TITLE OF COURSE AND COURSE NUMBER: Contemporary Feminist Issues
          WS 310           3 Credits

DESCRIPTION OF COURSE:
Using recent scholarship and pedagogy in gender studies, this course discusses new issues in
feminism with an emphasis on diversity, including race, class, culture, ethnicity, sexual
orientation, age, degree of physical ability. It reexamines ways of knowing, and discusses the
impact of gender studies on traditional disciplines.

COURSE PREREQUISITES: WS 110 or WS 150 or AACS 150 or AACS 155 and
ENG 110

COURSE OBJECTIVES:
This course will
1. examine multiple definitions of "feminism.
2. teach about the three "waves" of feminism, with a focus on "third wave" feminism.
3. explore several feminist issues in depth.
4. encourage students to interact in a teacher/learner community.
5. encourage students to grow in understanding of oneself and different others through a
   feminist process.
6. require numerous short papers (2-page reader-response logs, for example).
7. require a paper with research, including feminist journals and feminist Internet sites as
   sources, which integrates knowledge and ideas.
8. encourage students to work cooperatively with others in small groups and possibly on
   collaborative group projects.
9. encourage students to express oneself orally.
10. encourage students to think more critically by asking "new" questions.

STUDENT LEARNING OUTCOMES:
Students will:
1. show familiarity with multiple definitions of feminism in classroom discussions.
2. exhibit knowledge about the three "waves" of feminism, with more in-depth knowledge of
   "third wave" feminism in reader-response logs.
3. cover several feminist issues in depth and write reader-response logs.
4. demonstrate knowledge about feminist pedagogy as a result of interaction in a teacher/learner
   community.
5. uncover more about themselves by engaging in a feminist learning process which encourages
   introspection and connection of the personal with the political in writing and orally.
6. explain their ideas by writing numerous short papers
7. demonstrate the ability to write a research paper, which includes feminist journals and
   feminist Internet sites as sources, showing the ability to integrate knowledge and ideas in a
   coherent manner.
8. rehearse group interaction skills by working with others in groups.
9. demonstrate the ability to present orally by making in-class presentations.
10. demonstrate the ability to think critically by writing a major essay, using multiple sources.
TOPICAL OUTLINE OF POSSIBLE COURSE CONTENT: (INDIVIDUAL PROFESSORS MAY VARY) - (CONT.)

Week One: Course overview, introductions, "Ground Rules," definitions, exploring feminism

Week Two: Several feminist framework issues; for example, education, language, connection between athletics and strength

Week Three: Third wave feminism

Week Four: Sex, gender, and sexuality

Week Five: Intersexuals and the transgendered

Week Six: Women of African, Asian, and European descent and indigenous women

Week Seven: Latinas, racial, and ethnic diversity

Week Eight: Glancing back at women's history

Week Nine: Female sexuality: pleasure and violence

Week Ten: Body image and eating disorders

Week Eleven: Lesbianism

Week Twelve: Racism and classism

Week Thirteen: Mother/Daughter relationships

Week Fourteen: Incest and the rights of children

Week Fifteen: Nuclear and other families

Week Sixteen: Presentation of projects

GUIDELINES/SUGGESTIONS FOR TEACHING METHODS AND STUDENT LEARNING ACTIVITIES:

➢ Lectures

➢ Small group discussions

➢ Plenary discussions

➢ Films

➢ Guest speakers and special events

➢ Reader-response logs: Students will submit two-page, typewritten reader-response log/journal pages about once a week. Student may choose to use one or more quotations or a summary of a reading to start a log entry. A log should include a very brief summary of each article or the reading assignment in a full-length book. Students may write an informal reader response log/journal in which one can move from the text to one's ideas, feelings, life experiences, and observations.

➢ Research essay: Students will write one major paper (10 typewritten pages) developed by thinking and research in conjunction with readings in our texts. Students must use two feminist journals and two feminist Internet sources, as well as books and other print sources.

➢ Collaborative project: For a collaborative project, a student can do primary or secondary research on a topic relating to the course and present findings to the class. Creativity will be encouraged. Recently, students have done projects on breast cancer, womyn's music, womyn and homelessness, lesbian family members, transgender images, womyn's centers and shelters for battered womyn. This is an orally presented project.

➢ Service learning project: For the service learning project, a student may work at a community service location such as a shelter for battered women, at a grass-roots project, a food kitchen, or elsewhere and report to the class on the service learning project during the last week(s) of the semester.
GUIDELINES/SUGGESTIONS FOR METHODS OF STUDENT ASSESSMENT
(STUDENT LEARNING OUTCOMES)
Grades will be determined by the course requirements. The graded components include reader-
response logs (50%), research essay (25%), and project (25%). Students should attend all class
sessions and arrive on time. If a student misses more than four 75-minute classes, they will
receive a grade penalty.

SUGGESTED READINGS AND FILMS:
Allison, Dorothy. Bastard Out of Carolina.
Baumgardner, Jennifer and Amy Richards. Manifesta: Young Women, Feminism, and the
Corral, Jill and Lisa Miya-Jervos. Young Wives' Tales: New Adventures in Love and
2003.
Findlen, Barbara, ed. Listen Up: Voices From the Next Feminist Generation.
1998.
Hernandez, Daisy and Bushra Rehman. eds. Colonize this! Young Women of Color on Today's
Bastard Out of Carolina (film)
Beyond Killing Us Softly (film)
Date Rape Backlash (film)
Gender: The Enduring Paradox (film)
Hermaphrodites Speak (film)
Juggling Gender, Tami Gold. Women Make Movies. 1992. 27 minutes. (film)
Litany for Survival (film)
The Motherhood Manifesto (film)
Slim Hopes or Mirror, Mirror (film)
Slut (film)
The Way Home (film)
When Abortion Was Illegal (film)
Women of Summer (film)

BIBLIOGRAPHY OF SUPPORTIVE TEXTS AND OTHER MATERIALS:
Doubleday & Company.
Sage. A critique of the key literature and debates in feminism, sexuality studies and
masculinity studies.
Melbourne, Australia, Spinflex.


Heywood, L. and J. Drake (eds.) (1997). *Third wave agenda: Being feminist, doing feminism*. Minneapolis: University of Minnesota Press. The essays embrace the second wave of feminism and also emphasize how desires and pleasures such as beauty and power can be used to enliven activist work.


Katz, Jackson. *The macho paradox*.


Lamb and Brown. *Packaging girlhood: Rescuing our daughters from marketers' schemes*.

Levin, Diane and Jeanne Kilbourne. *So sexy so soon*.


Olffman, Sharma. *Sexualization of childhood*.


Zeisler, Andi. *Feminism and pop culture*. Seal Press.