

WS: 210 - 80 Introduction to Women's Studies
William Paterson University. Winter 2009-2010
Dec 26th – Jan 15th (online course)

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Course Description: This course introduces students to the interdisciplinary field of Women and Gender Studies. How do sex and gender shape individual lives in social, political, cultural, psychological and economic ways? The focus will be on an analysis of gender and multiple structures of power. Students will be introduced to feminist perspectives that examine the formation of gendered subjects within systems of oppression shaped by race, class, gender, and sexuality in society. Topics covered will include economic transformation, family, media, public policy, violence, and social movements.

Required Text (available in the bookstore and Cheng Library)

1. Race, Class and Gender: An Anthology edited by Margaret Andersen and Patricia Hill Collins. 7th edition. Wadsworth Publishing, 2009.
2. Additional readings available on Blackboard

Course Objectives: This course will introduce students to key concepts in Women's Studies and feminism. It will: *Analyze* various theoretical explanations for patriarchy in contemporary USA; *Examine* particular ways in which sex and sexism, race and racism, class, ethnicity and nationalism, sexuality, heterosexism and homophobia affect individual experiences and political choices of women; *Explore* connections between various forms of oppressions and develop critical ways of reading institutionalized structures and inequalities; *Map* the histories and potentials of social movements, and allies in the fight for a just world.

Student Learning Outcomes: Students will: *Identify* the discipline of Women's Studies in historical perspective; *Demonstrate* knowledge of key concepts of gender and feminist analysis with respect to forms of oppression; *Familiarize* with feminist pedagogy that encourages introspection and connection of the personal with the political; *Learn* group interaction skills through group projects; *Enhance* their public speaking abilities by making in-class presentations; *Sharpen* critical thinking by writing short papers and integrating knowledge and ideas in a coherent manner.

Course Requirements and Grading: An online course will require at least as much time in preparation and participation as a regular classroom course. As in any other course, you must 'attend' class regularly by logging onto Blackboard several times each week; you will not be able to make up weeks in which you have been absent. Your grade for the course will be based on the following:

Participation 40%: You are expected to read the assigned readings and participate in the online discussions. Based on your reading, you will need to post ONE response to my question (about 150 - 200 words) EVERYDAY on the "discussion board." The response will be due 24 hours

after my lecture and discussion question. Thus, you will post responses on **Monday, Tuesday, Wednesday, Thursday and Friday by 5:00 p.m.** You are free to refer to any other response on the discussion board as part of your own response, as long as you respond to the question. Of course, you are free to post additional responses, queries, etc. **Remember:** Discussion boards will be closed for that particular response thread at 5:00 p.m. everyday, and you will not be able to post on that thread after that point.

Assignments 60%: There will be periodic assignments which I will post on BB. It will be either a short essay or a response paper. They are due in the Digital Drop box on the assigned day.

Grading Scale (%): A(93-100), A- (90-92), B+(87-89), B(83-86), B-(80-82), C+(77-79), C(73-76), C-(70-72), D(60-69), F(0-59)

Course Policy: *Email and grades:* Email messages will be sent to your wpunj.edu account and the grades will be upgraded on blackboard periodically. It is your responsibility to check your WPUNJ email account and blackboard. *Policy for missed Quizzes/Assignments:* There will be no “make-ups” unless you have an “emergency” in which case you will need to contact me by email within 24 hours of the assignment/quiz. I reserve the right to the final decision in each case.

Student Services and Academic Integrity: If you have a *documented disability* and anticipate needing accommodations in this course, please request that a Disability Resources staff send a SAAR form verifying your disability and specifying the accommodation, you will need. Contact Disability Services (x2218). *Academic integrity* is essential to pass this class. Students who lend their work to others to submit as their own, fabricate information, or pass off as their own work the words and ideas of another will fail this course. All students must familiarize themselves with the WPU Academic Integrity Policy available from the Center for Teaching Excellence at <http://www.wpunj.edu/academics/cte>

Academic resources are available for students needing supplemental instruction with courses. The Science Enrichment Center (x3340) and The Academic Support Center (x3324) offers services to enhance academic performance. The academic Support Center also offers workshops on effective study skills and learning. Check: <http://www.wpunj.edu/academics/asc>.

Course Schedule

Date	Topic / Readings
Social Construction of Difference: What is the social construction of gender, race, sexuality, and class?	
12. 26	Course overview, introductions, ground rules, and Introductory lecture Understanding Patriarchy Mary L. Wentworth: What is Patriarchy and Why is it the Most Powerful Force in the World Today? Available at : http://www.global-sisterhood-network.org/content/view/931/76/
12.28	Conceptualizing Gender Judith Lorber. 2004. “Night to His Day: The Social Construction of Gender” in <i>Race, Class and Gender in the United States</i> . Ed by Paula Rothenberg. 6 th edition. NY: Worth Publishers (pp.54-64).

Date	Topic / Readings
12.29	<p>Conceptualizing Race Study the websites:</p> <ol style="list-style-type: none"> 1. <i>Understanding Race</i>: Human variation- http://www.understandingrace.org/home.html 2. <i>Race the power of an Illusion</i>: http://www.pbs.org/race/001_WhatIsRace/001_00-home.htm
12.30	<p>Conceptualizing Class</p> <ol style="list-style-type: none"> 1. Jean Baker Miller. 2004. "Domination and Subordination" in <i>Race, Class and Gender in the United States</i>. Ed. Paula Rothenberg. 6th edition. NY: Worth Publishers (pp.110-116). 2. Paul Fussel "Touchy Subject" http://www.pbs.org/peoplelikeus/resources/index.html
12.31	<p>Conceptualizing Sexuality</p> <ol style="list-style-type: none"> 1. Ruth Hubbard. 2004. "The Social Construction of Sexuality" in <i>Race, Class and Gender in the United States</i>. Ed by Paula Rothenberg. 6th edition. NY: Worth Publishers (pp.65-68). 2. Chapter: 30
<p>Systems of Power and Inequality: How are race, gender, class, and ethnicity systemic forms of inequality?</p>	
01.01	<p>Why gender, race, class, and sexuality still matter? Chapters 1,3,5,7</p> <p style="text-align: right;">Assignment 1 due</p>
01.04	<p>Race and Racism</p> <ol style="list-style-type: none"> 1. Meizhu Lui. <i>Doubly Divided: The Racial Wealth Gap</i> at http://www.racialwealthdivide.org/documents/doublydivided.pdf 2. Study the website <i>Understanding Race</i>. History - http://www.understandingrace.org/history/index.html
01.05	<p>Race and Racism</p> <ol style="list-style-type: none"> 1. Chapters: 9, 11 2. Karen Brodtkin. 2004. "How Jews Became White Folks and What That Says About Race in America" in <i>Race, Class and Gender in the United States</i>. Ed by Paula Rothenberg. 6th edition. NY: Worth Publishers (pp.38-53). <p style="text-align: right;">Assignment 2 due</p>
01.06	<p>Class and Inequality Chapters: 13,16,17</p>
01.07	<p>Sexism and Heterosexism</p> <ol style="list-style-type: none"> 1. Suzanne Pharr. 2004. "Homophobia as a Weapon of Sexism" in <i>Race, Class and Gender in the United States</i>. Ed by Paula Rothenberg. 6th edition. NY: Worth Publishers (pp.178-87). 2. Chapters: 19, 22 <p style="text-align: right;">Assignment 3 due</p>

Date	Topic / Readings
Institutionalized Inequalities: How do social institutions structure and regulate social inequalities?	
01.08	Education 1. Chapters: 49,50,51 2. View film: <i>A struggle For Educational Equality. (Streaming video)</i>
01.11	Media and culture 1. Chapters: 45, 47 2. Charlene Hesse-Biber. 2004. "Am I Thin Enough Yet?" in <i>Race, Class and Gender in the United States</i> . Ed by Paula Rothenberg. 6 th edition. NY: Worth Publishers (pp.532-539). <p style="text-align: right;">Assignment 4 due</p>
01.12	Work and Economic Transformation Chapters: 34, 37, 38
01.13	Families Chapters: 39,40,42 <p style="text-align: right;">Assignment 5 due</p>
01.14	Social Policies and the State Chapters: 54,57,58
Persistent Inequalities: What are prominent sites of change and resistance?	
01.15	Sites and Process of change Chapters: 63,64 1. Michael Bronski. 1999. "Confronting Anti-Gay" Violence by http://www.zmag.org/Sustainers/content/1999-04/april9bronski.htm 2. Andrea Ayvazian. 2004. "Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change" in <i>Race, Class and Gender in the United States</i> . Edited by Paula Rothenberg. 6 th edition. NY: Worth Publishers (pp.569-573). <p style="text-align: right;">Assignment 6 due</p>