We will focus on how gender shapes our lives in the U.S., but we will also discuss how race, class, sexual orientation, and ability inform our experiences. Students will be asked to think critically about issues of violence, representation, the family, and labor and to demonstrate understanding of the course material through discussions, written work, and a midterm exam. This course is a prerequisite for the major and minor in Women’s, Gender, and Sexuality Studies. This course also fulfills three GEC categories: Culture and Ideas, Social Diversity in the US, and Social Science Individuals and Groups.

Course Objectives
By the end of the course, students will be able to:
• Comprehend foundational theories in the field of women’s studies.
• Critically interrogate issues of gender, race, class, sexuality, and privilege.
• Formulate and effectively communicate an argument through a well-structured essay.
Required Texts:
  - Be sure to purchase the volume for Autumn 2011 compiled by Liz Lemons, as this course is taught by numerous instructors who also compile their own volumes. The text is available at SBX.
- Readings posted on Carmen, which must be printed out and brought to class.

Course Requirements:
- Reading Check-Ins (4 total @ 10 pts each, lowest grade dropped) 30 points
- Participation/Attendance (20 classes @ 2.5 pts each, 2 freebies) 45 points
- Critical Response Papers (2 papers @ 35 points each) 70 points
- Midterm 75 points
- Final Project 80 points

Total Points 300 points

Grading Scale:
A 93-100% 279-300 C+ 77-79% 231-239
A- 90-92% 270-278 C 73-76% 219-230
B+ 87-89% 261-269 C- 70-72% 210-218
B 83-86% 249-260 D+ 67-69% 201-209
B- 80-82% 240-248 D 60-66% 180-200
E <60% <180

Course Requirements, In Detail:

Reading Check-Ins
Throughout the quarter, you will be asked to complete four in-class “reading check-ins” in order to measure your reading comprehension. The lowest grade will be dropped, and you will not be permitted to make up a “reading check-in” for any reason.

Participation/Attendance
You are expected to attend all classes (worth 2.5 points each); however, you are permitted 2 total absences without a penalty. If you find yourself in extenuating circumstances, please contact me to discuss other options for participation points. You will earn full points for arriving on time to class and by engaging in thoughtful dialogue in the classroom by contributing and listening respectfully.

Critical Response Papers
Throughout the quarter, you will be asked to write two 3-4 page reflection papers that draw on classroom material, as well as your own experience. Reflection topics will be distributed one week in advance. Papers will be lowered half of a letter grade for every day they are late.

Midterm
The midterm will be based on readings, lectures, and in-class films. The format will be a combination of multiple-choice, fill-in-the-blank, and short answer. If you miss the midterm because of a documented, excused absence, speak to me about rescheduling a make-up.
Final Project Options
(You are required to submit a brief project plan on **February 8th**, and no late projects will be accepted.)

1. Write a 6-8 page analysis of a film, television show, or other pop culture product that applies theories and concepts from at least five sources from class. You must use correct citations and attach a bibliography. Please make sure the paper is typed, double-spaced, and use 1-inch margins and 12-point font.

2. Write and illustrate a children’s book that explains a theme from class, such as feminism, gender socialization, intersectionality, the history of the women’s movement, etc. You can include images from magazines or photographs as well. The project should reflect critical thought and creative effort.

3. Create a piece of artwork or write three thoughtful poems that address personal experiences relating to course material. Please include a 3-4 page explanation that cites three sources from class, relating your art to course themes.

4. Write a 5-6 page book review. Begin your review with a brief summary of the main points (1-2 pages), and conclude with a 4 page critical analysis that addresses the strengths and weaknesses of the book, the audience, how the book fits into its literary field, etc. Please cite three related course materials in your analysis. Please make sure the paper is typed, double-spaced, and use 1-inch margins and 12-point font. Book suggestions include:
   b. Jean Kilbourne, *Can’t Buy Me Love: How Advertising Changes the Way We Think and Feel*, 1999
   e. Cherríe Moraga and Gloria Anzaldúa (Editors), *This Bridge Called My Back*, 2008
   g. Amy Bloom, *Normal*, 2002

5. Plan your own project. Examples: plan an action, such as a letter-writing campaign or a demonstration, in which five members of the class can take part; create a public service announcement or short video about a class theme; write a research paper about a topic that interests you, and demonstrate how it relates to feminist thought.

**Academic Misconduct/Plagiarism Policy**
As defined in University Rule #3335-31-02, plagiarism is “the representation of another’s works or their ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place, and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. **Please always cite your sources, even when paraphrasing.**
The Writing Center
The university provides this resource for additional writing assistance. Make an appointment in order to get the opinion of a trained writing tutor. You can contact the Writing Center at 680-4291 or visit the website at http://cstw.osu.edu/writingCenter/default.cfm.

Class Schedule
The instructor reserves the right to change the course schedule. Students will be held accountable of changes made in class. All of the readings should be completed by the date listed.

<table>
<thead>
<tr>
<th>Week One:</th>
<th>Introduction and Course Overview (Jan. 4)</th>
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<tr>
<td>Week Two:</td>
<td>Feminism and Women’s Studies</td>
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<td>(Jan. 9) Penny Weiss, “I’m Not A Feminist But…’: Popular Myths about Feminism” in RWL</td>
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<td>Lisa Marie Hogeland, “Fear of Feminism: Why Young Women Get the Willies” in RWL</td>
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<td>Jane Mansbridge, “What is the Feminist Movement?” in RWL</td>
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<td>(Jan. 11) Women’s Movements</td>
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<td>Ellen Carol Dubois, “The First Women’s Rights Movement” in RWL</td>
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<td>“Declaration of Sentiments and Resolutions” from The Seneca Falls Women’s Rights Convention of 1848 in RWL</td>
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<td>Sojourner Truth, “Ain’t I A Woman?” in RWL</td>
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<td>Week Three:</td>
<td>Women’s Movements, cont.</td>
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<td>(Jan. 18) Alice Echols, “Nothing Distant About It: Women’s Liberation and Sixties Radicalism” in RWL</td>
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<td>“Redstockings Manifesto” in RWL</td>
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<td>Week Four:</td>
<td>The Politics of Difference</td>
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<td>(Jan. 23) bell hooks, “Feminist Class Struggle” in RWL</td>
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<td>Elizabeth Martinez, “In Pursuit of Latina Liberation” in RWL</td>
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<td>Combahee River Collective, “A Black Feminist Statement” in RWL</td>
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<td>Audre Lorde, “Age, Race, Class, and Sex: Women Redefining Difference” in RWL</td>
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<td>Peggy McIntosh “White Privilege: Unpacking the Invisible Backpack” in RWL</td>
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<td><strong>Critical Response Paper #1 Due</strong></td>
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<td>Week Five:</td>
<td>The Politics of Difference, cont.</td>
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<td>(Jan. 30) Suzanne Pharr, “Homophobia: A Weapon of Sexism” in RWL</td>
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</tbody>
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Ynestra King “The Other Body: Reflections on Difference, Disability, and Identity Politics” in RWL

(Feb. 1) Gender Roles and Socialization
Judith Lorber, “‘Night to His Day’: The Social Construction of Gender” in RWL
Lois Gould, “X: A Fabulous Child’s Story” in RWL

Week Six: Masculinity and Violence
(Feb. 6) Kevin Powell, “Confession of a Recovering Misogynist” in RWL
bell hooks, “Men in Feminist Struggle – The Necessary Movement” in RWL
In-Class Film: Tough Guise

(Feb. 8) Robin Warshaw, “The Reality of Acquaintance Rape” in RWL
Carol Bohmer and Andrea Parrot, “The Scope of the Problem” in RWL
Project Proposal Due

Week Seven: Violence, cont.
(Feb. 13) Fred Pelka “Raped: A Male Survivor Breaks his Silence” in RWL
D.G. “Domestic Violence: What’s Love Got to Do With It?” in RWL
Achy Obejas, “Women Who Batter Women” in RWL

(Feb. 15) MIDTERM EXAM

Week Eight: Body Politics
(Feb. 20) Valerie Lee, “The Body – Power and Politics” in RWL
Katy Day, “Pro-anorexia and ‘Binge-drinking’: Conformity to Damaging Ideals or ‘New,’ Resistant Femininities?”
Shirley Chisholm, “Facing the Abortion Question” on CARMEN

(Feb. 22) Representation
Judith Mayne, “Introduction to Women, Representation, and Culture” in RWL
Denean Sharpley-Whiting, “‘I See the Same Ho’: Video Vixens, Beauty Culture, and Diasporic Sex Tourism” in RWL
In-Class Film: Killing Us Softly III

Week Nine: Sexes and Sexualities
(Feb. 27) Anne Fausto-Sterling, “The Five Sexes Revisited” in RWL
Emi Koyama, Trans Feminist Manifesto” on CARMEN (up to Postscript)
Anne Koedt, “The Myth of the Vaginal Orgasm” on CARMEN
Radicalesbians, “The Woman-Identified Woman” on CARMEN

(Feb. 29) Women and Work
Institute for Women’s Policy, “Few Welfare Moms Fit the Stereotypes” in RWL
Susan Douglas and Meredith Michaels, “The Mommy Wars: How the Media Turned Motherhood Into a Catfight” in RWL
National Council for Research on Women, “We Are Family” in RWL
Margaret Eisenhart and Elizabeth Finke, “Women (Still) Need Not Apply” in RWL

Week Ten: Women in Politics
(Mar. 5) Ann C. McGinley, “Hillary Clinton, Sarah Palin, and Michelle Obama: Performing Gender, Race and Class on the Campaign Trail” on CARMEN
Amy Caiazza, “Does Women’s Representation in Elected Office Lead to Women-Friendly Policy?” in RWL

Critical Response Paper #2 Due

(Mar. 7) Visions for the Future
Jennifer Baumgardner, “A Day Without Feminism and Third Wave Manifesta: A Thirteen Point Agenda” in RWL
Rebecca Walker, “Becoming the Third Wave” in RWL

Week Eleven: Finals Week
(Mar. 14) Student Presentations
(Mar. 15) Final Project due in my mailbox by 3pm!