

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

REQUEST FOR INCLUSION OF A COURSE IN THE
GENERAL EDUCATION PROGRAM:
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY

DEPARTMENT/SCHOOL: WOMEN'S AND GENDER STUDIES COLLEGE: ARTS AND SCIENCES
DEPARTMENT CONTACT: LINDA SCHOTT CONTACT PHONE: 487-1177
CONTACT EMAIL: LSCHOTT@EMICH.EDU

1. Subject Code, Number, and Title: WGST 200: Introduction to Women's Studies

2. Credit Hours 3

3. Course Description

This course provides an overview of the main issues confronting women today. Topics covered may include patriarchy and oppression, media images, violence, work, sexuality, feminism, and commonalities and differences of women from different racial/ethnic and class backgrounds.

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)
 an existing course with revisions (attach this form to Request for Course Revision form)
 a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication**
- Quantitative Reasoning (*QR designation*)**
- Writing Intensive (*WI designation*)**
- Perspectives on a Diverse World**
- Global Awareness
 U.S. Diversity
- Knowledge of the Disciplines**
- Arts Humanities
 Science Social Science
- Learning Beyond the Classroom (*LBC designation*)**

- Self and Well Being
- Community Service, Citizenship, and Leadership
- Cultural and Academic Activities and Events
- Career and Professional Development
- International and Multicultural Experience
- Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.

WGST 200: Introduction to Women's Studies introduces students to diversity in the United States by examining the lives of women from diverse racial/ethnic and class backgrounds. The course explores constructions of difference—whether based on race, ethnicity, gender, sexuality, or class—and helps students understand how these constructions have been and continue to be fundamental to life in the U.S. This course may be used to meet the requirements for U.S. Diversity of the General Education curriculum.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

Students will

- Examine the complexity of their own cultural identities and how these relate to the cultural identities of others in the U.S.
 - A. Through class readings and discussions, students will explore how identity varies because of one's race, ethnicity, sexual orientation, and/or class. Differences and similarities among women will be explored through readings on white privilege, heterosexism, and the experiences of African American, Latina, and European American women. Differences and similarities with and among men will be explored through readings on male privilege and men's support of feminism.
 - B. Short answer questions will be used to ensure that students have mastered key terms, concepts, and information. For example, students may be asked to define patriarchy, privilege, feminism, and heterosexism. Students will be asked to write reflection papers on topics such as 1) how they define themselves as women or men, especially considering their racial, ethnic, or class backgrounds and (2) an experience in which they conflicted with a person of another race, class or sex and how course readings have helped them understand that conflict. Students may choose to do their research project on a topic related to this outcome.
- Explore the causes and consequences of social intolerance in the U.S.

A. Readings on white privilege and oppression will provide students with a theoretical basis for understanding social intolerance and its consequences. An overview of different theories of feminism, including black and Chicana feminism, will provide an example of how explanations and proposed remedies of social intolerance vary. Historical study of the suffrage movement will show students how opposition to greater rights for women led to a stronger movement in favor of women's rights and how some leaders of the suffrage movement were intolerant of greater rights for women and men of color. Exploration of the causes and consequences of violence against women and how they vary by race/ethnicity and class will provide in-depth and specific information on social intolerance.

B. Short answer questions will be used to ensure that students have mastered key terms, concepts, and information. For example, students may be asked to define white privilege, oppression and different feminist theories. Students will be asked to write a short essay that identifies major causes and consequences of violence against women. Students will also be asked to write a reflection paper on a video detailing the history of the suffrage movement and how it illustrates social intolerance. Students may choose to do their research project on a topic related to this outcome.

- Examine the differences between social intolerance and institutionalized racism, ethnocentrism, and exclusion in the U.S.

A. This outcome is addressed through readings on the concepts of patriarchy, privilege, and oppression. Each of these concepts introduces students to the ways in which society has constructed a social, economic, and political hierarchy based upon perceived differences of gender, race/ethnicity, and sexuality. Social intolerance is addressed through information on the historic marginalization of women, with particular emphasis on the experiences of women of color. Institutionalized racism (and sexism) and ethnocentrism are addressed through readings on white, male privilege—how attitudes about the superiority of white men, and particularly white men from northern and western Europe, have caused U.S. institutions such as Congress, universities, and corporations to provide greater opportunities and rewards to white men—and divisions within the women's/feminist movement. An examination of exclusion permeates the course, as the social tendency to marginalize women, and particularly women of color, underlies course units on political participation, economic status, and violence against women.

B. Short answer questions will be used to ensure that students have mastered key terms, concepts, and information. For example, students may be asked to define institutionalized racism and sexism and ethnocentrism. An essay question will be used to assess students' understanding of the interrelation of the concepts of institutionalized racism (and sexism), social intolerance, and ethnocentrism. For example, students may be asked to analyze the connections between institutionalized racism (and sexism) and violence against women, especially women of color. Students may choose to do their research project on a topic related to this outcome.

- Explore how diversity has affected and continues to affect income distribution, economic mobility, political access, and the democratic process in the U.S.

A. This outcome is addressed through units on women's work and women's political participation. Information on income distribution and types of employment by gender and race is provided to students, and students are asked to use prior readings on patriarchy, oppression, and white privilege to interpret that information. Class readings address historical and current employment trends and experiences of women, with particular attention to similarities and differences among women of different racial/ethnic groups. Topics addressed include: occupational segregation, the glass ceiling and the sticky floor, underemployment, unemployment, and welfare. The effects of gender, race, and class on political access are discussed through an analysis of the suffrage and feminist movements and women's participation in civil rights movements. Information on women's representation in elected bodies, women's voter

participation, and women's volunteer political activity is presented, and students are asked to analyze that information using the knowledge they have gained throughout the course.

B. Short answer questions will be used to ensure that students have mastered key terms, concepts, and information. For example, students may be asked to define occupational segregation, the glass ceiling, the sticky floor, and the gender gap. An essay examination will be used to assess students' understanding of women's historic and current types of political participation and how they have varied because of class, race or ethnicity. Students may choose to do their research paper and/or group project on a topic related to this outcome.

- Develop an awareness of alternative values, views, and communication styles in the U.S.

A. Students read and discuss articles and essays by individuals with diverse values and views as well as presentation styles. Students participate in discussions with their colleagues, and instructors guide discussions in order to facilitate the appreciation of other's views and values and help students develop a critical awareness of the point of view of authors and other presenters. Students will also explore the communication styles commonly used by men and women.

B. Students are asked to write reflection papers periodically throughout the semester. In these papers, they analyze the readings assigned for class, focusing particularly on identifying the thesis of the work and how they can relate their own experiences to the topic of the work. Students are also encouraged to use the reflection papers to analyze their responses to topics raised in class discussion. Short answer questions may be used to assess students' understanding of men's and women's communication styles.

- Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

Please submit all materials in electronic form.

Action of the Department/College

1. Department

Vote of department faculty: For _____ Against _____ Abstentions _____

Department Head _____ Date _____

2. College

College Dean _____ Date _____

Action of General Education Advisory Committee

Vote of General Education Committee: For _____ Against _____ Abstentions _____

Chairperson, General Education Advisory Committee _____ Date _____

Approval

Associate Vice-President for Undergraduate Studies and Curriculum

Date

WGST 200: Introduction to Women's Studies

Dr. Linda Schott
Office: 714 Pray-Harrold
Office Phone: 734-487-1177
Email: lschott@emich.edu
Office Hours: 11-12:30 TR

GENERAL EDUCATION COURSE RATIONALE

WGST 200: Introduction to Women's Studies introduces students to diversity in the United States by examining the lives of women from diverse racial/ethnic and class backgrounds. The course explores constructions of difference—whether based on race, ethnicity, gender, sexuality, or class—and helps students understand how these constructions have been and continue to be fundamental to life in the U.S. This course may be used to meet the requirements for U.S. Diversity of the General Education curriculum.

COURSE DESCRIPTION

This course provides an overview of the main issues confronting women today. Topics covered include patriarchy and oppression, media images, violence, work, sexuality, feminism, and commonalities and differences of women from different racial/ethnic and class backgrounds.

REQUIRED MATERIALS: (available at Mike's Bookstore)

- Course Pack

COURSE REQUIREMENTS

1. Reflection Papers: (25%) Students will write one- to two-page reflection papers on five assigned topics. Please see the Course Schedule for specific assignments.
2. Research Project (25%) Groups will select a topic from the attached list. They will develop a work plan and schedule, then prepare and present their project to the entire class. A more thorough description of this assignment is attached.
3. Mid-term exam (20%) and Final exam (30%) Each exam will be in short answer and essay format. The essay exam question will be distributed one week ahead of time, but the essay itself must be written during class time without the use of notes.

CLASS ATTENDANCE

You are expected to attend class regularly. If you must be absent when an assignment is due, you must contact me before class that day if you wish to be able to make-up the assignment or turn it in at another date. A phone message left at my office or an email message is sufficient notification.

CLASSROOM CONDUCT

Free discussion, inquiry, and expression are essential to this course, thus we must maintain a classroom environment that supports these elements. Most important is to treat your colleagues with respect. Listen carefully, speak precisely, and disagree on the basis

of evidence, not personal feelings. In addition, please observe the Student Conduct Code at EMU which explicitly forbids “actions that impair, interfere with, or obstruct the orderly conduct, processes and functions within any classroom or other instructional setting. This includes interfering with a faculty member’s or instructor’s role to carry out the normal academic or educational functions of her/his class.” Example of behavior to avoid are routinely coming to class late or leaving early, using cell phones or pagers during class, and talking while others are speaking.

ACADEMIC DISHONESTY

Academic dishonesty, including all forms of cheating and/or plagiarism, will not be tolerated in this class. Penalties for an act of academic dishonesty may range from receiving a failing grade for a particular assignment to receiving a failing grade for the entire course. In addition, you may be referred to Student Judicial Services for university discipline that can result in either a suspension or permanent dismissal from EMU. Please see the EMU Student Conduct Code for detailed definitions of what constitutes academic dishonesty. If you have questions, I will be happy to provide clarifications related to our class.

CHANGES IN THE SYLLABUS

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Any student who feels s/he may need any type of classroom accommodation based on the impact of a disability may discuss this issue with me privately or may directly contact the EMU Access Services Office, 203 King Hall (487-2470) for assistance.

F AND J INTERNATIONAL STUDENTS:

The Student Exchange Visitor Information System (SEVIS) requires F and J students to report the following to the *Office of International Students*, 229 King Hall within ten (10) days of the event:

- Changes in your name, local address, major field of study, or source of funding.
- Changes in your degree-completion date
- Changes in your degree-level (ex. Bachelors to Masters)
- Intent to transfer to another school

Prior permission from *OIS* is needed for the following:

- Dropping ALL courses as well as carrying or dropping BELOW minimum credit hours
- Employment on or off-campus
- Registering for more than one ONLINE course per term (F-visa only)
- Endorsing I-20 or DS-2019 for re-entry into the USA

Failure to report may result in the termination of your SEVIS record and even arrest and deportation. If you have questions or concerns, contact the *OIS* at 487-3116, not your instructor.

COURSE SCHEDULE

Sept. 8 Introduction

Sept. 13 Feminism and Women's Studies

Hooks, Bell. "Come Closer to Feminism," and "Feminist Politics: Where We Stand,"
Baumgardner, Jennifer and Richards, Amy. "A Day Without Feminism"
Hunter College Women's Studies Collective. "Introduction"

Sept. 15 Oppression and Patriarchy

Johnson, Allan G. "How Systems of Privilege Work."
Johnson, Allan G. "Where Are We?" and "The Mystery of How We Got Here."

Sept. 20

Frye, Marilyn. "Oppression."
McIntosh, Peggy. "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies."

Sept. 22 Diversity Among Women

Cole, Johnetta B. "Commonalities & Differences."
Anzaldúa, Gloria. "En rapport, In Opposition: Cobrando cuentas a las nuestras."
Lourde, Audre. "Age, Race, Class, and Sex: Women Redefining Difference."
REFLECTION PAPER ONE DUE: Please describe an incident in which you conflicted with a person of a different race, class or sex. In what way was "privilege" a factor in that conflict?

Sept. 27 Body Image

Brumberg, Joan Jacobs. "Body Projects."
Bordo, Susan. "Never Just Pictures."

Sept. 29 Advertising

Video: "Still Killing Us Softly III"

Oct. 4 Violence Against Women

"Violence Against Women in the United States."
Warshaw, Robin. I Never Called It Rape: The Ms. Report on Recognizing, Fighting and Surviving Date and Acquaintance Rape.
"Watch Out for Date Rape Drugs."

Oct. 6 Violence and Harassment

Video: "In Love and In Danger"
"Dating Violence."
Power and Control Wheel.
"Myths About Domestic Violence."
"What to Do if You or Someone You Know is Sexually Harassed."
EMU Sexual Harassment Policy

Oct. 11 Race, Class, Gender and Violence

Sokoloff, Natalie and Ida Dupont, "Domestic Violence at the Intersections of Race, Class, and Gender."

REFLECTION PAPER TWO DUE: Review the website of an agency providing services to survivors of domestic violence or sexual abuse. Is the agency sensitive to racial/ethnic or class differences among survivors? If so, how? If not, provide suggestions for improvement.

Oct. 13 Communication Styles

Tannen, "You Just Don't Understand: Women and Men in Conversation"

Petrie, "Real Men Don't Cry...and Other "Uncool" Myths"

Oct. 18 Reproductive Rights

Luker, Kristin. "Abortion and the Meaning of Life."

Oct. 20

Petchesky, Rosalind. "Beyond "a Woman's Right to Choose": Feminist Ideas about Reproductive Rights."

Oct. 25 Mid-Term Exam

Oct. 27 Women's Work and Welfare

Kirk, Gwyn and Okazawa-Rey, Margo. "Work, Wages, and Welfare."

"Median Weekly Earnings of Full-time Wage and Salary Workers by Detailed Occupation and Sex."

Nov. 1

Nakano Glenn, Evelyn. "Racial Ethnic Women's Labor: The Intersection of Race, Gender, and Class Oppression."

Nadasen, Premilla. "Expanding the Boundaries of the Women's Movement: Black Feminism and the Struggle for Welfare Rights."

REFLECTION PAPER THREE DUE: Please reflect upon a work experience you have had. What type of work did you do? Who were your coworkers? Were you and your coworkers treated or compensated differently based upon your race/ethnicity or gender? Was your compensation adequate to support yourself, or did you seek assistance from family, friends or the government?

Nov. 3 Masculinity

Video: "Tough Guise"

Nov. 8 "Tough Guise"

Nov. 10 Lesbianism

Trujillo, Carla. "Chicana Lesbians: Fear and Loathing in the Chicano Community."

Clarke, Cheryl. "Lesbianism: An Act of Resistance."

Nov. 15 Homophobia

Pharr, Suzanne. "Homophobia as a Weapon of Sexism."

Kimmel, Michael. "Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity."

Nov. 17 First Wave Feminism

Video: "One Woman, One Vote."

Nov. 22 "One Woman, One Vote"

Nov. 29 Second Wave Feminism

DeHart, Jane Sherron. "Second-Wave Feminists and the Dynamics of Social Change."

Combahee River Collective, "A Black Feminist Statement."

Garcia, Alma. "The Development of Chicana Feminist Discourse, 1970-1980"

REFLECTION PAPER FOUR DUE: In what ways did the women's suffrage movement suffer from and perpetuate social intolerance?

Dec. 1 Civil Rights Activism and Feminism

Murray, Pauli. "I had entered law school preoccupied with the racial struggle...but I graduated an unabashed feminist as well..."

Chavez, Jennie. "It has taken...a long time...to realize and speak out about the double oppression of Mexican-American women."

"Women in the Asian movement find that...stereotypes are still hovering over their heads...that [they] must play [the] old roles in order to get things done."

RESEARCH PRESENTATIONS

Dec. 6 Global Feminism

Evans, Sara. "Women and Global Citizenship."

RESEARCH PRESENTATIONS

Dec. 8 The Media and Feminism

Douglas, Susan. "I'm Not a Feminist But..."

RESEARCH PRESENTATIONS

Dec. 13 Multiracial Feminism and Feminism for Men

Baca Zinn, Maxine and Bonnie Thornton Dill. "Theorizing Difference from Multiracial Feminism."

Kimmel, Michael. "Real Men Join the Movement."

Baumgardner, Jennifer and Richards, Amy. "A Day With Feminism."

REFLECTION PAPER FIVE DUE: How do you define "feminism?" Has your understanding of feminism changed while taking this course?

RESEARCH PROJECT ASSIGNMENT

Assignment

Prepare a group presentation on a topic related to our class. Present your findings to the class in an oral report taking approximately 25 minutes.

Suggested Steps Toward Completion

Discuss topic

- What is your central question?
- What do you already know, and what do you need to study in more depth?
- How will you gather information?
- Who will do what and when?
- Assign particular tasks to individuals.
- Begin initial research.

Reassemble in groups to discuss information gathered in individual work.

- Commonalities?
- Differences?
- What answer will you give to your central question?
- What additional research is needed? How will it be done?

Based on what you have found from your initial research, begin planning how you will present the information.

- How will you organize it?
- What format will you use?
- Who will do what during the actual presentation?
- How will you make sure the different parts make a coherent whole?

Review progress and prepare for presentation to class.

- Have individuals finished their work? If not, how will you ensure they do so?
- Will you be able to meet for a practice presentation? Schedule if possible.
- Inform me if you need special equipment such as a TV/VCR/DVD or PowerPoint projector.

SUGGESTED TOPICS FOR RESEARCH PROJECTS

History of the Women's Suffrage Movement

Gender Differences in Children's Toys and Clothes

Women's Friendships with Other Women

Eating Disorders

Feminism and Vegetarianism

Feminism and the Peace Movement

Men, Women, and Childcare

Female genital mutilation

Body piercing and tattooing

Mothering

Women's Sexuality

Women and Spirituality

Women's Health Issues (physical and/or mental)

The Glass Ceiling and the Sticky Floor

Women and Prostitution

Women and Pornography

Women and Childhood Sexual Abuse

Women, Politics, and the Gender Gap

Women and Athletics

The History of Lesbianism

Women and Globalization

Women in Underdeveloped Countries

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

REQUEST FOR COURSE REVISIONS

TYPE OF REVISION: (CHECK ALL THAT APPLY.)

Course Number/Subject Code
 Course Title
 Credit Hours
 Course Description
 Prerequisite/Corequisite
 Restriction

DEPARTMENT: WOMEN'S AND GENDER STUDIES

COLLEGE: ARTS AND SCIENCES

DEPARTMENT CONTACT: LINDA SCHOTT

PHONE: 487-1177

CONTACT EMAIL: LSCHOTT@EMICH.EDU

DIRECTIONS: COMPLETE SECTION A AND SECTIONS B1a, B2a, B3a B4a, B9, B10 AND B11. COMPLETE ONLY THE REMAINING PARTS OF SECTION B THAT CONCERN THE REVISIONS CHECKED ABOVE. FOR ASSISTANCE CONTACT THE COURSE AND PROGRAM DEVELOPMENT OFFICE.

A. Rationale for Revision:

The catalog description is being changed to more accurately reflect the content of the course.

B. Course Information

1. a) Current Subject Code and Course Number: WGST 200

b) (If new) Proposed Subject Code and Course Number: _____

2. a) Current Course Title: Introduction to Women's Studies

b) (If new) Proposed Course Title: _____

3. a) Current Credit Hours: 3

b) (If new) Proposed Credit Hours _____

c) (If new) Briefly describe how the increase/decrease in credit hours will be reflected in course content.

4. a) Current Catalog Description:

An overview of women in society. Historical and literary perspectives on women's contributions; socialization, roles and status in professional fields.

b) (If new) Proposed Catalog Description (Limit to approximately 50 words):

This course provides an overview of the main issues confronting women in the United States today. Topics covered may include patriarchy and oppression, media images, violence, work, sexuality, feminism, and commonalities and differences of women from different racial/ethnic and class backgrounds.

6. (Complete only if prerequisites are to be changed.) List Current and Proposed Prerequisite Courses by subject code, number and title. Students must complete prerequisites before they can take this course.

Current:

Proposed:

7. (Complete only if corequisites are to be changed.) List Current and Proposed Corequisite Courses by subject code, number and title. Students must take corequisite courses at the same time as they are taking this course.

Current:

Proposed:

8. (Complete only if concurrent prerequisites are to be changed.) List Current and Proposed Concurrent Prerequisite Courses by subject code, number and title. Students must take concurrent prerequisites either before or at the same time as they are taking this course.

Current:

Proposed:

9. (Complete only if course restrictions are to be changed. Complete only those sections that pertain to the restrictions that are to be changed.) List Current and Proposed Course Restrictions. Course Restrictions limit the type of students who will be allowed to take the course.

a. Academic/Class Level: Check all those who **will be allowed** to take the course as part of their academic program.

Current

Proposed

- Freshperson _____
- Sophomore _____
- Junior _____
- Senior _____
- Certificate _____
- Master's _____
- Specialist _____
- Doctoral _____

- Freshperson _____
- Sophomore _____
- Junior _____
- Senior _____
- Certificate _____
- Master's _____
- Specialist _____
- Doctoral _____

Note: Only 400-level undergraduate courses can be taken by graduate students for credit toward their program of study.. Only Certificate and Masters students may take these courses. If this is a 400-level course that will now be offered for graduate credit, attach Approval Form for 400-level Course for Graduate Credit.

Note: Only 500-level graduate courses can be taken by undergraduate students.

b. Majors/Programs: (Check if course is restricted to those in specific majors/programs)

Current

Yes _____

No _____

Proposed

Yes _____

No _____

If yes, list the majors/programs

c. Departmental Permission: (Note: Department permission requires the department to enter authorization for every student registering.)

Current

Yes _____

No _____

Proposed

Yes _____

No _____

d. Admission to Specific College: (Check if course is restricted to those admitted to specific college.)

Current

College of Business: _____

College of Education: _____

Proposed

College of Business: _____

College of Education: _____

List all departmental programs for which this course is Required or a Restricted Elective.

Program Women's and Gender Studies major and minor Required Restricted Elective _____

Program _____ Required _____ Restricted Elective _____

1. Is this course required by programs in other departments? Yes _____ No

2. If yes, do the affected departments support this change? Yes _____ No _____

If yes, attach letters of support. If no, attach letters from the affected department explaining the lack of support, if available.

3. Will the proposed revision increase/decrease credit hours in any program? Yes _____ No

If yes, list the programs and provide an explanation for the increase/decrease, along with a copy of the revised program that includes the new credit hour total.

C. Action of the Department/College

Department

Vote of department faculty: For 6 Against 0 Abstentions 0
(Enter the number of votes cast in each category.)

Department Head Signature

4/26/06

Date

College

5/16/06

College Dean Signature

Date

Graduate School

Associate Dean Signature

Date

D. Approval

Associate Vice-President for Undergraduate Studies Signature

Date