INTRODUCTION TO WOMEN’S STUDIES
WOMEN’S STUDIES 101

Deborah A. Boehm
Associate Professor, Anthropology and Women’s Studies
Office Hours: Tuesday 1:00-2:00 p.m. (in Women’s Studies/Gender, Race, and Identity-MSS 124),
Thursday 1:00-2:00 p.m. (in Anthropology-AB 504), and by appointment
Offices: Mack Social Science 124 (Gender, Race, and Identity Program) and
Ansari Business 504 (Anthropology)
Office Phone: 682-6503
Email: dboehm@unr.edu
Course Description
This course is an introduction to the field of Women’s Studies, an exploration of the ways that gender operates across time and in different cultural contexts, and how scholars study gender and social life. Gender—a flexible and ever-changing set of relationships—is created and recreated, performed through individual action, and structured within various institutions. We will look at how gender is constructed at the intersection of individual agency and structural power, and how gendered power affects our lives. Throughout the course we will consider intersectionality—that is, how race/ethnicity, sexuality, class, age, citizenship, and other identities—crosscut and shape gender. Gender roles and relations will be explored from different social scientific perspectives and through a range of topics, including the body, feminism, social movements, labor, family, reproduction, media representations, and globalization. The course will be structured around lectures, reading selections, discussions, and films. We will read, think, and write critically about current gender issues, and aim to analyze everyday gendered experiences from new perspectives.

Core Objectives
This class satisfies Core Objectives 6 and 10 of the Silver Core Curriculum, and develops Core Objectives 1 and 3:

- **CO6 – Cultures, Societies, and Individuals**
  Students will learn how to systematically analyze human social conditions (e.g., individuals, groups, communities, and cultures). In particular, students will learn to observe, theorize, model, experiment, and/or interpret as a means of inquiring into human social relations.

- **CO10 – Diversity and Equity**
  Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

- In addition, through papers and other course assignments, students will develop knowledge and skills gained from CO1 (Effective Composition and Communication) and CO3 (Critical Analysis and Use of Information).

Student Learning Outcomes
Upon successful completion of this course, students will be able to:

- Explain how gender and its intersections, such as race, class, and sexuality, are constructed in multiple social contexts. (CO1, CO6, CO10)
- Analyze a range of topics through a gendered lens. (CO3, CO10)
- Formulate and articulate arguments that synthesize course material. (CO1, CO3, CO6)
- Communicate diverse theoretical positions and approaches to gender study through writing assignments, class discussion, and other projects. (CO1, CO3, CO6, CO10)

Required Texts
Required Coursework

Attendance, Readings, and Participation: It is important that everyone come to class having read the assigned material and prepared to critically consider and comment on the readings. Reading should be completed by the first class session of each week. The class includes a range of activities—lectures, discussion, class projects, and films—that are not possible for you to make up should you miss class. Because of the interactive nature of this course, your attendance and participation are essential and will contribute to the final grade.

Essays: There will be four essays, each focused on a different section of the course (Due Weeks 5, 8, 12, and 16). Essay questions will be distributed a week before the paper is due, and will cover readings and class discussions from the previous weeks. The purpose of the essays will be to evaluate students’ knowledge of assigned readings and ability to synthesize course materials.

News Report: Throughout the semester, students will share a current news story, provide a gendered analysis, and complete a brief paper reporting on their findings. Our aim will be to consider what news stories cover, or do not cover, related to the gendered aspects of global/local affairs. I will provide a detailed description of the assignment and a sign-up sheet early in the semester.

Please note: All assignments will be due at the beginning of class on the dates listed below. No late or electronic assignments will be accepted except in cases of family or medical emergencies with supporting documentation.

Grading

10% Attendance and Participation
80% Essays (4 @ 20% each)
10% News Report

The grade you earn symbolizes your performance in this class—based on the standards and requirements of the course and in relation to the work of other students in this section. Grades will be assigned on a modified scale as follows: 100-93% (A), 92-90% (A-), 89-87% (B+), 86-83% (B), 82-80% (B-), 79-77% (C+), 76-73% (C), 72-70% (C-), 69-67% (D+), 66-63% (D), 62-60% (D-), 59% and below (F). I essentially curve grades in the favor of students—so, for example, 89% may be an A- rather than a B+ depending on the distribution of grades in a given class. An A represents clearly superior work. Students who receive an A or A- have gone beyond the course requirements and demonstrated exceptional or outstanding performance. A B+, B, or B- demonstrates good work—a student meets all course requirements, but there is room for improvement (for example, in terms of writing or following guidelines). The performance of a student who receives a C+, C, or C- is average or adequate. The work of the student is correct in some aspects, but there have been omissions, confusion, or errors on significant points. A D+, D, or D- represents inadequate work. The student has not fulfilled course requirements. S/he has completed some work in the course, but performance is insufficient and unacceptable for passing the course in some way (for example, missing assignment(s), not attending, and/or submitting consistently inadequate work). Students who fail the course with an F have completed less than 60% of the course work or have repeatedly submitted substandard work. I will provide detailed information about individual assignments as the course progresses, but if you have questions about grading and course requirements at any point, I am always available to discuss course procedures and expectations.
Academic Standards and Ethics
Academic integrity is our “currency” here in a university setting, and I am dedicated to upholding the standards of women’s/gender studies and the University of Nevada, Reno. Any academic dishonesty—such as plagiarism—will not be tolerated and will result in a failing grade. The UNR catalog outlines the university’s policy regarding academic standards. If you have further questions or would like clarification about what constitutes academic dishonesty, please see me.

Academic Accommodations
The Gender, Race, and Identity Program and the University of Nevada, Reno are committed to providing equal opportunities in education for all students. If you have a disability for which you will need to request academic adjustments or accommodations, please speak with me and contact the Disability Resource Center (Thompson Building, Suite 101, phone: 784-6000) as soon as possible to make arrangements.

Films
Throughout the course, we will be watching several films that will augment the course material. I encourage you to view these as additional texts and to actively synthesize the films and course readings. In other words, while many of the films are artful and engaging, they are not intended to entertain in the ways that television does; instead, they should be viewed actively and through a critical lens.

Audio and Video Recording
The Provost has asked faculty to share UNR’s policy regarding audio and video recording of university courses: “Surreptitious or covert videotaping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.”

Academic Success Services
Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring/), and University Writing Center (784-6030 or www.unr.edu/writing_center). These centers support your classroom learning; it is your responsibility to take advantage of their services, and I strongly encourage you to do so.
COURSE SCHEDULE

The course schedule may change as we progress through the material. Please note that you are responsible for keeping up with any changes in the syllabus that are announced in class.

Week 1
Introduction to Course – Gender in Human Experience

Gendered Bodies

Week 2
Sex, Gender, Sexuality, and Science
Reading: Preface and Introduction; Part I – Introductory Essay, Sections 1 and 2

Week 3
Race, Empire, and Medicine
Reading: Part I – Sections 3 and 4

Week 4
Reproductive Rights and Health
Reading: Part I – Sections 5 and 6

Gendered Identities and Institutions

Week 5
Citizenship and the State
Reading: Part II – Introductory Essay, Sections 7 and 8
* Essay I Due *

Week 6
Identity Politics and Intersectionality
Reading: Part II – Sections 9 and 10

Week 7
Feminism across Borders
Reading: Part II – Section 11
News Reports

Gendered Representations

Week 8
Representation and Art
Reading: Part III – Introductory Essay, Section 12
* Essay II Due *
Week 9
Media Cultures
Reading: Part III – Sections 13 and 14

Week 10
Colonial and Postcolonial Contexts
Reading: Part III – Sections 15 and 16

Week 11
Consumer Culture and Cyberculture
Reading: Part III – Sections 17 and 18
News Reports

Gendered Migrations

Week 12
Travel and Tourism
Reading: Part IV – Introductory Essay, Section 19
* Essay III Due*

Week 13
Forced Relocations and Diasporas
Reading: Part IV, Sections 20 and 21

Week 14
Immigration and Global Labor
Reading: Part IV, Sections 22 and 23

Week 15
Globalization
Reading: Part IV, Section 24
News Reports

Week 16
Gender and Transnational Futures
Reading: Conclusion
* Essay IV Due*