

WOST 101: INTRODUCTION TO WOMEN'S STUDIES



Logo from the United Nations 4th World
Conference on Women, Beijing, 1995

Dr. Sandy Bardsley
Moravian College
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Office: Comenius 303
Phone: Ext. 1398
Email: sandybardsley@moravian.edu

Office Hours: 9:30-10am, 3:30-5pm Mondays & Wednesdays
plus other times by appointment

COURSE OBJECTIVES AND FORMAT

Welcome to WOST 101: Introduction to Women's Studies.¹ This course will examine issues, topics, and methodologies of women's studies in a global context. We will do this by investigating the lives of women around the globe in the twentieth and twenty-first centuries, with particular attention to the Middle East, Africa, Latin America, Southeast Asia, and the West. As a Multidisciplinary course within Moravian's LinC curriculum, this course will make explicit links with other subject areas, and I encourage you to incorporate your own interests and knowledge into presentations and discussions. Those of you with strong quantitative skills, for example, might want to seek out statistics on the situation of the world's women and explain to the rest of us what these mean. Those who have taken courses in literature or mass communications might want to highlight representations of women. Those who have studied or lived in a country outside the United States will be able to help us understand ways that gender takes on different meaning in different cultures. I welcome the sharing of such expertise. This course is not only a Multidisciplinary course but – more specifically – an 'M5' course. As such it takes a global perspective on the issue of gender, examining the status, concerns, and activities of women throughout the modern world. We will search for differences between and among women in the west and women in developing countries, but we will also search for continuities: how are women's lives similar throughout the world?

¹ I am grateful to Professor Lisa Fischler for syllabi from previous WMST 101 courses.

GOALS OF THE COURSE

By the end of this course, you should have improved your ability to do the following:

1. appreciate that gender is a socially constructed category and understand what this means.
2. assess the ways in which cultural differences affect the status of women.
3. appreciate the importance of power differences between societies and within societies and the effects of these differences on women.
4. understand the ways in which race, class, ethnicity, sexual orientation, and other systems of domination affect how one experiences gender and subordination.
5. read and think carefully and critically.
6. write and speak effectively.

READINGS

- Shawn Meghan Burn, *Women Across Cultures: A Global Perspective*, 2nd edition (New York: McGraw-Hill, 2005). Available at the bookstore.
- Copied articles. We will talk in class about how to get hold of these.

Please bring the assigned reading to class every day. Even if the reading is available on the web and you read it online, you must print out a copy to bring to class. *People who do not bring the reading will have points deducted from their participation grades.*

COURSE POLICIES

Attendance Policy

Attendance is not required in this course, but it is very highly recommended. Much of what we cover will build on previous classes, and those who are absent will find it hard to appreciate the connections. Those who miss class frequently will also miss pop quizzes (see below, under 'Evaluation') and will find it impossible to score well on class participation.

Policy on the Format of Written Work

I do not accept electronic submissions in place of hard copies for written work. If you miss class and need to turn in an assignment, please send me the attachment but *also* bring a printed copy by my office (Comenius 303). If I am not in my office when you come by, please pin it to my notice board or slide it under my door, then send me an email to ensure that I received it.

Academic Honesty Policy

I expect that you will complete all quizzes, papers, and exams in this course individually and independently, and I will refer any cases of suspected cheating or plagiarism to the Academic Affairs Office. I strongly encourage you to ensure that you are familiar with Moravian's Academic Honesty Policy, found in the Student Handbook. As this policy explains, it is possible to commit plagiarism without intending to be dishonest, but serious consequences result regardless of intent. Let me clarify two particular occasions when it is legitimate (and even desirable) to use the help of others. First, while I expect that you will write all assignments & exams on your own, I *do* encourage you to discuss with each other the ideas and arguments contained in our course, both within class and outside of it. For example, you might run into a friend in the library and start talking about an upcoming paper. Your friend, after listening to you, might make an observation or suggestion. As you write your paper, it is legitimate to explain and respond to that comment, *as long as you do not claim the idea as your own*. You might, for example, write something like, "In talking about this reading with [your friend's name], he/she suggested that [your friend's suggestion]. This makes good sense to me because..." In other words, signal clearly which things are someone else's opinion and which things are your own. You should also insert a footnote that acknowledges your debt to someone else's ideas or thoughts, as I did on p. 1 of this syllabus in acknowledging my debt to Prof. Fischler. Second, I encourage you to seek help with writing. It is perfectly legitimate to ask others to read over your paper and look for errors of spelling, grammar, and expression. You might also ask others to look over your written work and help you with paper organization and structure. I am happy to read drafts of papers, especially if you give me advance warning. I also encourage you to use the Writing Center. Again, it is good practice to insert a footnote in your paper in which you thank anyone who has read and commented on a draft.

Inclusive Language Policy

Moravian College policy strongly encourages the use of inclusive, non-discriminatory language in all academic writing and communication. For instance, rather than writing about "mankind," write about "people" or "humankind." Rather than use the term "he" when referring to a person in the abstract (as opposed to a specific individual), replace it with "they" or "he/she." This mindfulness about language reflects Moravian's commitment to a tolerant and inclusive campus community. I would be happy to answer any questions you might have about inclusive language or to work with you to find ways to make your language more inclusive.

EVALUATION

Writing Assignments (20%)

Throughout the course, you must complete at least 4 short (2-3 page) investigatory writing assignments. Seven possible assignments are listed on the class schedule – you may choose any 4 of these. If you complete more than 4 writing assignments, your highest 4 grades will count. Assignments must be well written and carefully proofread: points will be deducted for unclear writing and errors.

Midterm Exam (15%)

Your midterm exam will involve short answer questions and an essay. We will talk in class about the format of the exam and my expectations for good answers. No make-ups are possible,

except in cases of documented medical or family emergencies, or school-sponsored commitments.

Final Exam (20%)

The final exam will follow a similar format to the midterm, except that it will involve an extra essay question requiring you to reflect on material from throughout the semester.

Participation (15%)

Participation makes up a significant component of your grade, because the quality of this course is dependent on the quality of our class discussions. Good participation involves careful listening to the views of others, as well as a willingness to venture your own views, interpretations, and analyses. Sometimes I will ask you to complete an ungraded writing assignment (typically asking you to write for 5-10 minutes), and the thoughtfulness of these writings will be considered in determining your participation grade too.

Quizzes (10%)

We will have 10 unannounced quizzes throughout the semester. Each quiz will cover the readings assigned for class for that day. If you choose, you may replace your lowest two quiz grades with full credit if you attend an approved local event (these will be announced ahead of time in class) and write up a 2-page summary and analysis. This summary and analysis must be thoughtful and well-written. In order to count as replacement for a quiz, it must be turned in (in hard copy) within a week of the event.

Co-facilitation of discussion (20%)

Each if you will, with a discussion partner, be responsible for leading part of a class. Together, your co-facilitation will take up about half of a class session. I will lead the other half of the class session. Each co-facilitation must include discussion of at least one non-Western and at least one Western culture. There are many different formats that your co-facilitation might take. For instance, you might ask the class to answer specific questions or participate in debates or role play situations. You might invite and interview an “expert” from Moravian’s campus to tell us about her/his research or experiences and its relationship to the course. You might show us a short video clip or present us with a short PowerPoint presentation (no more than 10 minutes for either, please!), then use the data as a jumping-off point for discussion. *Please note: you must see me at least one week in advance to discuss your co-facilitation – anyone who fails to do so will have his/her facilitation grade lowered by 20%!* Please bring to the meeting two copies of a printed plan in which you outline the way you intend to use the class time. More details about this assignment are available on a separate handout, and we will talk about it further in the first weeks of the course.

CLASS AND READINGS SCHEDULE

Please note: this schedule is subject to change. In the event that a change is made, I will inform you in class and – if the change is a major one – hand out a revised copy of the schedule.

Mon Jan 14	Course Introduction
Wed Jan 16 Issues: Reading:	The Social Construction of Gender What is the meaning of the terms ‘feminism’ and ‘gender’? What is the difference between ‘sex’ and ‘gender’? Why does it matter? What do the world’s women have in common and in what ways are they different? Can Westerners study the situation of women in non-Western countries without imposing Western world-views? <ul style="list-style-type: none"> • This syllabus, pp. 1-4. • Judith Lorber, “‘Night to His Day’: The Social Construction of Gender,” in Susan J. Ferguson (ed.), <i>Mapping the Social Landscape: Readings in Sociology</i> (2nd edition, 1999), pp. 99-112. • Burn, <i>Women Across Cultures</i>, chapter 1.
Mon Jan 21	No Class – Martin Luther King Day
Wed Jan 23 Issues: Reading:	Women’s Status around the World How do women compare on a world scale? What measures should we use to compare them? In what places do women have it worst and in what places do they fare best? <ul style="list-style-type: none"> • Burn, <i>Women Across Cultures</i>, chapter 2. • World Economic Forum, “Women’s Empowerment: Measuring the Global Gender Gap.” Available among copied readings or online at http://ncwo-online.org/data/images/WorldEconomicForum.pdf. • Human Rights Watch World Report 2002: Women’s Human Rights. Available among copied readings or online at http://www.hrw.org/wr2k2/women.html.
Mon Jan 28 Issues: Reading: Writing Assignment 1:	Men and Masculinity To what extent are men affected by gender? Can we study women without looking at men? What are some of the burdens of being male? <ul style="list-style-type: none"> • R.W. Connell, “Gender Politics for Men” in Laurel Richardson, Verta Taylor, and Nancy Whittier (eds.), <i>Feminist Frontiers</i> (5th edition, 2001), pp. 532-7. • David D. Gilmore, “The Manhood Puzzle” in Caroline B. Brettell and Carolyn F. Sargent (eds.), <i>Gender in Cross-Cultural Perspective</i> (3rd edition, 2001), pp. 207-220. • Evan Weissman, “Women’s Studies: A Man’s Perspective,” in Amy Kesselman, Lily D. McNair, and Nancy Schniedewind (eds.), <i>Women: Images and Realities, A Multicultural Anthology</i> (4th edition, 2008), 33-4. <p>Interview two men about what it is like to be male in modern U.S. society. Ask them what pressures they face and what images they feel they need to live up to. Ask them also what privileges they enjoy as a result of being male. Summarize and analyze this information in a two to three page paper, shaped around a clear thesis.</p>
Wed Jan 30 Issues: Reading:	Women and Work I: Defining Work How do we define what counts as work? Is motherhood work? Should the work of “housewives” be considered as part of the Gross National Product? How important is gender in deciding who does what kind of work? How do women fare in occupations that are traditionally considered to be “men’s work” and how do men fare in “women’s work”? <ul style="list-style-type: none"> • Burn, <i>Women Across Cultures</i>, pp. 96-104. • Martha Chen, “A Matter of Survival: Women’s right to employment in India and Bangladesh,” in Martha C. Nussbaum & Jonathan Glover (eds.), <i>Women, Culture and Development: A study of human capabilities</i> (Oxford, 1995), pp. 37-57.

<p>Mon Feb 4</p> <p>Issues:</p> <p>Reading:</p> <p>Writing Assignment 2:</p>	<p>Women and Work II: Wages, Promotions, and Working Conditions</p> <p>How do women's wages compare with men's? How do they compare with each other worldwide? What is meant by the term 'glass ceiling'? How do women's working conditions compare with those of men? How does sexual harassment in the workplace affect both women and men?</p> <ul style="list-style-type: none"> • Burn, <i>Women Across Cultures</i>, pp. 104-122, 126-33. • Institute for Women's Policy Research Fact Sheet, "The Gender Wage Ratio: Women's and Men's Earnings." Updated April 2007. http://www.iwpr.org/pdf/C350.pdf • "EU Gender Pay Gap 'Not Narrowing'," 18 July 2007 http://news.bbc.co.uk/2/hi/europe/6904434.stm <p>Find reliable statistics on the wages of women in at least four countries, at least two of which must be non-Western. Write a two to three page paper in which you compare and contrast these wages. Be sure to document them carefully in footnotes or endnotes! Note the complexities of wage patterns and data too: do your statistics include all types of work? In many cases it won't be possible to get complete information, but do the best that you can. I recommend starting by looking at UNIFEM's publication entitled "Progress of the World's Women 2005: Women, Work and Poverty," available in .pdf format via links from http://www.unifem.org. Please ensure that your paper is shaped around a clear thesis.</p>
<p>Wed Feb 6</p> <p>Issues:</p> <p>Reading:</p>	<p>Women and Leadership I: Political Leadership</p> <p>To what extent do women participate in local and national politics? What barriers exist to women's participation? Do women's political decisions differ from those of men?</p> <ul style="list-style-type: none"> • Burn, <i>Women Across Cultures</i>, pp. 224-53. • UN Integrated Regional Information Networks, "Focus On Women in Government," September 11 2002.
<p>Mon Feb 11</p> <p>Issues:</p> <p>Reading:</p>	<p>Women and Leadership II: Leadership in Activism</p> <p>How important is the leadership of women in activist movements worldwide? With which causes are women most often associated? How does their participation differ from that of men? To what extent is the feminist movement active worldwide?</p> <ul style="list-style-type: none"> • Burn, <i>Women Across Cultures</i>, pp. 253-61 and chapter 10. • Peggy Antrobus, "The Global Women's Movement: Definitions and Origins," in Gwyn Kirk and Margo Okazawa-Rey (eds.), <i>Women's Lives: Multicultural Perspectives</i> (4th ed., New York, 2007), 603-10.
<p>Wed Feb 13</p> <p>Issues:</p> <p>Reading:</p>	<p>Women and Leadership III: Business Leadership</p> <p>How does women's participation in business and business leadership compare worldwide? Do women make different decisions than men or have a different leadership style? Which cultures are most resistant to women's participation in business? Which are most supportive?</p> <ul style="list-style-type: none"> • Burn, <i>Women Across Cultures</i>, pp. 122-26. • Patricia L. Smith and Stanley J. Smith, "The Feminization of Leadership?," <i>Training & Development</i> v. 48 (1994), pp. 43-46. • Evelyn Aleene Early, "Getting it Together: <i>Baladi</i> Egyptian Businesswomen," in Judith Tucker (ed.), <i>Arab Women: Old Boundaries, New Frontiers</i> (Bloomington, 1993), pp. 84-101.

<p>Mon Feb 18 Issues:</p> <p>Reading:</p> <p>Writing Assignment 3:</p>	<p>Women and their Bodies I: Attitudes and Violence What forms does violence against women take? To what extent are women's bodies a source of empowerment and to what extent are they a source of vulnerability? In what ways are attitudes toward women's bodies similar and in what ways are they different from one culture to another? Have women's sports changed attitudes towards women's bodies at all?</p> <ul style="list-style-type: none"> • Burn, <i>Women Across Cultures</i>, pp. 24-35 (reread!). • Martha Nussbaum, "Judging Other Cultures: The Case of Genital Mutilation," in <i>Sex and Social Justice</i> (Oxford, 1999), Chapter 4. <p>Go to http://www.titleix.info/ and read the "35 Stories for the 35th Anniversary of Title IX." Write a two to three page paper that directly answers the question, "Has Title IX succeeded in bringing about gender equity in sports at school and college level in the United States?" (Note that although Title IX actually deals with more than sports, this paper topic is confined to sports alone).</p>
<p>Wed Feb 20 Issues:</p> <p>Reading:</p>	<p>Women and their Bodies II: Reproductive Issues How important is reproduction in defining attitudes toward women? How do Islamic and Western cultures differ in the way they regard women's bodies? Why are issues of reproductive freedom so controversial?</p> <ul style="list-style-type: none"> • Burn, <i>Women Across Cultures</i>: Chapter 3. • Victoria A. Velkoff & Arjun Adlakha, "Women's Health in India," US Census Bureau, 1998. Available among copied readings or online at http://www.census.gov/ipc/prod/wid-9803.pdf.
<p>Mon Feb 25</p>	<p>Midterm Exam!</p>
<p>Wed Feb 27 Issues:</p> <p>Reading:</p>	<p>Women and the Law How do laws about women's rights vary by culture? Which rights are most widely accepted and which are least? What is being done to improve women's access to rights such as voting, child custody, divorce, etc? Which countries have the best and which have the worst track records?</p> <ul style="list-style-type: none"> • United Nations Summary of the Convention on the Elimination of All Forms of Discrimination against Women. Available among copied readings or online at http://www.un.org/Conferences/Women/PubInfo/Status/Scrn3.htm. • United Nations Convention on the Elimination of All Forms of Discrimination against Women. Available among copied readings or online at http://www.hrweb.org/legal/cdw.html. Skim this, looking particularly for measures you think might be most controversial. • Josephine Caldwell Ryan, "Encountering the State: Cross-Cultural Perspectives on Women's Political Experience," in Caroline B. Brettell and Carolyn F. Sargent (eds.), <i>Gender in Cross-Cultural Perspective</i> (3rd edition, 2001), pp. 317-329.
<p>Mon March 3 – Fri March 7</p>	<p>Spring Break</p>
<p>Mon March 10 – Wed March 12</p>	<p>No Class. I will be at a conference in London. Use this time to get ahead on writing assignments!</p>
<p>Mon March 17 Issues:</p> <p>Reading:</p>	<p>Women and Religion I: Religious Attitudes toward Women How do the various religions of the world regard women? Which religions are most empowering to women and which are most restrictive? Is religion necessarily sexist?</p> <ul style="list-style-type: none"> • Burn, <i>Women Across Cultures</i>, pp. 190-213. • Hammuda Abdul-Ati, "The Status of Woman in Islam," <i>Islam in Focus</i> (revised edition, Islamic Teaching Center, c. 1995).

<p>Wed March 19 Issues: Reading:</p>	<p>Women and Religion II: Religion as a Force for Social Change In what ways are women working to alter religious traditions and practices? Which religions and denominations are most open to women's participation? How important are religious groups in working for women's rights worldwide?</p> <ul style="list-style-type: none"> • Burn, <i>Women Across Cultures</i>, pp. 213-223. • "Feminist Liberation Theologies," in Elizabeth A. Clark and Herbert Richardson (eds.), <i>Women and Religion: The Original Sourcebook of Women in Christian Thought</i> (2nd edition, San Francisco, 1996), pp. 306-337.
<p>Mon March 24</p>	<p>Easter Break – No Class</p>
<p>Wed March 26 Issues: Reading:</p>	<p>Women and Knowledge I: Education as a Force for Social Change How important is education in determining or perpetuating women's status worldwide? What is the role of education in developing countries? Where are women's literacy rates highest and lowest?</p> <ul style="list-style-type: none"> • Stephan Faris, "Global Education of Girls Is Key to Development," <i>Women's Enews Inc.</i>, 24 September 2001. Available among copied readings or online at http://www.womensenews.org/article.cfm/dyn/aid/663/context/archive. • Victoria A. Velkoff, "Women's Education in India," US Census Bureau, 1998. Available among copied readings or online at http://www.census.gov/ipc/prod/wid-9801.pdf.
<p>Mon March 31 Issues: Reading: Writing Assignment 4:</p>	<p>Women and Knowledge II: Participation in Higher Education How does women's participation in the sciences compare across cultures? How does women's participation in the arts and social sciences compare? Which cultures are most supportive of women's higher education?</p> <ul style="list-style-type: none"> • Evelyne Accad, "Rebellion, Maturity, and the Social Context: Arab women's special contribution to literature," in Judith Tucker (ed.), <i>Arab Women: Old Boundaries, New Frontiers</i> (Bloomington, 1993), pp. 224-253. • Sophia Huyer and Gunnar Westholm, "Chapter Two – The Leaky Pipeline: Gender Issues in Engineering, Science and Technology," <i>Toolkit on Gender Indicators in Engineering, Science and Technology</i>. • Richard Whitmore, "The Latest Way to Discriminate Among Women," <i>The Chronicle of Higher Education</i>, July 20, 2007. <p>To what extent do employment practices among faculty at Moravian College fit the trends discussed in our readings? Look back at the reading on women and work, as well as the Huyer and Westholm article listed above. At colleges and universities, the three main distinctions among tenured and tenure-track faculty are (1) assistant professor; (2) associate professor; and (3) full professor. How many men and women does Moravian College have at each level? How do these vary among different subject areas? Use the College Catalog pp. 196-205 to find out. Include nursing faculty but not seminary faculty. The data will be just a little out of date since it doesn't make note of those hired or promoted in 2007, but it should still give you a good general picture. Summarize and analyze this information in a two to three page paper. Ensure that your paper is shaped around a thesis that clearly addresses the extent to which Moravian fits global patterns.</p>

<p>Wed April 2</p> <p>Issues:</p> <p>Reading:</p>	<p>Women and Families</p> <p>What roles do women play within families, and how do these roles differ across cultures? How does women's power within the household vary? What emphases do different cultures place on marriage and on dowries? What is the status of widows? How important is motherhood in the status of women worldwide? What pressures are placed on women to have children? What health risks are related to motherhood? How do ideas and prescriptions of motherhood differ from realities?</p> <ul style="list-style-type: none"> • Paul Mandelbaum, "Dowry Deaths in India," <i>Commonweal</i> v. 126 (Oct 8, 1999), pp. 18-21. • L. Lewis Wall, "Dead Mothers and Injured Wives: The social contest of maternal morbidity and mortality among the Hausa of Northern Nigeria," <i>Studies in Family Planning</i> v. 29 (1998), pp. 341-61. • Denise A. Segura, "Working at Motherhood: Chicana and Mexicana Immigrant Mothers and Employment," in Laurel Richardson, Verta Taylor, and Nancy Whittier (eds.), <i>Feminist Frontiers</i> (5th ed., 2001), pp. 305-18.
<p>Mon April 7</p> <p>Issues:</p> <p>Reading:</p> <p>Writing Assignment 5:</p>	<p>How We Raise Girls</p> <p>What messages do different cultures send to girls? How are girls socialized to become women and how are they taught to think about their status vis-à-vis boys?</p> <ul style="list-style-type: none"> • Susan Jane Gilman, "klaus barbie, and other dolls i'd like to see," in Amy Kesselman, Lily D. McNair, and Nancy Schniedewind (eds.), <i>Women: Images and Realities, a Multicultural Anthology</i> (4th edition, 2008), 72-75. • David Sadker, "An Educator's Primer on the Gender War," in Amy Kesselman, Lily D. McNair, and Nancy Schniedewind (eds.), <i>Women: Images and Realities, a Multicultural Anthology</i> (4th edition, 2008), 75-81. <p>Visit two children's clothing stores (e.g., The Children's Place, Babies 'R Us, Gap Kids, Limited Too, etc) and examine the messages being sent to girls and to boys by clothing manufacturers. Which colors are most popular amongst girls' clothing and which amongst boys' clothing? What is written on the clothing, and how does this vary by gender? How are the clothes cut differently? Write a two to three page paper in which you summarize and analyze this information. Shape it around a clear thesis.</p>
<p>Wed April 9</p> <p>Issues:</p> <p>Reading:</p>	<p>Men and Families</p> <p>How important is fatherhood in determining the status of both women and men? How do attitudes toward and practices of fatherhood vary worldwide?</p> <ul style="list-style-type: none"> • Barry S. Hewlett, "The Cultural Nexus of Aka Father-Infant Bonding," in Caroline B. Brettell and Carolyn F. Sargent (eds.), <i>Gender in Cross-Cultural Perspective</i> (3rd edition, 2001), pp. 45-56. • Nicholas Townshend, "Fatherhood and the Mediating Role of Women," in Caroline B. Brettell and Carolyn F. Sargent (eds.), <i>Gender in Cross-Cultural Perspective</i> (3rd edition, 2001), pp. 120-135.

<p>Mon April 14 Issues:</p> <p>Reading:</p> <p>Writing Assignment 6:</p>	<p>Women and the Media I: Women’s Participation in the Media To what extent does the media empower women worldwide? To what extent do women participate in the media?</p> <ul style="list-style-type: none"> • Nancy Hafkin & Nancy Taggart, “Executive Summary,” <i>Gender, Information Technology, and Developing Countries: An Analytic Study</i> (United States Agency for International Development Publications, 2001), pp. 1-6. Available among copied readings or online at http://www.dec.org/pdf_docs/PNACL852.pdf. • Fatma Alloo, “Using Information Technology as a Mobilizing Force: The case of the Tanzania Media Women’s Association,” in Inderpal Grewal & Caren Kaplan (eds.), <i>An Introduction to Women’s Studies: Gender in a Transnational World</i> (New York, 2002), pp. 402-408. <p>Search the web for blogs written by women in Middle Eastern countries. Select at least four and write a two to three page paper in which you summarize and analyze the concerns of women expressed in these blogs. Do be sure that each blog you examine is indeed written by a woman living in the Middle East, not a blog written by someone else about women living in the Middle East. In your paper, identify the country from which each blogger comes.</p>
<p>Wed April 16 Issues:</p> <p>Reading:</p> <p>Writing Assignment 7:</p>	<p>Women and the Media II: Depictions of Women How do the various popular media of the world depict women? How do women in Hollywood, for example, compare with women portrayed in the Indian film industry (known as ‘Bollywood’)? How do advertisers make use of women? How does women’s participation in popular music vary throughout the world?</p> <ul style="list-style-type: none"> • Margaret L. Andersen, <i>Thinking About Women: Sociological Perspectives on Sex and Gender</i> (4th edition, Boston, 1997), pp. 53-62. • Vijay Lakshmi, “How women are still stereotyped in Hindi cinema,” <i>India Abroad</i>, v. 29, no. 19 (Feb. 5, 1999). Available among copied readings or online at http://www.geocities.com/bollywood_decal/women_stereotyped.html. <p>Watch any three programs on MTV and/or VH1 and make notes on the messages they send about gender. How are male and female characters (or celebrities) portrayed? What kinds of clothes are they wearing? What do their relationships with each other suggest about appropriate roles for women and for men? Summarize and analyze these observations in a two to three page paper, shaped around a thesis.</p>
<p>Mon April 21 Issues:</p> <p>Reading:</p>	<p>Women and Globalization How do the actions of women and men in the West affect women in developing countries? What can we do about this? What should we do about this?</p> <ul style="list-style-type: none"> • Burn, <i>Women Across Cultures</i>, ch. 7. • Human Rights Watch, “Swept Under the Rug: Abuses against Domestic Workers around the World,” July 2006, pp. 1-8: Introduction and Key Recommendations. http://hrw.org/reports/2006/wrd0706/wrd0706summary.pdf • “Hidden in the Home: Abuse of Domestic Workers with Special Visas in the United States,” June 2001, pp. 6-19: Treatment of Migrant Domestic Workers with Special Visas in the United States. http://www.hrw.org/reports/2001/usadom/usadom0501.pdf
<p>Wed April 23 Issues:</p> <p>Reading:</p>	<p>Conclusion: Women’s Rights as Human Rights Are women’s rights compatible with human rights? What are the differences between the two? What organizations are most prominent in working for international women’s rights? What are the main problems they face?</p> <ul style="list-style-type: none"> • Burn, <i>Women Across Cultures</i>, chapter 11.
<p>Final Exam</p>	<p>See College Final Exam Schedule</p>