

WOST 101: INTRODUCTION TO WOMEN'S STUDIES



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

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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 Professors Lisa Fischler and Stacey Zaremba for syllabi from previous WOST 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. I am happy to accept work printed in duplex – i.e., on both sides of the page – and would encourage you to print in duplex for environmental reasons.

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 Profs. Fischler and Zaremba. 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 (24%)

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

Midterm Exam (16%)

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 the essay question requiring you to reflect on material from throughout the semester.

Participation (10%)

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. Please note that participation in this course is not the same as class attendance: it is possible to attend every class and still receive a low participation grade if you do not listen carefully to others or add to our conversations. I'd be happy to talk with you at any time about the quality of your class participation.

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 1½-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 of you will, with a discussion partner, be responsible for leading part of a class. Together, your co-facilitation will take between 20 and 30 minutes, but you will not be talking the whole time! Begin with a brief presentation (no more than 10 minutes total, or 5 minutes each), then lead us in discussion. Each co-facilitation must include discussion of at least one non-Western culture. Begin with a presentation that takes no more than 10 minutes. As part of this, distribute to each of us a 1-page handout (you can use both sides of the page if needed) that summarizes the main points you are making. I recommend speaking extemporaneously from this handout – go into more detail, give more examples, etc. These handouts will become part of the examinable material for the course. You should proofread them carefully and ensure that they will be useful to help class members review for the midterm and final exams. If you want to, you may accompany your presentation with PowerPoint (bring your presentation on a thumb drive), although this is not required. You might also weave in interviews with experts from Moravian's campus, show a brief excerpt from a video (with appropriate contextual information), or stage a mock debate with your co-facilitator. Your presentation should combine (i) data with (ii) issues and questions.

(i) Data

Part of your presentation will involve giving us information on the status of women worldwide with respect to your given topic. The appendix of Burn, *Women Across Cultures*, will be useful as a starting point. Be sure that you present this information in a way that is easy for us to understand. For instance, if you were drawing on data from Burn about women's average age at marriage, you might average out the age in Western countries and compare it with the average age in developing countries. You might present this to us by drawing a graph in PowerPoint that illustrates the differences. In other words, don't bombard us with more facts and figures than we can comprehend; instead, adapt your data and present it to us in the most clear and comprehensible way possible. Not all data will be statistical. Some topics might involve explaining to us the laws that confine or enable women or presenting us with case studies of individual women, for example. Again, be sure that you address at least one non-Western culture.

Please keep careful track of your sources for this data, because you will need to list them and turn them in to me.

(ii) *Issues and Questions*

Shape your overall presentation around the issues and questions that arise from your data. For example, if your information shows a clear contrast between Western and non-Western countries, you might discuss the possible reasons for this gap. You might also explain to us what (if anything) is being done to change the situation of women in particular countries and what measures are thought to be most effective in achieving change. The issues and questions you raise in your presentation should anticipate those you would like us to discuss as a class. Some of the questions you address may be listed among the issues on the syllabus. Don't hesitate, though, to modify these questions or move beyond them. Then come up with a way for us to discuss information you've given us and the readings that we've done. For instance, you might ask the class to answer specific questions or participate in debates or role play situations.

- You must come and see me *at least a week* before your presentation to discuss your proposal and talk further about what you intend to do. Failure to do so will result in a 20-point deduction from your presentation grade. Please bring to the meeting two copies of a printed draft of your handout and a plan in which you outline the way you intend to use the class time. I suggest that you set up this meeting as early as possible – my schedule is tight this semester and I won't always be able to see you at short notice.
- Note: please do *not* summarize the reading for us. Instead, *ask* us about it and do what you can to draw us out and build on our answers – we'll learn better as a result.
- At the conclusion of your facilitation, please give me a list of the sources you used. I expect that most people will use at least 6 sources (not counting assigned readings), at least 3 of which should be printed sources (i.e., *not* from the internet!).
- You and your discussion co-facilitator will receive the same grade for this assignment. Make sure to communicate well with one another!
- Here's how I will assess your co-facilitation grade:

Good research and data (including list of sources)	/6
Clear presentation of both data and issues	/6
Thoughtful questions/discussion prompts & effective stimulation of discussion	/6
Addresses at least one non-Western culture in a substantial way	/2
- 20% if I have not seen you at least a week in advance	
Total	/20

On Monday January 26, please bring a list of your top 5 choices for co-facilitation in ranked order. These can come from any class between Monday February 2 and Wednesday April 22, except those when we have a video, midterm, or guest speaker. If you already know someone with whom you'd like to work, note that person's name on your list & be sure that he/she lists your name too.

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 19	Course Introduction
Wed Jan 21 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. 1-5. • Judith Lorber, “‘Night to His Day’: The Social Construction of Gender,” in Laurel Richardson, Verta Taylor, and Nancy Whittier (eds.), <i>Feminist Frontiers</i> (7th edition, 2007), pp. 41-56; Coursepack (hereafter CP), 1-16. • Burn, <i>Women Across Cultures</i>, chapter 1.
Mon Jan 26 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://newo-online.org/data/images/WorldEconomicForum.pdf; CP 17-35. *This reading is a particularly important one, and we’ll be returning to it several times throughout the semester. As you read it, look particularly at <i>how</i> status is calculated and think about whether you agree with the importance of each component.
Wed 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; CP 36-41. • 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; CP 42-43. <p>Visit any three children’s clothing stores (e.g., The Children’s Place, Babies ‘R Us, Gap Kids, Gymboree, Old Navy, boys’ sections in department stores) and examine the clothing that is intended for boys. What kinds of designs and colors are featured? What, if anything, is written on the clothes? What kinds of messages are being sent to boys from an early age? Summarize and analyze this information in a three to four page paper, shaped around a clear thesis.</p>
Mon Feb 2 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; CP 44-64.

<p>Wed Feb 4 Issues:</p> <p>Reading:</p>	<p>Women and Work II: Wages, Promotions, and Working Conditions 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; CP 65-66.
<p>Mon Feb 9</p>	<p>Women and Work III: Video – The Global Assembly Line</p> <ul style="list-style-type: none"> • No reading today!
<p>Wed Feb 11 Issues:</p> <p>Reading:</p> <p>Writing Assignment 2:</p>	<p>Women and Leadership I: Political Leadership 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.; CP 67-68. <p>To what extent did gender affect the ways in which cartoonists depicted <i>either</i> Hillary Clinton <i>or</i> Sarah Palin during the 2008 election campaigns? For instance, did cartoonists exaggerate particularly female parts of their anatomy or pay particular attention to the way in which they were dressed? Write a three to four page paper in which you answer this question, drawing on at least <u>ten</u> newspaper or magazine cartoons. These newspapers or magazines may be accessed through the web but should also exist somewhere in printed form – in other words, I do not want you to use cartoons from sources (like blogs) that <i>only</i> exist on the web – make sure you can identify the original source. Cite these cartoons in footnotes or endnotes and list them in a bibliography at the end of your paper. Please ensure that your paper is shaped around a clear thesis. Please note: you will <u>not</u> be graded here on your political views (indeed, you can complete this assignment without revealing these if you choose!); instead, you will be graded on how clearly you make and support your argument and on how well your paper is written.</p>
<p>Mon Feb 16 Issues:</p> <p>Reading:</p>	<p>Women and Leadership II: Leadership in Activism 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; CP 69-76.
<p>Wed Feb 18 Issues:</p> <p>Reading:</p>	<p>Women and Leadership III: Business Leadership 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. • 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; CP 77-85.
<p>Mon Feb 23</p>	<p>Midterm Exam</p>

<p>Wed Feb 25 Issues: Reading: 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; CP 86-101. <p>Imagine that you have a large research grant to investigate the following question: which college & university campuses in Pennsylvania have been the most dangerous for women over the past five years? How might you go about answering this question? First, use the Uniform Crime Reports on the FBI's website (http://www.fbi.gov/ucr/ucr.htm) to compare the numbers of <i>reported</i> forcible rapes over the past five years. Second, suggest some specific, concrete ways in which you could use your research grant to find out about <i>unreported</i> rapes and sexual assaults. Please summarize your information and suggestions in a three to four page paper, shaped around a central thesis.</p>
<p>Mon March 2 & Wed March 4</p>	<p>Spring Break: No Class</p>
<p>Mon March 9 Issues: 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. • Elisabeth Rosenthal, "Legal or Not, Abortion Rates Compare," <i>New York Times</i>, October 12, 2007; CP 102-103.
<p>Wed March 11 Issues: 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); CP 104-108.
<p>Mon March 16 Issues: Reading: Writing Assignment 4:</p>	<p>Women and Religion II: Religion as a Force for Social Change [It's possible we'll have a guest speaker this day, details TBA!] 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; CP 109-127. <p>Interview three women from three different religious traditions or denominations (no more than two of which may be Christian) about how their religious communities have changed in terms of attitudes toward women. For instance, you might ask them about how (if at all) their traditions or denominations have responded to the feminist movement and whether women's role in the church or community has changed during the past century. Summarize and analyze the information you find in a three to four page paper, shaped around a clear thesis.</p>

<p>Wed March 18 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; CP 128-130. 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; CP 131-135.
<p>Mon March 23 Issues: Reading: Writing Assignment 5:</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"> Lisa Belkin, “Diversity Isn’t Rocket Science, Is It?” <i>New York Times</i>, May 15, 2008; CP 136-138. Richard Whitmire, “The Latest Way to Discriminate Among Women,” <i>The Chronicle of Higher Education</i>, July 20, 2007, CP 139-141. Richard Whitmire, “A Tough Time to be a Girl,” <i>The Chronicle of Higher Education</i>, July 25, 2008; CP 142-144. <p>To what extent are the patterns that Whitmire raises present on our campus? Choose two of the issues he identifies and interview at least two men and two women from Moravian College about whether they perceive things in the same way. For instance, do they believe that men take advantage of a skewed sex ratio on campus by playing the field? Summarize and analyze the information you find in a three to four page paper, shaped around a clear thesis. Include a bibliography listing dates of interviews, but <i>please</i> identify your interviewees with an alias (e.g. their initials or a false name) both in the paper and in your bibliography!</p>
<p>Wed March 25 Issues: Reading:</p>	<p>Women and Families 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; CP 145-147. Russell Shorto, “No Babies? Declining Population in Europe,” <i>New York Times Magazine</i>, June 29, 2008; CP 148-157.
<p>Mon March 30 Issues: Reading:</p>	<p>How We Raise Girls 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; CP 158-161. 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; CP 161-167. Choe Sang-Hun, “Where Boys Were Kings, a Shift Toward Baby Girls,” <i>New York Times</i>, December 23, 2007; CP 168-171.

<p>Wed April 1 Issues: Reading: Writing Assignment 6:</p>	<p>Men and Families 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; CP 172-183. 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; CP 184-199. <p>Read Townshend's article carefully ahead of time and interview any three fathers you know (you may include your own if you choose!) about the extent to which they fit into the patterns he identifies. How do they describe their role in the family? What pressures do they feel? Write a three to four page paper in which you summarize and analyze this information. Shape it around a clear thesis.</p>
<p>Mon April 6 Issues: Reading: Writing Assignment 7:</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; CP 200-205. 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; CP 206-212. <p>If you were to give \$200 to charity in the hope of bettering the lives of women, would you be better to give it to a major aid organization such as the UNICEF general fund (http://www.unicef.org/) or to purchase a laptop through the One Laptop Per Child program (http://laptop.org)? Write a three to four page paper in which you consider carefully the pros and cons of each for girls and women worldwide. Shape it around a clear thesis in which you state your decision.</p>
<p>Wed April 8 Issues: Reading:</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; CP 213-222. Vijay Lakshmi, "How women are still stereotyped in Hindi cinema," <i>India Abroad</i>, v. 29, no. 19 (Feb. 5, 1999). Among copied readings or online at http://www.geocities.com/bollywood_decal/women_stereotyped.html; CP 223-225.
<p>Mon April 13</p>	<p>Easter Break: No Class</p>
<p>Wed April 15</p>	<p>Women and the Media III: Video – Advertising and Women</p> <ul style="list-style-type: none"> No reading today!
<p>Mon April 20</p>	<p>Guest Lecture: Dean Weil – Globalization and Gender 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.

<p>Wed April 22 Issues: Reading:</p>	<p>Women, Globalization, and Migrant Labor How does globalization affect the movement of labor? What are the consequences for women, for men, and for families?</p> <ul style="list-style-type: none"> • 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 ; CP 226-233. • “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; CP 234-247.
<p>Mon April 27 Issues: Reading:</p>	<p>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>Wed April 29</p>	<p>Conclusion & Review</p>
<p>Tues May 5, 1:30pm</p>	<p>Final Exam (<u>No rescheduling is permitted</u> – sorry!)</p>