Sociology 2203: Introduction to Women’s Studies
Fall 2014
T/TH 11-12:20p
110 PAFFORD

Professor Jennifer Beggs Weber
219 Pafford Hall
Office Hours: Monday/Wednesday 12-2p and By Appointment

Phone: 678-839-4896
Email: jbweber@westga.edu

COURSE DESCRIPTION

Women’s Studies is an interdisciplinary academic field that focuses on women, gender, and feminism. Specifically, Women’s Studies analyzes women’s (and men’s, at times) experiences to better understand the ways in which gender manifests itself in social, cultural, and political contexts. As an introductory course, this class is designed to (1) acquaint you with key issues, questions, and debates within the field of Women’s Studies; (2) to increase your awareness of the history and experience of women in the United States; and (3) introduce you to the variety of frameworks that feminist scholars have developed.

REQUIRED BOOKS


McGuire, Danielle L. 2011. At the Dark End of the Street: Black Women, Rape, and Resistance

COURSE EXPECTATIONS

I expect that you come to class prepared. Thus, I will assume that you are current with the assigned reading(s) and have completed any out-of-class work as requested. Additionally, I expect that you will participate fully in the course by speaking up, being an active listener, and by attending class regularly.
ANALYTIC RESPONSE PAPERS (200 points)  You will complete FOUR analytical response papers on FOUR OF THE FIVE following texts: At the Dark End of the Street; The Only Girl in the Car; The Body Project; Class Action; and I am an Emotional Creature.  These responses are due in class on the date noted below.  They should be approximately 1-2 pages (single-spaced – or the equivalent double-spaced).  Please organize your reading schedule accordingly.

These essays should concisely summarize the main argument/contribution of the reading, should raise critical questions about the reading, and should connect the reading to broader course issues.  How does the book advance your thinking about gender and women’s studies?  How does the book challenge your assumptions?  The goal of these papers is to have you think critically about the text, and course material, more broadly.

FINAL PROJECT: 3 GENERATIONS OF WOMEN (200 points)  For this project you will interview three women from three different generations (i.e. at least 10 years apart) and write a 3-5 page paper (single-spaced – or the equivalent double-spaced) exploring the differences of experience and perspective between these women.  You may choose a specific theme and/or ask a variety of questions.  Additional details on this assignment will be provided at a later date.

ATTENDANCE/PARTICIPATION (100 points)  Class participation includes consistent attendance, thoughtful and respectful contributions to class discussions, and active involvement in group work.  Participation should reflect your knowledge of lecture and reading material.  I will be taking attendance 11 times at random throughout the semester.  I will only figure 10 into your final grade, allowing you one “freebie”.  School-sanctioned activities (with adequate documentation) are the only allotted exceptions.

Attendance/Participation  100  
Analytical Responses (4 x 50)  200  
Final Project  200  
Total  500 

450-500 = A  
400-449 = B  
350-399 = C  
300-349 = D  
000-300 = F  

COURSE POLICIES

You are expected to be respectful of the instructor, your classmates, and any guests who come to class.  This course often deals with issues that some people find uncomfortable – in particular, issues of race, class, and gender inequality.  These themes are central to the course.  Moreover, the course will be much more dynamic and useful if the classroom space is one in which people feel comfortable with frank discussion.  If you feel that you will be so uncomfortable with these topics that you will not be able to learn from and engage with the course material, I suggest you take another class.
No late assignments will be accepted. I will not give incompletes except under amply documented (and amply dire) circumstances.

THE UNIVERSITY OF WEST GEORGIA HONOR CODE At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions.

ACADEMIC DISHONESTY Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. I take academic dishonesty very seriously. Academic dishonesty can result in probation or expulsion, even if the act was not intentionally dishonest. If you are unclear about plagiarism, paraphrasing, quoting, or collaboration, please consult me.

STUDENTS WITH DISABILITIES Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

UWG EMAIL POLICY University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail
account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

**SEXUAL HARASSMENT POLICY** The University of West Georgia is committed to providing a positive discrimination-free environment. Hence, it is the policy of the University of the University of West Georgia, in accord with federal and state law, Board of Regents’ policy, and Title IX, that sexual harassment in the work place or the educational environment is unacceptable conduct. Sexual harassment is subject to discipline, up to and including separation from the institution.

For additional information on these and other University policies, go to: [http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)
COURSE SCHEDULE
***NOTE: I RESERVE THE RIGHT TO CHANGE THE GUIDELINES SET FORTH IN THIS SYLLABUS.

8/26 (Tue)  Introduction

INTRODUCTION TO WOMEN’S STUDIES

What is Women’s Studies?: Perspectives, History, Intersectionality, and the “F” word.

8/28 (Thurs)  
9/2 (Tues)  
9/4 (Thurs)  
9/9 (Tues)  
9/11 (Thurs)  
9/16 (Tues)  

READINGS:  
At the Dark End of the Street, Danielle McGuire  

9/18 (Thursday)  
Analytical Response #1 Due: At the Dark End of the Street

LEARNING GENDER

9/23 (Tues)  
9/25 (Thurs)  
9/30 (Tues)  
10/2 (Thurs)  

READINGS:  
The Only Girl in the Car, Kathy Dobie  

10/7 (Tuesday)  
Analytical Response #2 Due: The Only Girl in the Car

WOMEN’S BODIES

Sex and Power  
Gender on the Body  
Women’s Health, Rights, and Choices  

10/9 (Thurs)
10/14 (Tues)
10/16 (Thurs)
10/21 (Tues)

READINGS: The Body Project, Joan Jacobs Brumberg

10/23 (Thursday)
Analytical Response #3 Due: The Body Project

“WOMEN’S WORK” AND THE WORK OF WOMEN

10/28 (Tues)
10/30 (Thurs)
11/4 (Tues)
11/6 (Thurs)

READINGS: Class Action, Clara Bingham and Laura Leedy Gansler

11/11 (Tuesday)
Analytical Response #4 Due: Class Action

ACTIVISM AND RESISTANCE

11/13 (Thurs)
11/18 (Tues)
11/20 (Thurs)

READINGS: I am an Emotional Creature, Eve Ensler.

THANKSGIVING BREAK: NOV. 24TH - 28TH
NO CLASS

12/2 (Tuesday)
Analytical Response #5 Due: I am an Emotional Creature

12/4 (Thurs) Final Class Meeting

12/10 (Wednesday)
FINAL PROJECT DUE by 5 pm.