Women’s Studies 263S  
Introduction to Women’s and Gender Studies  
Tuesday/Thursday 12:40-2:00  
ED 312  
Fall 2011

Professor Elizabeth Hubble  
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Office Hours: MWF, 10:00-11:00, T 11-12:30, and by app’t  
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Course Description: The course is designed to introduce students to the broad fields of women’s and gender studies through an overview of a number of the theoretical and experiential perspectives of those fields. Students will analyze the history of feminism, women’s studies, gender studies, and the growing field of queer studies; biological and psychological theories of gender; the social construction of gender as a product of history and culture; the relationship between gender and other categories of difference (race, sexual orientation, class, ethnicity); family and work; gender-based violence; the relationship between politics, economics, and gender; the representation of gender in popular culture; health and reproduction; and activism.

This course is one of the core requirements for the Minor in Women’s and Gender Studies, which may be combined with any major. It may also be used toward the Liberal Studies Major with an Emphasis in Women’s Studies. If you enjoy this course and would like to know more about the Women’s and Gender Studies Program, please contact me or drop by the Women’s Studies Office, LA 138A-B, or visit the website at www.cas.umt.edu/wsprog.

Required Texts:

2) Coursepack available on Moodle.

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<th>WGS 263S Learning Outcomes:</th>
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<td>1) Students will learn about the history and theory of women’s studies and feminisms in the United States and around the world.</td>
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<td>2) Students will gain an understanding of how privilege and oppression work in our society through an analysis of categories of difference such as gender, race, sexual orientation, class, ethnicity, etc.</td>
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| 3) a) Students will learn how to analyze media representations of gendered bodies and sexualities.  
  b) Students will analyze the construction of sexuality and the body in our society. |
| 4) a) Students will learn and construct inclusive definitions of home, parenthood, family, work, and marriage.  
  b) Students will analyze how institutions such as family, culture, work, and religion can be both empowering and oppressive to women and others. |
| 5) a) Students will learn how women and others interface with the criminal justice system, the military, and the government.  
  b) Students will learn how gendered and sexualized violence operates in our society and world. |
| 6) Students will learn how to put theory and class work into action to make positive changes in their worlds. |
Assessment:
Preparation and Participation (inc. quizzes and attendance) 10%
Moodle Discussions 10%
Reading Journal 20%
Research Essay/Project 20%
Media Literacy Presentation 5%
McIntosh Article Assignment 5%
Midterm Exam 15%
Final Exam 15%

Preparation and Participation: This is not a lecture course. It is a course which requires your active participation. Coming to class prepared, i.e. having read all material, written your reading journal and questions and ready to participate in discussions, is essential and counts for a large percentage of your final grade. Participation does not merely mean responding when called upon but showing a willingness to raise your hand and enter discussions. Classroom work will include both general discussions and small group discussions. Quizzes on the readings and discussions may be given at the beginning of class as necessary. Attendance is required. You will be allowed two unexcused absences. Your final grade will be dropped one notch for each subsequent absence.

Moodle Discussions: In addition to the reading journals, each week, by Wednesday at noon, you must post 1 question or issue raised by the readings for that week to your Moodle discussion group (the class will be divided into 4 rotating groups). By Thursday at noon, you must also reply to 2 postings by your discussion group members. A reading is available on Moodle with information on how to write a good posting.

Reading Journal: This course will raise many questions in your minds. It may challenge your personal opinions. Your reading journal is a place to share the questions, thoughts, and reactions you have to the readings. It will give you an outlet to express your personal opinions about the readings and discussions. You should write ½ page for each class session and include at least two questions raised in the readings for that session. The questions you write will guide our class discussions. Entries must be typed. Entries may be submitted in class or uploaded to Moodle by class time on the due dates. The first two journal topics are assigned. The rest of the topics are your choice.

Research Essay/Project: The research project may take many forms. For example, you may want to design an oral history project; you may develop a creative project in dance, art, music, theater, or writing; you may want to perform original research such as a survey of dorm residents or Missoula agencies working with gender issues; you may also write a traditional essay on a topic in history or literature. I will provide you with a more detailed list from which you may choose your topic. You will turn in a ½ page research proposal for my approval. Final projects should be 5-7 typed pages. For creative projects your paper (3-4 pages) should describe the process and product and its connection to women’s or gender studies. Formatting and citation information will be provided.

Media Literacy Presentation: One of the topics we will explore this semester is media literacy. You will be required to independently analyze either a selection of print/tv advertising OR a movie/tv show. You will write a two-page analysis which you will present to the class. Your analysis should focus on how your selection either upholds or subverts dominant discourses of gender, class, race, sexual orientation, etc. A more detailed handout will be provided.
McIntosh Article Assignment: This course asks you to question your own privileges in our society. You will read an important article by the feminist scholar Peggy McIntosh (Reading 13 in Textbook). This assignment asks you to think about your own privilege and oppression. To receive credit, you must write 1.5 pages about one experience you have had or witnessed in which you or someone you know experienced privilege as defined by McIntosh.

Exams: The Midterm and Final Exams will be comprised of a combination of identifications and short essays. Study guides will be provided. The Final Exam will not be cumulative.

Extra Credit: Each chapter features a number of learning activities and ideas for activism. Any activity not completed in class is eligible for extra credit. In addition, you may choose from the following exercises for extra credit (up to 5% of your final grade depending on the quality of your work). You should submit a 1-page essay describing your experience. No more than 3 extra credit essays may be submitted.

*write a letter to a congress person on one of the issues now of concern to women’s and gender studies–you should turn in the letter along with an explanation of why you chose this issue and this congress person.
*carry a book or wear a pin which openly proclaims your allegiance to a group that some might find objectionable or uncomfortable to be around (absolutely no racist, anti-semitic, homophobic, or other hate references allowed!). Describe your experiences, i.e. how people respond to you and what your feelings are about those responses.
*track down the conditions under which an item of clothing you wear or some other material item in your daily life was manufactured.
*attend a cultural or political event related to class and describe your experience.
*volunteer with a University or Missoula agency working with issues related to this course.