

MARQUETTE UNIVERSITY
Art and Sciences (ARSC) 140
Perspectives on Women in Society

Spring 2008
MW 1:00-2:15
WW154

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WW 415 (288-3419)
Office Hours: MWF 11-1
(and MW after 2:15 by appt.)

REQUIRED TEXT (FOR PURCHASE):

Andersen, Margaret L. *Thinking About Women: Sociological Perspectives on Sex and Gender*, 7th ed. (Allyn and Bacon, 2006).

REQUIRED TEXTS (ON ELECTRONIC RESERVE):

Kerber, Linda K. and Jane Sherron DeHart. "Introduction: Gender and the New Women's History," in their *Women's America: Refocusing the Past*. 5th ed. (Oxford University Press, 2000), pp. 3-24.
Marshall, Susan E. "Who Speaks for American Women? The Future of Antifeminism," *The Annals of the American Academy of Political and Social Science* 515 (May 1991): 50-62.
Renzetti, Claire M. and Daniel J. Curran. "Ancestors and Neighbors," in their *Women, Men, and Society*. 5th ed. (Allyn and Bacon, 2003), pp. 55-71.
Sapiro, Virginia. "Commonality and Difference Among Women," in her *Women in American Society*, 5th ed. (McGraw-Hill, 2003), pp. 112-37.

ELECTRONIC RESOURCES:

You can access these relevant electronic databases on women's studies through the Marquette University Library (MUCAT): Contemporary Women's Issues; GenderWatch; Women's Studies in Proquest; Women Writers On Line.

COURSE DESCRIPTION AND FORMAT:

This is a course that puts women's experience at the center of analysis; it is both multi- and interdisciplinary. We will use theoretical frameworks from anthropology, economics, education, communications, social work, history, sociology, psychology, philosophy, the health sciences, political science, and law to create a new approach by not following disciplinary lines. We will study societal institutions that shape the lives of men and women and the issues that engage individuals and women's studies scholars. We will examine the current status of women and the choices available to women as individuals and collectively in today's culture.

This is a course that is designed to encourage active learning. The workload is continuous, with a wide variety of evaluative activities. In addition to the required common readings, papers, exams, and discussion, you will be involved in a variety of community-oriented and group activities. The course will be run seminar style with "directed discussion" rather than a traditional lecture format. I will accept responsibility for presenting new material as needed in "mini-lectures." Classes may also include videos and occasional guest lecturers.

Absence and academic honesty policies will conform to University and College of Arts and Sciences policies as described in the current MU Undergraduate Bulletin. All students are bound by these rules and regular class attendance is expected. Students are expected to be on time and to remain awake and in the classroom until class is over. The latter is particularly important during exams; students will not be allowed to leave the room and return during exams.

LEARNING OBJECTIVES:

The primary course learning objectives are:

1. Students will identify, define, and explore the principal concepts and theories (and associated methodologies) of how we learn gender and how this relates to work, family, sexuality, and the feminist movement and feminism.
2. Students will apply this knowledge of social scientific methods to create greater self-awareness and to analyze examples of social institutions and practices that disadvantage particular groups of people.
3. Students will recognize the interplay of gender, race/ethnicity, class, age, sexual orientation, and ability oppression and demonstrate an understanding and appreciation for the commonality and diversity of women's lives across time, place, and social groupings.
4. Students will demonstrate analytical skills in reading, listening, observing, writing, and speaking about women's knowledge, lives, and experiences.
5. Students will become comfortable with the range of research tools available in women's studies, including library resources, the web, fieldwork, and experiential learning and demonstrate competence in their use.

COURSE REQUIREMENTS AND GRADING PROCEDURES:

Exams: Two in-class essay exams will be given during the mid-term and final exam period. The questions will require the integration and synthesis of the common required readings as well as material presented and discussed in class (including videos and guest speakers). Evaluative criteria are: 1) Completeness of response to questions asked. 2) Ability to incorporate class materials. 3) Analytical ability shown. 4) Clarity of expression and organization utilized. Students will have an opportunity to think about the questions, which will be presented in class in very broad terms in advance of the exam. The final exam is cumulative (to permit a linkage between theoretical perspectives and later topics), but there will be an emphasis on materials addressed after mid-term. No exemptions to the final exam will be available. Make-up exams are given promptly if needed due to a serious personal emergency. Others who miss an exam will also be given a make-up exam, but with a 10% reduction in grade.

Class Participation: Every student is expected to come to class having carefully read the day's common assignment. In-class discussion and presentation of oral reports comprise "class participation." Students will be evaluated in terms of reflective quality contributions, not quantity. Each class member should think about and respond to the material and others' comments in an analytical and empathetic manner. An "A" means that you regularly show that you have thought about the readings before class, are relating them to your experience, and drawing your own conclusions. A "B" requires that you regularly contribute to discussion and show knowledge of the readings. A "C" will be given if you are in regular attendance and occasionally contribute. A "D" reflects regular attendance and alert listening. Absence from class can negatively affect your grade when you miss a video, discussion, group reports, or a lecture. If you must miss a class, it is your responsibility to locate the material missed as well as announcements. Attendance is required for any guest lectures. Missing class will result in losing points for class participation.

Policy on email attachments: All papers described below must be submitted in hardcopy form. Email attachments will not be accepted.

Campus Lectures/Performances Related to Women's Studies: Each student will attend and respond to an on-campus event related to this course. These events are most likely to occur during Black History Month (February) and Women's History Month (March). There will also be a Women's Leadership Conference in the first weekend in April as well as a major speaker on global feminism that same weekend. I will announce the "eligible" events in class. In your response paper, give the name of the speaker/performance group and then write a short essay of 2 to 3 pages (typed double-spaced, with standard font and margins), reflecting on the event in a personal critique and relating it to the issues and concepts of class material. At least 50% of the critique must consist of personal analysis, not summary of the lecture, play, or music. The paper is due one week after (or the next class meeting thereafter) the event on campus. You will be

evaluated on the basis of your inclusion of all required elements, the quality of your personal reflection, and your ability to link the event to course materials.

Literacy in Women's Studies: Each student will explore two types of resources in women's studies: web sites and periodicals.

1. Locate a web site on an area of women's studies that interests you. Write a description of the site, a description of the search process that led you to the site, and include a printout of one page of the site (preferably the home page). Let me know your choice in class (in writing) by January 30. No one should be using the same site nor should any site be that of a periodical. The report is due at the beginning of class on February 13. Late assignments will be graded down one grade. The exercise will be evaluated on the following criteria: Did you include a description of the web site that is comprehensive yet succinct? Did you explain how you located the site? Did you include a printout? Suggested length: two pages, excluding printout.
2. The Marquette University Library has numerous women's studies periodicals. For example, there are around 90 such journals on-line (see "Women's Studies—E-journals" as a subject heading). You can also browse among the current hard-copy periodicals in the "HQ" section or do MUCAT searches under "Women--Periodicals" or "Women's Studies—Periodicals." Each student should choose one journal and let me know your choice in class (in writing) by February 25; no one should be examining the same journal. The report is due at the beginning of class on March 10. Late papers will be reduced one grade. (The format for this report and further information follows the course outline.)

Service Learning or the Biography/Interview Project: An important part of this course will be your active participation in some type of activism that is centered on women's lives. A community service learning component is available and highly recommended in this course. Information detailing the procedures for receiving your placement will be provided during class. (Further information on service learning and the required written and oral reports follows the course outline.) An alternative project is available to those unable to participate in service learning. This consists of a report on a major biography of a woman of interest to those in women's studies and an interview conducted with a local woman involved in that same area of professional or voluntary activity. (Further information on this project and the required written and oral reports follows the course outline.)

Research Paper: Each student will prepare a paper on a particular topic on women that you would like to study in depth. It may be based on any combination of library research and individual research design. You must hand in a two-page typed proposal by February 20; this will include your topic, some thoughts about your approach, and a short bibliography. I expect to talk with you about your progress at least twice during the semester in my office. The following are the ground rules:

1. All papers are due in class no later than April 16. Unusual research or personal problems may justify an extension. Otherwise there will be a 10% reduction in grade after this date.
2. Papers must primarily rely upon scholarly sources (journals, books) rather than popular periodicals and newspapers. Use the required textbooks or other college survey textbooks only for minor footnoting. Do not use web pages or other material posted on the inter-net. This prohibition does not include academic journals that are available on-line.
3. Appropriate scholarly form should be used in writing. Numbered notes may be either at the end of the paper or at the bottom of the appropriate page. You may also use embedded author-date references with a list of complete alphabetized citations at the end of the paper.
4. The paper should be typed, double-spaced with conventional fonts (no larger than 12-point) and margins. Minimum length: 10 pages (exclusive of title page, notes, references, tables, and appendices).
5. Your original notes (hand-written or computer-generated) on all published/electronic sources must be submitted with the final paper. Do not hand in the whole article or printout.

My evaluative criteria for the research paper are:

1. An “A” paper is well written, grammatical, creative, and insightful with independent thought. It has an introduction with a thesis and a theoretical framework, a clear narrative thread, and a conclusion that is more than a summary. The references are correctly formatted, with sources appropriate and complete for the topic.
2. A “B” paper has a clear theme, thesis, and supporting argument. It is well written and contains a minimum of grammatical errors. The references are correctly formatted with thoughtful but somewhat flawed selection.
3. A “C” paper has a clear theme and an attempt at a thesis. It shows familiarity with the topic and is generally coherent. The references show an effort at selection of entries.
4. A “D” paper is poorly written but intelligible, has a theme, and shows some familiarity with the topic. The references show some progress in learning about the subject through research.

The Grading Scale:

93-100 = A	88-92 = AB	83-87 = B	78-82 = BC
73-77 = C	68-72 = CD	60-67 = D	59 and below = F

The Grade Formula:

Mid-term Exam	15%
Final Exam	25%
Class Participation	10%
Campus Lecture	5%
Literacy in WS	10%
SL or Bio/Int. Paper	10%
Research Paper	25%

COURSE OUTLINE

Note: The dates listed below should be considered only as approximate goals. Some topics may require more or less time than was anticipated.

I. Developing Frameworks for the Study of Gender and Society.

Jan. 14 A. Class Orientation.

Jan. 16 B. Introduction to Women’s Studies. Andersen, C. 1, pp. 1-19.

Jan. 23, C. Macro-Level and Micro-Level Approaches. Andersen, C. 2, pp. 20-52.

D. A Group Called Women.

Jan. 28 1. The Evidence from Archeology. Renzetti & Curran, “Ancestors and Neighbors,” pp. 55-71.

Jan. 30 2. The Evidence from History. Kerber and DeHart, “Introduction,” pp. 3-24. **(Jan. 30: Choose Web Site)**

Feb. 4 3. Commonality and Difference. Sapiro, “Commonality and Difference Among Women,” pp. 112-37.

II. Gender and Institutions.

Feb. 6 A. Education and Science. Andersen, C. 10, pp. 286-314. **(Feb. 6: Choose Biography/Interviewee)**

Feb. 11, B. Health Care and Reproduction. Andersen, C. 7, pp. 197-231. **(Feb. 13: Web Report Due)**
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Feb. 18 C. Religion. Andersen, C. 8, pp. 232-58.

Feb. 20, D. Mass Media and Communication. Anderson, C. 3, pp. 53-75. **(Feb. 20: Research Paper Proposal Due)**

25 **(Feb. 25: Choose WS Journal)**

Feb. 27 E. Criminal Justice. Andersen, C. 9, pp. 259-85.

Mr. 3 MID-TERM EXAM

Mr. 5 F. Law and the Military. Andersen, C. 11, pp. 315-23, 328-33.

Mr. 10 G. Politics. Andersen, C. 11, pp. 323-8. **(Mr. 10: WS Journal Report Due)**

III. Personal Relations and the Work-Family Conflict.

Mr. 12 A. Personal and Sexual Relationships. Andersen, C. 4, pp. 76-103.

Mr. 26 B. Families. Andersen, C. 6, pp. 153-96.

Apr. 2, 7C. Employment Issues. Andersen, C. 5, pp. 104-52.

IV. Feminism.

A. Feminist Theories.

Apr. 9 1. Liberal Feminism. Andersen, C. 12, pp. 348-72.

Apr. 14 2. Contemporary Feminisms. Andersen, C. 13, pp. 373-403.

B. The Feminist Movement.

Apr. 16 1. The First Wave. Andersen, C. 11, pp. 333-7. **(Apr. 16: Research Paper Due)**

Apr. 21 2. The Second and Third Waves. Andersen, C. 11, pp. 337-47.

Apr. 23 3. Anti-feminism and Global Feminism. Marshall, "Who Speaks for American Women?" pp. 50-62.

V. Reporting-Back.

Apr. 28, 30 Oral Reports on Service Learning or the Biography/Interview Project. **(Apr. 30: Written SL/Bio Reports Due)**

May 5 FINAL EXAM (Monday, 8-10 a.m.)

THE WOMEN'S STUDIES JOURNAL REPORT

The report should contain the following information and be presented in this format.

Name of Journal:

Beginning date of publication:

Previous names (if any):

Subscription cost:

Frequency of publication:

Length of most articles:

Mission statement or editorial policy (if any, attach a photocopy):

Associated with an organization (if so, list):

Intended readership (e.g., general population or academics):

Number of subscribers (circulation):

Editor (and institutional affiliation, if any):

Recent (last five years) special symposia or theme issues (list):

Characteristics of editorial board (size, affiliations):

Where indexed:

Most closely linked with which field of study (e.g., history, general women's studies):

Topics of recent (last year) articles (if too many, generalize):

Personal observations or comments:

Include a photocopy of information about the journal from one of the following reference sources: *Ulrich's International Periodicals Directory*; *Feminist Periodicals*; *Women Studies Abstracts*; or *Magazines for Libraries*.

I will use these evaluative criteria: Did you include all of the information? Did you interpret the information to make judgments (in the last section) about the value or bias of the publication? Did you locate and provide a photocopy of the relevant reference source? Suggested length: one-two double-spaced typed pages (exclusive of photocopy).

NOTE: This information is found variously in MUCAT, one of the three reference sources listed above, and in the first pages of each journal in hard copy. *Ulrich's* is most likely to list circulation figures. Most publications will have a web page but it will probably not provide all the required information.

BIOGRAPHY/INTERVIEW PROJECT

Those choosing to do this project (rather than service learning) will personally interview one woman who is actively involved in local, state, or national life in an area of interest to those in women's studies. This can be an outstanding professional (e.g., a businesswoman, artist, journalist, lawyer, health care professional, or a clergywoman) or someone involved in policies of interest to women such as an elected or appointed official, a community leader, a public bureaucrat, or an interest group leader. You are to determine how and why she became active in this area of American life and how she feels about her role as a woman. Below are some topics you may want to address in the interview:

1. What caused you to get involved in this area?
2. What are some of the main issues with which you are concerned?
3. Has your experience been what you expected? Why or why not?
4. What have you liked/disliked about your experience?
5. What barriers, if any, did/do you face in trying to accomplish your goals?
6. What strategies have been effective in achieving success in your goals?
7. Do you think women are treated differently than men in your profession? How? Why or why not?
8. Do you think women differ from men in your profession? How? Why or why not?
9. Would you encourage more young women to consider entering your career? Why or why not?

These questions are only suggestions; feel free to design your own questions. In any case, you should prepare a list of questions before you conduct the interview. You should attach a list of your questions to your paper. You may want to use a tape recorder to record the interview. Be sure to ask permission to tape the interview and tell your interviewee that the information will not be published. (Strictly speaking, it is not confidential in that you will be divulging the identity of your respondent to me and to the class in your oral report.) Request a 30-minute interview, but be prepared to stay and talk longer. A face-to-face interview is preferable but, if this is not possible, you may conduct the interview over the phone or by email.

A second requirement of this project is the study of a second woman who has followed a career similar to that of your interviewee and is the subject of a biography (or autobiography). For example, if you chose to interview a journalist, you might choose to read the autobiography of Washington *Post* publisher Katherine Graham. The biography should be a serious work of scholarship, journalism, or memoirs. To locate an appropriate book, look under the name of the woman as a subject in MUCAT.

The project paper should be a summary and analysis of what you learned from your interview, written from the perspective of the scholarly materials on women that we have read for this course. You may use either a narrative (integrated) style or report on each question in order. You should then discuss the subject of your biography in terms of the same questions posed in your interview. You will be evaluated according to these criteria: Did you advance our understanding of women in society today (and, in particular, women's successful strategies for overcoming barriers and improving society)? Did you include the questions suggested above or construct an appropriate set of questions of your own? Were you able to relate your biography subject to your local respondent and to the questions asked of her? You should select your biography and (tentative) interviewee by February 6 and let me know in writing of your choices. The final written report is due on the last day of classes (Apr. 30) and should be a minimum of five typed, double-spaced pages with standard fonts and margins. During the last week of classes, each student will share findings in a five-minute oral report. An effort will be made to form panels on, for example, women in politics or business. Students should be prepared to respond to questions at the conclusion of the oral report.

SERVICE LEARNING GUIDELINES

Service learning is a form of experiential learning that will afford you the opportunity to apply classroom and textbook learning. Placements this semester may offer work with homeless women, ex-offenders, women with AIDS, teen mothers, and recent immigrants. The sites variously serve older women, girls, and young women, as well as those from diverse racial, ethnic, and class backgrounds. To fulfill the course requirement, a minimum of one hour per week at the site (or 14 hours for the semester) must be reported on your timesheet by the last day of class. (However, most sites require that you be available for at least two hours per week during your service.) In addition, you must: attend the sign up night held by the Service Learning Program (SLP) in January, any SLP orientation for service learners, and any on-site training session at your agency. You must also attend at least one of the reflection sessions sponsored by the SLP throughout the semester on different topics. You must complete all forms requested by the SLP. A reflection paper and oral report is also required. **Please let me know in writing (i.e. on an index card) of your placement site as soon as this is definite.**

The Reflection Paper: A 5-page reflection paper will be submitted no later than the last day of regular classes (Apr. 30). Because you receive credit for your learning, not your service, your paper will be evaluated according to the quality of your (complete) response to the following:

1. Briefly note your placement agency and your duties. What were the agency's goals and mission? Using your knowledge of women in society, consider why this organization is needed.
2. How would you characterize the level of gender, feminist, racial/ethnic, and class consciousness (as appropriate) of the women (staff or clientele) with whom you worked? How did you learn about these personal attitudes?
3. How would you characterize the gender role attitudes held by these same women? Suggest the means by which these attitudes were acquired.
4. Was the academic course content relating to the policy area in which you worked confirmed or refuted? (For example, did the course readings on the differences among women resonate for you? Or what about the materials on women's role in the economy or the criminal justice system?)
5. In your observations, what barriers confront the women with whom you worked? Discuss how they might be overcome.

The Oral Report: A short (5 minute) in-class oral report will be presented during the final week of class on a panel with those volunteering in the same or related agencies. Each agency should be presented in terms of 1) location and mission; 2) its use of MU students; 3) a critical assessment of the agency; and 4) how the service learning component related to course materials. If more than one student served in the same agency program, please divide the responsibility for covering these elements. You will be given individual, not panel, grades based on advance preparation of remarks (written notes are not necessary), adherence to the time limit, and thoughtful and complete coverage of the topics for which you were responsible. Be prepared to answer questions from the class.