



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
JENNIFER WAGNER LAWLOR	jaw55	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Current Bulletin Listing

Abbreviation: **WMNST**

Number: **83**

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines

This proposal is for prerequisite enforcement.

Message for Reviewers:

Course Designation

(WMNST 83N) First-Year Seminar in Women's Studies

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: 1st-Year Smnr

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

- Common Course

GE Learning Objectives

- GenEd Learning Objective: Effective Communication
- GenEd Learning Objective: Creative Thinking
- GenEd Learning Objective: Crit & Analytical Think
- GenEd Learning Objective: Global Learning
- GenEd Learning Objective: Integrative Thinking
- GenEd Learning Objective: Key Literacies
- GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits:	3
Maximum Credits:	3
Repeatable:	NO
Department with Curricular Responsibility:	Women's, Gender, and Sexuality Studies (UPLA_WGSS)
Effective Semester:	After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.
Travel Component:	NO

Course Outline

A brief outline or overview of the course content:

This course introduces first-year students to the interdisciplinary field of Women's, Gender and Sexuality Studies, and serves as one of the department's introductory course options (along with 100, 105 and 106). Conceived as an introductory "special topics" course, the syllabus will vary from semester to semester, as WGSS faculty may be affiliated with both the humanities and the social sciences. In all cases, the course will cover the same disciplinary fundamentals as any of the other introductory classes. These fundamental concepts include the sex/gender distinction, power and privilege, intersectionality, body politics, trans and queer sexualities, political and reproductive rights, nationalism and migration, the history of feminist movement, and the emergence of new feminisms, such as queer feminism, global feminisms. Because the course is a seminar, special attention is given to acquainting first-year students with the wealth of research resources at Penn State, to basic research methods, and to writing.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Each semester, the course may differ according to the faculty member assigned to teach it. That said, basic topics students can always expect are:

- Week 1: Introduction
- Week 2: Systems of Privilege and Inequality
- Week 3: Bodies and social science
- Week 4: Gender and sexuality
- Week 5: Gender, sexuality, and sexism
- Week 6: Masculinities
- Week 7: Femininities
- Week 8: Gender and Sexualities
- Week 9: Gender and sexuality in Fun Home and Persepolis
- Week 10: Societal institutions, violence and gender
- Week 11: Societal institutions, violence and gender cont.
- Week 12: Feminism Across Borders
- Week 13: Paid and Unpaid Work
- Week 14: Feminist futures and strategies
- Week 15: What we know and what questions remain

Course Description:

WMNST 83N First-Year Seminar in Women's Studies (3) This course introduces first-year students to the complex and interdisciplinary field of Women's, Gender, and Sexuality Studies. Students develop an understanding of a feminist approach to

understanding stratifications of power and privilege in society not only impact but co-constitute constructions of gender and sexual identity that are sometimes at odds with an individual's lived experience.

Students learn that social variables such as gender, age, social class, religion, ethnicity, race, sexual orientation and place of residence affect the way people view the world, behave and communicate. Students will develop the ability to locate, organize, and evaluate information about these identity intersections from a variety of sources, and use them to synthesize and analyze their own lived experience as a gendered being. Through the reading of texts, discussions, debates, and individual and collaborative projects, students are introduced to: feminist analysis of current topics and issues in women's and gender studies; to using women's and gender studies as a discipline and form of critical engagement; to the concepts of interdisciplinary vs. multidisciplinary research and scholarship; to intersectional analysis of identity, power, and oppression; to scholarly conduct and responsibilities. Students will be expected to develop an understanding of current issues and debates within and beyond the field of women's and gender studies as they relate to contemporary fiction and nonfiction writing as well as feminist thought through social media. Students will recognize that social variables such as gender, age, social class, religion, ethnicity, race, sexual orientation, and place of residence affect the way people view the world, behave, and communicate. Students will develop the ability to locate, organize, and evaluate information about these identity intersections from a variety of sources and use them to synthesize and analyze their own ideas as well as come to an understanding regarding the stratification of power and privilege in society.

The name(s) of the faculty member(s) responsible for the development of the course:

Name: JENNIFER WAGNER LAWLOR (jaw55)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

Through the reading of texts, discussions (in-class, study groups, listservs), debates, and collaborative research projects, students should be able to:

- (a) analyze cultural and literary texts using basic concepts and terminology defining women's studies as a field, and feminism as a critical framework for understanding social power in our contemporary world
- b) synthesize information from various perspectives and construct new understanding
- (c) describe the relationship between Western and non-Western feminist modes, and explain why there are tensions between them.
- (d) cite examples, in "real life" and in literary/artistic texts, that demonstrate women "coming to voice"
- (e) define the basic terms of 'global feminism', and how this approach enhances contemporary feminist approaches to intransigent problems across populations
- (f) demonstrate an understanding of how contemporary women use their skills in speaking, writing, and activist work to express and/or analyze their situatedness
- (g) produce a well written, organized synthesis essay on some aspect of feminist thought or feminist engagement (activism; change agents).

Students should leave this course with a curiosity about, and empathy with, the precarious lives of women, children, racial and sexual minorities of all kinds.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.

The course is out of 1000 points. Thus, a 100 point assignment is worth 10% of your total grade, a 200 point assignment is worth 20%, etc.

Weekly Reading: 200 pts

Reading Quizzes: 100 pts = 10 @ 10 pts/each

Team Blog Entries: 85 pts = 5 @ 14 pts/each

Team Blog Comments 15 pts = 15 @ 2 pts/each (3 per week)

Midterm: 150 pts (down to 100 pts with participation overflow*)

Final exam 150 pts (down to 50 pts with participation overflow*)

Formal Essay 200 pts

Group/individual projects 100 pts

Participation: 200 pts* (up to 350 pts with overflow)

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This first-year seminar is a gateway to all lower-division courses in Women's Studies, and prepares students for courses in other interdisciplinary programs focusing on diversity, race, gender and sexuality.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

The course fulfills the introductory course requirement for the Women's Studies major or minor, and fulfills several general education requirements with enrollment from across the university. The course also contributes to the department's minor in Gender and Sexuality, as well as the Diversity Certificate the departments offer.

A description of any special facilities:

smart classroom

Frequency of Offering and Enrollment:

This course is offered every semester at UP.

Justification for Changing The Proposal:

Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.

The general objectives of the course are not changing; the purpose of this course is to introduce women's and gender studies as an academic discipline, and to survey women's and gender issues through reading of feminist authors and scholarship, and attending to the contributions of women and of feminist activism to social justice in this and other countries. The interdisciplinary nature of the course depends on the integration of the social science and humanities approaches to women's and gender studies. These changes are adjustments that make sense in the context of new general education designations and objectives, as well as the significant growth of the department faculty.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

A. Effective communication skills are introduced into many aspects of the course. Students are asked to develop and improve both their reading skills and their writing and oral communication skills. Participation in every class is strongly emphasized, with students expected to discuss and debate readings, films and other assigned texts. In addition to classroom participation, students will participate in a classroom blog every week, and will write a formal essay. There is also a group project that will stress team cooperation and co-writing. Learning to revise one's own writing is worked into the midterm and final exams, which require revised blog essays

B. This course will prepare the students for other courses in the humanities by giving them the opportunity to gain insights into the study of the humanities through literary and cultural texts. In addition to the academic topic and issues of this course, students can expect to gain a general introduction to the University as an academic community and have the opportunity to explore their responsibilities as members of that community. Students will develop an understanding of the learning tools and resources available to them, including the opportunity to develop relationships with faculty and other students who share their academic interests. This course fulfills the first-year seminar requirement as well as one of the humanities requirements in general education or a Bachelor of Arts humanities requirement. Students should also expect to gain a key literacy in becoming familiar with the research and library resources of the PSU Libraries.

C. The texts, assignments, and lectures in this course are designed to offer a variety of feminist perspectives in order to help us

learn about issues from multiple angles. Women's and gender studies is a discipline that seeks to critique and challenge our thinking, values, and behaviors while also offering constructive ways of making changes in society in an effort to end sexism, sexist oppression, and sexist exploitation. Engaging with these ideas may at times be difficult, but it can also be a very rewarding experience. Critical thinking is essential for fulfilling the purpose of this class and implies not only challenging "traditional" or "normal" ways of understanding women and gender in society but also your own assumptions and ideas. A critical reading involves understanding the author's main points, bringing your own ideas and concerns to the reading, and putting the article in perspective of the main themes of the class. Critical thinking in a feminist classroom also requires us to consider the structures of power in our society outside of our own experience. An additional component of critical thinking in a feminist classroom is to approach the material from a constructive perspective. The points of departure for the development of all of these competencies are literary and cultural texts from international women writers, scholars, and artists.

G. Social responsibility and ethical reasoning are the drivers of any Women's Studies course, as the field addresses many forms of social inequality, how these inequalities develop, what ideological biases underlie them, and how they can be ameliorated. Students will recognize that social variables such as gender, age, social class, religion, ethnicity, race, sexual orientation, and place of residence affect the way people view the world, behave, and communicate. Students will develop the ability to locate, organize, and evaluate information about these identity intersections from a variety of sources and use them to synthesize and analyze their own ideas as well as come to an understanding regarding the stratification of power and privilege in society. Students will be evaluated through class discussions, writing projects, and collaborative group projects. This course will prepare students for other courses in the social sciences by giving them the opportunity to gain insights into the study of identity as it relates to human experiences and positions within society.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Students are assessed on effective communication skills through a mix of individual and group assignments. Weekly team blog assignments allow students to continue their communications outside of the classroom, and to bring in extra materials they can share on line, including video, podcasts, music, etc. -- and these blogs also become part of an exercise in revision in the midterm and final exams: students choose 2 of their previous blog responses, and development them into longer, and slightly more formal, essay responses. There is also one group project, which integrates individual and team writing. In-class debates are a common exercise during class discussions.

Key literacies are assessed in graded assignments that require new research skills that the seminar's focus on library services and resources will make available. After a museum visit, there may be a "treasure-hunt" type assessment, to see how well students do in finding information on a topic that is supplied to them. Throughout the semester, students will be introduced to feminist social media, writing, and basic social theory: these competencies are measured in the quizzes and exams, as well as in the sophistication of their more formal writing. The same is true of critical and analytical thinking competencies: discussion/participation rubrics encourage students not simply to speak, but to argue, and to have evidence to support their observations. Developing the proposition- and-proof habit will be stressed in both spoken and written argumentation. Finally, social responsibility and ethical reasoning are enhanced not simply by reading, but through group assignments that speak to the imperative to act on injustices. Activism is a theme throughout the course, and student groups will be asked to determine an appropriate area of concern, a plan for a modest activist event (letter-writing, for instance), and to follow through, reporting at the end on their experiences. Reflection on social responsibility is a focus of this group assignment.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities-- whether verbal, visual, or digital-- and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

Readings from a variety of literary, historical and philosophical texts are only one part of the course's humanities component; the course also includes art work, popular texts, film and documentary. This variety itself encourages the development of comparative/critical thinking, and consideration of how different genres of writing and communication are more and less effective in specific social contexts. The arts and humanities are an endless source of scenarios that invites--sometimes demands--the reader/consumer to see the ethical dimensions of one set of beliefs or actions in the context of another. Furthermore the readings come from different periods of contemporary history, so that students come to recognize the roots of ethical and social dilemmas faced today. All of this requires ongoing critical analysis -- the skills for which are reinforced with formal and informal writing assignments and oral presentations.

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences

Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings

Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems

Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

Students will be expected to develop an understanding of current issues and debates within and beyond the field of women's and gender studies as they relate to contemporary fiction and nonfiction writing as well as feminist thought through social media. Students will recognize that social variables such as gender, age, social class, religion, ethnicity, race, sexual orientation, and place of residence affect the way people view the world, behave, and communicate. Components of the course that will lead to these learning criteria include required reading of social theory related to gender and power, as well as case studies highlighting socio-political, economic and/or psychological dimensions of those cases. Depending on the instructor, particular areas of social and behavioral sciences are likely to be stressed more than others. But because the course is inevitably framed by social-science concepts (standpoint; intersectionality; power) there is a common vocabulary that students will hear regardless of the particular expertise of the instructor. And as the course is an introductory-level course which upon completion allows students to go on to other required courses toward a major or minor, assessments will ensure that students have mastered at least a basic understanding of these terms, and of their interrelationship with one another, as well as with the humanistic modes of analysis (language, image, form). This course prepares students for other courses in the social sciences by giving them the opportunity to study theories of identity as they relate to human experience and positionality within society.

Integrative Studies

Explain how the intellectual frameworks and methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The interdisciplinary nature of the course depends on the integration of the social science and humanities approaches to women's and gender studies. Autobiographical and literary texts are excellent ways of bridging theoretical social science and humanities approaches, and thus give students an opportunity to see the integration of those concepts. This introductory-level course requires that students become comfortable with a wide variety of evidentiary texts from archives to new media, from popular to theoretical texts. At the same time, students are invited to contemplate their own experiences in terms of privilege and social position. Students will develop the ability to locate, organize, and evaluate information about identity construction and intersectionality from a variety of sources, and use them to synthesize and analyze their own ideas as well as come to an understanding regarding the stratification of power and privilege in society. The field itself developed along interdisciplinary framework that intertwines strands of theory and research from both the humanities and social sciences.

Through paired readings and the introduction of analytic tools from both domains, therefore, students will gain an understanding of how they can think about complex social problems by taking advantage of these different perspectives. For example, the psychology of gender can be analyzed through data sets from surveys and experiments -- and through the study of a novel or poem that directly engages different experiences of gender and sexuality -- and how characters navigate individual and community expectations or mores. Similarly, a work of art can be analyzed using a social-science derived method of intersectional analysis that takes into consideration the artist's own locatedness within his/her community or nation.

Demonstrate that each of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

The sample syllabi attached demonstrate a balance of social science and humanities texts that together bring students to a fuller understanding of the social construction of gender, sexuality, race; and how these constructions work together intersectionally. Reading assignments include definitions of the social construction of race and gender, and also several fictional major fictional or poetic texts that powerfully exemplify the implications of this constructedness on both the public and most intimate levels of people's lives. An example of this on the sample syllabus is the assignments for weeks 10 and 11, which require reading Marjane Satrapi's *Persepolis*, a graphic novel that has also been converted into an animated film. The following week, readings from two sociologists build on the topic of violence, human rights and feminism that the novel and film represent. Each unit or topic in the course is framed with social science and humanities concepts; only then is the central text (whether fiction, nonfiction, academic or popular) fully discussed. The bi-focal nature of the course grounds student awareness of critique (as opposed to criticism), and the necessity of always asking, "in whose interest" things occur in society. A listing of the readings break down into a roughly equal amount of social science literature and theory that focus on articulating the complexity of social organization and the development of cultures, and humanities texts and theory that focus on language and representation.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

This course can be taught by full-time faculty, affiliate faculty, and graduate students. As mentioned, faculty in this field are typically--even necessarily--working in these two domains. While an instructor may be a political scientist or a psychologist, the inclusion of literary and artistic works are extremely common in Women's Studies coursework, as they provide scenarios that can be "read" against the kinds of quantitative and qualitative work that social science faculty typically engage in. Instructors will choose texts that are most effective in bringing the two domains together: for instance, this course has in the past included novels such as *The Handmaid's Tale*, *The Bluest Eye*, and other classics, as incisive representations of social practices and trends.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Integrative thinking will be assessed primarily through written work, including discussion forums and, especially, essays assigned with a rubric requiring the integration of social science and humanities texts. For instance an essay assignment on a novel or memoir will require that students demonstrate the ability to discuss the text as a literary/linguistic artifact subject to analysis from either a psychological, sociological or political theoretical approach. While this is a first-year seminar, students can begin the kinds of critical and self-critical reflection upon self and society, privilege and power, that are necessary to understand the dynamic entanglements of gender, race, class, religion and more. The current revelations of widespread sexual abuse and harassment in the entertainment industry--not to mention in high political circles--foregrounds the complexity of gender-based violence and oppression that happens everywhere, at all times--including at Penn State. In-class discussion and debates will direct students toward connecting artistic representations of experience to socio-political myths and realities.

General Education Designation Requirements

Bachelor Of Arts Requirements:

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

This course will fulfill BA requirements in Social and Behavioral Sciences

Intercultural Requirements:

This course should be listed as US and/or IL. Because Women's Studies is anchored by a concern with social justice, the concepts and methods of analysis that students gain in the early weeks--which focus on US culture--are applicable, with great care, to international cultures. Part of the work of the class is to distinguish between Western and non-Western feminisms, and to understand a few of the major bones of contention between US and global feminisms. Students will learn in equal measure how to read both local (US) and international cultures with regard to the patriarchy, treatment of women, social power, and cultural values. This will require students to be willing to appreciate that 'our ways' are just that: 'ours'--and that we therefore must ask, Who is this 'we'? One of the main objectives of the course will be to keep students thinking always of the relationship of the US as a so-called "global power" to the rest of the globe! Thus the course implicitly calls for students to approach other cultures with humility, and to re-examine their own beliefs and behaviors around minorities, and critique the nature of the stereotypes and biases each of us walks around with. There will be opportunities for collaborative learning projects such as participation in the bi-annual women's studies student research fair, or group webpage projects. All of these projects will ask students to compare their values as it plays out in their own social behavior, community and scholarly conduct.

Campuses That Have Offered (WMNST 83) Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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Potential Impact

Pre-Requisites

WMNST 83 is *listed as a pre-requisite or concurrent course* for the following courses:

Note: Not all courses may be listed here, due to lionpath requirement incompleteness.

No pre-requisites or concurrent courses found

SAMPLE SYLLABUS

Course Abbreviation and Number: WMNST 083

Credits: 3

Prerequisites/Co-requisites/Concurrent Requirements/Recommended Preparation: N/A

Course Attributes/Designations: US, IL, FYS, GS, GH

General Education Learning Objectives:

1. Develop and improve critical reading, writing and communication skills by completion of wide variety of written and oral assignments;
2. Assess the interrelationships of the humanities and social sciences by reading one domain through another, using interconnected literary and cultural texts including literature, film, new media, artifacts;
3. Analyze contemporary issues through multiple disciplinary lenses, guided throughout by feminist methodologies and ethical considerations;
4. Assess one's own values on gender and sexuality, by comparing different habits of mind and cultural assumptions against one's own, thereby achieving greater self-knowledge and openness to others;
5. Engage in activist exercises that encourage leadership skills and social awareness.

Course Description: The purpose of this course is to introduce women's and gender studies as a discipline of study and to survey women's and gender issues, feminist authors and scholarship, and the contribution of women and feminist activism to our society. Through lectures, discussions, and exercises, this course will provide a framework for learning how to educate yourself about the way gender works in society and how it intersects with race, class, sexuality, and other significant forms of identity.

Course Learning Objectives:

1. Identify and discuss major issues and topics in women's and gender studies
2. Analyze and evaluate feminist texts and other materials from a feminist perspective
3. Synthesize information from various perspectives and construct new understanding
4. Apply knowledge from the course materials to broader contexts

REQUIREMENTS:

Required Reading:

1. Articles and documents on ANGEL (You MUST have access to these on Angel and print these out for your readings binder. Bring your binder to class for reading exercises and discussion.)
2. Bad Feminist by Roxanne Gay
3. Fun Home: A Family Tragicomic by Alison Bechdel
4. Required Event (Details TBA)

COURSE COMPONENTS AND GRADES:

The course is out of 1000 points. Thus, a 100 point assignment is worth 10% of your total grade, a 200 point assignment is worth 20%, etc.

1. Weekly Reading: 200 pts
2. Reading Quizzes: 100 pts = 10 @ 10 pts/each
3. Team Blog Entries: 85 pts = 5 @ 14 pts/each
4. Team Blog Comments 15 pts = 15 @ 2 pts/each (3 per week)

Exams: 300 pts (down to 150 pts with participation overflow*)

1. Midterm: 150 pts (down to 100 pts with participation overflow*)
50 pts. for multiple choice
50 pts. for revised blog essay question #1
50 pts. for revised blog essay question #2
2. Final exam 150 pts (down to 50 pts with participation overflow*)
50 pts. for multiple choice
50 pts. for essay question #1
50 pts. for essay question #2

Assignments: 300 pts

1. Formal Essay 200 pts
2. Group/individual projects 100 pts
3. Participation: 200 pts* (up to 350 pts with overflow)

TOTAL POSSIBLE: 1000 pts

* = see the participation section under "Assignments and Exams" for a description of overflow

Grading Scale:

Grades for this class will not be curved. Your grade will be based on your individual performance on the course requirements.

A: 94-100

A-: 90-93

B+: 87-89

B: 83-86

B-: 80-82

C+: 77-79.

C: 70-76

D: 60-69

F: <60

Assignments and Exams:

The following are short overviews of the course assignments. An individual assignment's full description (usually discussed in class and posted on Angel) contains more details, and always takes precedence over the syllabus. For details about the standard late assignment policy, see the *Course Policies* section.

Reading quizzes: Once per week during 10 out of the 15 weeks we are in class, there will be a short reading quiz. Questions will range from specific questions regarding details in the reading

to broad questions regarding the overall theme or message of the reading. Trick questions will NOT be included in the reading quizzes. These quizzes are designed to keep you accountable for the reading. In addition, this helps ensure that the work you do through the reading assignments is reflected in your grade.

Team blogs: Students will divide into teams of four and each team will have a blog. Each team member will post a short (1-2 robust paragraphs) reflection of the readings each week. Team members are also required to post comments in response to their team members' posts once a week. Teams will work together to set up and maintain their blog. The blogs are designed to help you develop a regular practice of forming and communicating your ideas about the course content. The blogs will also serve as a foundation for the midterm and final exam essays and the formal essay. Guidelines and more detailed instructions will be discussed in class. Required pass/fail blogs are due during the 1st half of semester, participation points blogs are due during the 2nd half of semester

Midterm: The midterm exam will consist of three parts: a multiple choice/short answer section and two essay questions. The essay questions will be related directly to your already written blog posts, and will be an exercise in expanding and revising those posts. The purpose of the midterm is to assess your learning in the course and synthesize the course content so far. Guidelines and more detailed instructions will be discussed in class.

Group/individual project: During the last week of class, students will have the opportunity to present a project either by themselves or as a small group. These projects can take one of three forms: an interview with a community member working for feminism and/or women, an artistic representation of one or more major themes from the course, or a cultural artifact which relates to and supplements the information already covered in the course. The purpose of the project is to help you develop your own contribution to the course and apply the course concepts to issues outside of the classroom. Guidelines and more detailed instructions will be discussed in class.

Formal Essay: Each student will create a final, formal academic paper from the ideas generated in their blog posts. The purpose of the formal essay is to develop your writing skills and to craft a piece of writing that reflects the knowledge and skills you developed during the course. Guidelines and more detailed instructions will be discussed in class.

Final Exam: The final exam will consist of three parts: a multiple choice/short answer section and two essay questions. The essay questions will be related directly to your already written blog posts, and will be an exercise in expanding and revising those posts. The purpose of the final is to assess your learning in the course and to synthesize the information and themes from the entire course. Guidelines and more detailed instructions will be discussed in class.

Participation: Consider participation as a giant bucket of points. You can fill this bucket with whatever mix of participation assignments you choose, so you can pick out the activities you're most interested in and available to do. Attendance, discussion, and bringing your binder to class are the main ways to earn participation points; participation on the class facebook page, extra participation on team blogs, and attending campus events are ways to earn overflow points. Details will be discussed in class.

Participation is out of 200 points. The participation assignments are designed so that you can earn the full 200 points by earning an average of 15 points per week through classroom and extracurricular activities.

Overflow: If you're so inspired, you can earn participation points beyond the 200 required. Each

point beyond the required 200 is considered overflow, and counts toward your course grade in place of one essay on the midterm or two essays on the final. In essence, the more overflow points you earn, the less your midterm and final exams are weighted. Note, however, that overflow points apply only to the midterm and final essay portions and do not affect any other course grade.

The *midterm essays* are normally out of 150 points. So, for instance, if you earn 30 overflow points, the weight of your midterm will be reduced from 150 to 120. If you earn enough overflow points, you will also reduce the number of essay questions you are required to answer. For every 50 points of overflow you earn, you are required to answer one fewer essay question (up to one on the midterm and two on the final).

COURSE POLICIES

On readings, exams, assignments, etc.:

In order to succeed in this class, it is essential to be organized and responsible for all of the components of the course. Success requires being proactive by making sure to understand and refer to the syllabus and assignment guidelines. If you are unsure about how to proceed with any of the components of this course, it is your responsibility to ask questions in class or contact the instructor directly BEFORE the assignment is due.

I am available during office hours and by appointment to discuss your work in the course--before or after completion. I'm always happy to help improve your writing. In addition, we are fortunate to have writing center on campus. USE THIS RESOURCE!

<https://pennstatelearning.psu.edu/tutoring/writing>.

Late Assignments: Late assignments will be graded down 1/2 letter grade for each day late. For example, if your paper was one day late, you would receive an A- instead of an A; two days late means a B+ instead of an A, etc....

Academic Integrity: Plagiarism is a type of cheating, defined generally as the act of representing someone else's words or ideas as your own. It includes: a) the use, by paraphrase or direct quotation, of the published or unpublished work of another person without complete acknowledgment of the source, b) the unacknowledged use of materials prepared by another agency or person providing term papers or other academic materials, c) the use, by paraphrase or direct quotation, of on-line material without complete acknowledgment of the source. Whether deliberate or unintentional, plagiarism is a serious breach of academic integrity that carries serious consequences.

NOTE: If you are caught plagiarizing or cheating, you will receive a 0 on the assignment, and your final grade will be reduced by an entire letter grade. The Academic Integrity Committee in the College of the Liberal Arts may be notified.

The best protection against unintentional plagiarism is to educate yourself: please see

1. The Penn State Faculty Senate Policy on Academic Integrity:

<http://www.psu.edu/oue/aappm/G-9.html>

2. The College of the Liberal Arts webpage on Academic Integrity:

http://www.la.psu.edu/CLA-Academic_Integrity/integrity.shtml

If you are panicking about meeting a deadline, contact the instructor. Do not resort to deception.

Disability Policy and Accommodations:

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Discrimination or harassment against faculty, staff or students will not be tolerated at The Pennsylvania State University. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Director, The Pennsylvania State University, 328 Boucke Building, University Park, PA 16802-2801, Tel (814) 865-4700/ V, (814) 863-1150/TTY. Students who anticipate needing any type of accommodation to complete the requirements for this course, or have questions about physical access, please be sure to contact me. Remember that it is your responsibility to make me aware of any such needs, the earlier in the semester the better.

Spring 2015 Schedule

Week 1: Beginning

1/13 Introduction and Syllabus

Reading assigned for Thursday

1. "Introduction: Come Closer to Feminism" by bell hooks (2000)
2. "Feminist Politics: Where We Stand" by bell hooks (2000)
3. "Claiming an Education" by Adrienne Rich (1979)

1/15 Reading quiz 1

Working through core concepts

Discussion: Practicing critical reading, synthesis, and analysis

Reading assigned for Week 2

1. "Oppression" by Marilyn Frye (1983)
2. "The Social Construction of Gender" by Judith Lorber (1994)
3. "White Privilege and Male Privilege" by Peggy McIntosh (1988)
4. "Cisgender Privilege" by Evin Taylor (2010)

Week 2: Systems of Privilege and Inequality

1/20 Working through core concepts

1/22 Class expectations and team assignments

Reading quiz 2

Discussion: Practicing critical reading, synthesis, and analysis

Team blog intro entries due by 5pm Friday

Reading assigned for Week 3

1. "The Five Sexes: Revisited" by Anne Fausto Sterling (2000)
2. "Testosterone" This American Life
3. Bad Feminist pp. 109-120

4. Gender and psychology article TBD

Week 3: Bodies and social science

1/27 Working through core concepts

1/29 Reading quiz 3

Discussion: Practicing critical reading, synthesis, and analysis

Reading assigned for Week 4

1. "The Cult of Virginity" by Jessica Valenti (2009)
2. "What is Bisexuality?" by Jennifer Baumgardner (2007)
3. "Trans Identities and Contingent Masculinities: Being Tombois in Everyday Practice" By Evelyn Blackwood (2009)
4. "Queering Black Female Heterosexuality" by Kimberly Springer (2008)

Week 4: Gender and sexuality

2/3 Working through core concepts

2/5 Reading quiz 4

Discussion: Practicing critical reading, synthesis, and analysis

Reading assigned for Week 5

1. "Enlightened Sexism" by Susan Douglas
2. Bad Feminist pp. ix-xiv, 3-19, 70-76

Week 5: Gender, sexuality, and sexism

2/10 Miss Representation

2/12 Reading quiz 5

Working through core concepts

Discussion: Practicing critical reading, synthesis, and analysis

Reading assigned for Week 6

1. "What's Up with Boys" by Michael Kimmel and Christina Hoff Sommers
2. Bad Feminist pp. 147-153, 161-169, 192-204, 285-289

Week 6: Masculinities

2/17 Tough Guise

2/19 Reading quiz 6

Working through core concepts

Discussion: Practicing critical reading, synthesis, and analysis

Reading assigned for Week 7

1. "Female Chauvinist Pigs" by Ariel Levy
2. "Happy Heteroween" by Dan Savage
3. Bad Feminist pp. 51-82, 294-300

Week 7: Femininities

2/24 Working through core concepts

2/26 Reading quiz 7

Discussion: Practicing critical reading, synthesis, and analysis

Week 8: Midterm

3/3 Midterm Review
3/5 Midterm

Reading assigned for Week 10:
1. Fun Home by Alison Bechdel

Week 9 SPRING BREAK
3/10 NO CLASS
3/12 NO CLASS

Week 10: Gender and sexuality in Fun Home and Persepolis
3/17 Persepolis
3/19 Graphic novel and film discussion

Reading assigned for Week 11:
1. "Beyond the Politics of Inclusion: Violence Against Women of Color and Human Rights" by Andrea Smith (2004)
2. Bad Feminist pp. 154-159, 192-204

Week 11: Societal institutions, violence and gender
3/24 Training Rules
3/26 Reading quiz 8 ONLINE
Working through core concepts ONLINE
Discussion: Practicing critical reading, synthesis, and analysis ONLINE
Reading assigned for Week 12:
1. "Rape Culture 101" by Melissa McEwan
2. Bad Feminist pp. 128-136, 177-191

Week 12: Societal institutions, violence and gender cont.
3/31 Killing Us Softly
4/2 Reading quiz 9
Discussion: Practicing critical reading, synthesis, and analysis

Reading assigned for Week 13:
1. "Global Feminism" by bell hooks (2000)
2. Excerpt from "Under Western Eyes" by Chandra Talpade Mohanty (1984)
3. "Our Violent Economy is Hurting Women" by Vandana Shiva (2013)

Week 13: Feminism Across Borders
4/7 Working through core concepts
4/9 Reading quiz 10
Discussion: Practicing critical reading, synthesis, and analysis
13

Reading assigned for Week 14:
1. "The Politics of Housework" by Pat Mainardi (1970)
2. "Maid to Order: The Politics of Other Women's Work" by Barbara Ehrenreich (2000)
3. "This Right Not to Work" by Sunny Taylor (2004)

Week 14: Paid and Unpaid Work

4/14 Working through core concepts
4/16 Reading quiz 11
Discussion: Practicing critical reading, synthesis, and analysis

Reading assigned for Week 15:

For Tuesday:

1. Bad Feminist pp. 303-318
2. "Report from the Bahamas" by June Jordan
3. "We are the Ones We've Been Waiting For" by Moya Bailey and Alexis Pauline Gumbs (2010)

Week 15: Feminist futures and strategies

4/21 Reading quiz 12

Working through core concepts

Discussion: Practicing critical reading, synthesis, and analysis

4/23 Workshop/presentation time

Formal essay due

Week 16: What we know and what questions remain

4/28 Presentations

4/30 Presentations

Final Exam: TBA