

Introduction to Women's Studies

WSTU 120.DE: CRN 92505

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and

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Session 2

8 July – 16 August 2002

Course Description:

In this course, we will engage in a multidisciplinary, multi-media examination of historical conditions, cultural norms, and social institutions that define women's status. We will examine the experiences of girls and women in various racial-ethnic, class, and age groups. In addition, we will explore alternative visions for women's (and, by implication, men's) roles and status. Furthermore, attention will be paid to developing critical readings of popular media representations of gender, race, class, bodies/ability status, and sexual orientation. Sophomore standing is required.

The course load is the equivalent of six hours of meeting times per week for six weeks. For the purposes of this course, there are four classes of 90 minutes each, scheduled for Monday through Thursday. You may divide up the class times as best meet your needs, but the postings for class discussions must be completed in accordance with the scheduled class meeting times. In addition to "class time," each student is expected to devote 12 hours/week to the course readings and activities.

Themes:

- Transforming knowledge, see Week One

- Diversity, common ground, and coalitions, see Weeks Two and Three
- Global politics, gender and social policy, see Week Four
- Bodies and sexualities, see Week Five
- Feminisms and social change, see Week Six

Requirements:

This is a course for active learners. Therefore, you are expected to do all of the readings and to complete all of the assignments as indicated below.

- Web searches with findings to be posted to the class discussion. (10%)
- Video and Video Clip analyses to be posted to the class discussion. (10%)
- Three Reflection Papers (there will be five assigned of which you will need to do three). The papers should be at least five pages in length and will be due the Monday of the following week. The papers will address one or more of the themes of the course and should reference at least two of the readings. You also should reference the responses of your classmates whenever applicable. (20% each)
- Pro-woman act. As we near the end of the course, you will be asked to perform a “pro-woman” liberating act. By this stage of the course, you probably have had some heated discussions with friends and colleagues about issues that have arisen in the course and maybe you are beginning to question the ways in which women’s issues are represented, for instance, in the media, in politics, in the law, in your workplace, or in your home life. We now invite you to take this new knowledge and act upon it. This action could take many forms. We suggest that you consider writing a letter to your local newspaper, your local politician, or member of Congress. The letter would be 250 words in length and should be succinct, engaging, and persuasive. In addition to the letter, you will write a background paper of 2-3 pages explaining why you chose to address that particular issue and how this course informs your pro-woman act. If you have an idea (other than writing a letter) that might constitute a pro-woman act, you should obtain the instructor’s approval for adopting an alternative format.

The letter you write should be posted to the class discussion by the 12th of August so that your classmates will be provided with the opportunity to engage the diversity of responses and then can comment upon each letter.

The background paper plus the letter should be turned in by the 16th of August. (20%)

Required Texts:

Reading Women’s Lives -- referred to as “Reader” throughout the syllabus -- available through The George Washington University Bookstore

“Introduction to Women’s Studies 120DE,” Pulse -- referred to as “Course Pack” throughout the syllabus -- available through The George Washington University Bookstore

The Woman Warrior (please purchase from a local bookstore or online)

Five CDRoms – containing the 14 Video Clips and three Videos referred to throughout the syllabus -- available through The George Washington University Bookstore

The Joy Luck Club (please rent from a local video store)

Online Resources:

<http://www.gwu.edu/~wst120de>

<http://gwu.prometheus.com>

Academic Integrity:

All graded work must be completed in accordance with The George Washington University “Code of Academic Integrity.” The “Code of Academic Integrity” can be found at <http://www.gwu.edu/~ntegrity/code.html>. Make sure you understand the differences among “direct quotation,” “paraphrasing,” and “plagiarism.”

On-line Etiquette:

You are bound by The George Washington University “Code of Conduct For Users of Computing Systems and Services.” The Code can be found at <http://helpdesk.gwu.edu/helpdesk/misc/usercode.html>. In order to support the mission of the university and of the Women Studies Program, we ask that all members of the class apply academic and professional ethics as well as considerate conduct in their work for the class, whether writing a paper for the class or responding to a threaded, online discussion with other class members. As indicated in the Code, we expect all members of the class to demonstrate

[r]espect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgement, right to privacy, and right to determine the form, manner, and terms of publication and distribution.... Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

GW computing systems and services may not be used in an obscene, harassing, or otherwise improper manner. GW computing systems and services shall not be used in a manner that discriminates against another individual on any basis protected by federal or local law.

This provision explicitly prohibits any behavior that is intended to or has the effect of creating an intimidating, hostile, or offensive environment because of an individual's sex, race, color, religion, national origin, age, pregnancy, sexual orientation, disability, or other factors protected by law.

We regard our online classroom as a space where academic integrity is honored, and we regard our classroom as a safe space. To that end, in the words of Aretha Franklin, we believe that each of us is deserving of R*E*S*P*E*C*T in all of our interactions.

Week 1: Transforming Knowledge

Women's Studies at The George Washington University

- Interdisciplinary
- Women's lives and experiences
- Cross-cultural
- Historical perspectives

In your viewing of the video clips for this week, you will hear from faculty and students regarding their experiences of Women's Studies both as teachers and as students. We are asking that you reflect on the remarkable changes that have occurred in institutions of higher learning and the ways in which these changes are related to the women's movement and other civil rights movements. What is distinctive about the emergence of women in the academy and the study of women in the academy? What do you think are the implications for a field of study that grew out of an explicitly political moment? There are many who regard Women's Studies as a discipline while there are others who quarrel with its inclusion in the curriculum alongside such disciplines as History, Philosophy, and the Classics.

8 July: Lesson 1: What is Women's Studies?

Watch the video clips of faculty members: Diane Bell, Director of the Women's Studies Program and Professor of Anthropology, and Cayo Gamber, Assistant Professor of English, Women's Studies, and Humanities, who will be speaking about their introduction to Women's Studies as a discipline. Video 1a and 1b on CDRom.

Watch the video clips of students: a graduate student, Atia Byll-Cataria, who will speak her experiences in academia, in Women's Studies courses at The George Washington University, and in the field of global issues for women and a panel of undergraduate students, Jennifer Bartley, J.J. Moser, Theresa Crapanzano, Ricki Weisberg, and Angela Mitchell, who are members of the first cohort of Women's Studies majors for 2002, who will speak about how they came to the Program and how Women's Studies has informed their career choices as they look towards the careers that await them. Video 2 and Video 3 on CDRom.

Familiarize yourself with the Course Description, the Requirements, the codes for academic integrity and online etiquette, and The George

Washington University Women's Studies web page at
<http://www.gwu.edu/~wstu/>

9 July: Lesson 2: Women's Knowledge

Read:

Adrienne Rich

Biographical information:

http://www.english.uiuc.edu/maps/poets/m_r/rich/bio.htm,

"Claiming an Education"

<http://web.bryant.edu/~fsp/modules/1/Claiming%20an%20Education.htm>

"Taking Women Students Seriously"

http://www.neww.org/we_myi/WM18/wm2gsAR.htm

Gloria Bowles and Renate Klein "Theories of Women's Studies and the Autonomy/Integration Debate," in *Theories of Women's Studies*, New York: Routledge, 1983 (pp. 1-26). Course Pack.

'zine from the Women's Studies Major cohort of 2002

<http://home.gwu.edu/~elizrunk/zine.html>

Assignment:

Choose a search engine and conduct a search of the term "Women's Studies." Note the range of sites that are generated in response to your query. Comment on the similarities and differences among the sites you find, and analyze whether or not there are consistent themes. Post a note to the class regarding your findings.¹

10 July: Lesson 3: History of the Women's Movement and Women's Studies

Watch the video clip of Nina Mikhalevsky, Director Elizabeth J. Somers Center and Women's Leadership Programs at The George Washington University at Mount Vernon College and Adjunct Research Professor of Women's Studies, who will be speaking about the history of the women's movement as it relates to key philosophical and social movements in the 18th, 19th, and early 20th centuries. Video 4 on CDRom.

Read:

Mary Wollstonecraft, "Vindication of the Rights of Women"

<http://www.bartleby.com/144/index.html>

¹ When you are called upon to post a note to the class discussion, please do so, on or before the day of the assignment, and no later than 5 p.m. Eastern Standard time the day the work is listed as an Assignment.

Abigail Adams, “Remember the Ladies,” Letter to John Adams
http://www.masshist.org/apbestof_1.html

Sarah Grimke, “Letters on the Equality of the Sexes”
<http://www.pinn.net/~sunshine/book-sum/grimke3.html>

Angelina Grimke, “Appeal To The Christian Women of the South” and letters from Catherine Beecher
<http://www.iath.virginia.edu/utc/abolitn/grimkehp.html>

Virginia Woolf, “The Story of Shakespeare’s Sister” (excerpted from A Room of One’s Own), Reader
Biographical information:
<http://www.mantex.co.uk/ou/a319/woolf-01.htm>

Simone de Beauvoir, The Second Sex
<http://www.marxists.org/reference/subject/philosophy/works/fr/2ndsex/htm>

11 July: Lesson 4: Feminism and the Women’s Movement

Lisa Hogeland “Why Young Women Get the Willies”
<http://www.rapere reliefshelter.bc.ca/volunteer/fearoffem.html>

Susan Faludi “Blame it on Feminism”
<http://coursesa.matrix.msu.edu/~hst203/documents/faludi.html>

Reflection Paper:

As this week’s discussions, readings, and video clips have made clear, feminism is not only a political cause but also a way of understanding our experience of the world. As Dr. Mikhalevsky made clear in her discussion, there are two important ways to conceptualize feminism. That is, to understand the historical foundations of feminism (for example, how feminists agitated for women’s equality throughout history) and to understand how feminism provides us with a conceptual framework that allows us to think about the world in a different way. In your reflection paper, demonstrate how **one** of the texts we read this week is informed by feminism and can be conceptualized as a political cause/historical moment and as a means of thinking about the world in a new way. In addition, to the texts listed above, you also might want to consider a piece written by Emma Goldman (See: <http://sunsite.berkeley.edu/Goldman/>) or The Seneca Falls Declaration on Women’s Rights (See: <http://www.britannica.com/women/pri/Q00172.html>).

The paper is due Monday, 15 July.

Week 2: Diversity, Common Ground, and Coalitions

While Women's Studies courses historically forefront women's experiences in a number of domains, they also have been alert to the ways in which race, class, gender, sexuality, able-bodiedness intersect with and inform our understanding of identity politics and the consequences of being constructed according to social categories in all their diversity. For example, consider the following questions. When we talk about race, why do we tend to think "black" rather than interrogating what it means to be "white"? How do we reclaim the lives of women from texts that privilege white male experience and male achievements?

15 July: Lesson 1: Women's History and Africana Women

Watch the video clip of Professor Cynthia Jacobs Carter introducing us to the exhibition "At the Dawn of the New Millennium," on display at The Gelman Library of The George Washington University (2001). Video 5 on CDRom. Professor Carter talks about how specific artifacts can aid us in reclaiming the lives of women and minorities whose life experiences, traditionally, were not part of historical record.

Read:

Barbara Smith "Introduction," Home Girls: A Black Feminist Anthology, Reader

Biographical information:

<http://www.mwmsisters.com/barbara.htm>

<http://www.msisters.com/tribute.htm>

Alice Walker, "In Search of Our Mother's Gardens," In In Search of Our Mother's Gardens, Reader

Biographical information:

<http://www.vms.utexas.edu/~melindaj/bio.html>

Assignment: Find a website that provides a virtual tour of an exhibit focusing on women and Africa and/or African-American women. Note how long it took you to find an on-line exhibit dedicated to women's experiences. Note what you learned about women's experiences from the exhibit. Post your findings to the class discussion. If all else fails, you may want to visit the Mary McLeod Bethune Council House at <http://www.nps.gov/mabe/bethune/archives/frame.htm>.

16 July: Lesson 2: Race and Race Privilege

Read:

Peggy McIntosh "White Privilege: Unpacking the Invisible Backpack," Reader

Video: The Essential Blue-Eyed (1998) on CDRom.

17 July: Lesson 3: Racial Differences and Making Coalitions

Read:

Audre Lorde “Age, Race, Class and Sex: Women Redefining Difference,” Reader

Biographical information:

<http://www.lambda.net/~maximum/lorde.html>

<http://voices.cla.umn.edu/authors/AudreLorde.html>

Charlotte Bunch: “Making Common Cause: Diversity and Coalitions,” Reader

Biographical information:

http://www.queertheory.com/histories/b/bunch_charlotte.htm

18 July: Lesson 4: Reclaiming Women’s History

Read:

Diane Bell, “The Telling Things” and “In Search of Australian Women.”

In Generations: Grandmothers, Mothers, and Daughters. Melbourne:

Spinifex, 1987 (pp. 150-170; 257-268). Course Pack.

Reflection Paper:

In light of the discussions, readings, and video clips, consider the following questions:

- On what sources have historians traditionally relied?
- What happens to the lives of peoples who are not part of the written record?
- How might their lives be reclaimed?
- When those who have been erased are made visible in the historical record, how does this alter our understanding of our own histories and how might we, a consequence, revision the past, the present, and the future?

Locate an object (such as a photo, a book, a piece of jewelry, or other family artifact) that connects you to one of your female ancestors. Taking into account the questions posed above, write an account of the object’s history. Also, take into consideration those whom you needed to consult in order to uncover/discover the object’s history. How close were you to “the edge of memory” – that is, in terms of locating information about your object, what had been lost or was on the verge of being lost? What records did you need to consult – where did you find these records and how informative were they? How is your account of the object an intervention, a means of reclaiming women’s history?

The paper is due Monday, 22 July.

Week 3: Race and Ethnicity

Here we are asking you to consider how an ethnic and/or racialized identity is grounded in the American experience.

22 July: Lesson 1: Asian-American Writers

Watch the video clip of Patty Chu, Professor of English at The George Washington University, discusses the gendered strategies of authorship; generational issues – in particular, the American experiences of the second generation of Asian-Americans; and the role ethnicity and the domestic play in mother-daughter relationships in Asian-American novels. Video 6 on CDRom.

Read:

The Woman Warrior, Maxine Hong Kingston (buy a copy of the book online or at a local bookstore.)

Biographical information:

http://www.galegroup.com/free_resources/whm/bio/kingston_m.htm

<http://www.stanford.edu/group/vpue/ihum/kingston/bio.html>

Patricia Chu, “‘The Invisible World the Emigrants Built’: Cultural Self-Inscription and the Antirromantic Plots of The Woman Warrior.” Diaspora: A Journal of Transnational Studies, Vol. 2, No. 1, 1992: 95-115. Course Pack.

23 July: Lesson 2: Asian American Writers and Film

Rent a copy of The Joy Luck Club (1991) from a local video store and watch it for today’s class.

Read:

Biographical information:

<http://www.achievement.org/autodoc/page/tan0bio-1>

Assignment:

Amy Tan’s novel is greatly indebted to Maxine Hong Kingston’s work, The Woman Warrior in particular. The two works share many of the same concerns – in particular, the concern for how Asian-American women find their identities and find their voice. Analyze one instance in each work where this concern is evidenced and post your findings to the class discussion.

24 July: Lesson 3: Chicana Culture

Read:

Judith Ortiz Cofer, “The Myth of the Latin Women: I Just Met a Girl Called Maria,” Reader

Biographical information:

<http://parallel.park.uga.edu/~jcofer/home.html>

Gloria Anzaldua, "La Conciencia de las Mestiza: Towards a New Consciousness" and "How to Tame a Wild Tongue," Reader

Biographical information:

<http://voices.cla.umn.edu/authors/gloriaanzaldua.html>

http://www.queertheory.com/histories/a/anzaldua_gloria.htm

25 July:

Lesson 4: Indigenous Women

Video Clip: Diane Bell

Women's stories be they those of Indigenous women or women anthropologists are always told against a master narrative, one which Diane Bell suggest has pre-empted what stories might be considered worthy of recording, analysis and canonization. Video 7 on CDRom. Drawing on fieldwork undertaken from the mid -1970s onwards, she argues that the religious life of Australian Aboriginal women has been under-reported and that this has legal and political consequences. Women, she found, had a vibrant religious life, one that celebrated values similar to that of the men's much better documented experience. There were ceremonies which were the exclusive domain of women, ones at which there were jointly negotiated performances with men, and occasions where men made appearances in women's ceremonies and women made appearances at men's. Their ritual worlds were complementary: at times separate, at times intertwined. However, the "received wisdom", on the basis of men working with men, was that women were concerned with physiological reproduction while men were responsible for the maintenance of the more highly valued spiritual world. By speaking with women, and by according women agency, Bell demonstrated other wise. Her findings have significance for the legal, political and civil rights enjoyed by Indigenous women.

Read:

Paula Gunn Allen "Where I Come from is Like This." The Sacred Hoop. Beacon Press: Boston, 1986 (pp. 43-50). Course Pack.

Biographical information:

<http://www.hanksville.org/storytellers/paula/>

<http://voices.cla.umn.edu/authors/PaulaGunnAllen.html>

Diane Bell, "Person and Place: Making Meaning of the Art of Australian Indigenous women." Feminist Studies, Spring Issue, Vol. 21, No. 1 2002: 95-127. Course Pack.

<http://www.cddc.vt.edu/feminism/Bell.html>

Reflection Paper:

The Woman Warrior marks the emergence of a new identity and new subjectivity in the writing of second-generation Asian-American women. Consult the bibliographic information of Maxine Hong Kingston. In your paper, discuss how the image of the warrior is central to the novel and how the “warrior” is transformed by virtue of being constructed as a “woman warrior.” In addition, consider how the question – “How does the past get remembered?” – is central to understanding Kingston’s “memoir.”

or

In her video clip, Professor Chu draws attention to the importance of mother-daughter relations in the writings of Asian-American women, and to the belief daughters hold that their mothers have something to pass on to them. How is this belief manifested in Tan’s portrayal of the relations among the women in The Joy Luck Club?

The paper is due Monday, 29 July.

Week 4: Global Politics, Gender, and Social Policy

29 July: Lesson 1: Feminism, Sociology, and Policy

Watch the video clip of Professors Cynthia Deitch, Iva Kennelly, and Daina Eglitis, as they discuss the intersections of feminism and the sociological imagination. Video 8 on CDRom. The implications of their discussion are wide ranging as they discuss the danger of universalizing experience, the constructed nature of both biology and gender, and the material conditions of women.

Read:

Maxine Baca Zinn and Bonnie Thornton Dill, “Theorizing Difference from Multiracial Feminism,” Reader

Anne Fausto Sterling, “The Five Sexes Revisited,” Reader

Biographical information:

<http://biomed.brown.edu/Faculty/F/Fausto-Sterling.html>

30 July: Lesson 2: Work, Poverty, and Social Policy

Alice Kessler-Harris “The Meaning of Work in Women’s Lives,” Reader

Arlie Hochschild, “Men Who Do and Men Who Don’t,” Reader

Video: Watch Fast Food Women (1991), Anne Lewis Johnson, on CDRom.

Assignment:

In our readings and videos this week, we are addressing the full range of women's work – from “productive” work done in the labor market to the additional work women perform in the home and “reproductively.” Choose one article or discussion area listed on the Feminist Majority Foundation online site, <http://www.feminist.org/>, and discuss that story in light of what you have learned about women's work. Post your findings to the class discussion.

31 July: Lesson 3: Global Politics and Social Policy

Read:

Cynthia Enloe, “The Globetrotting Sneaker,” Reader

Charlotte Bunch, “Bringing the Global Home,” Reader

1 August: Lesson 4: Global Politics, Feminisms, Nationalism, and Postcolonialism

Watch the video clip of Professors Dan Moshenberg and Kavita Daiya. Video 9 on CDRom.

Read:

Silvia Federici, “Reproduction and Feminist Struggle in the New International Division of Labor,” In Women, Development, and Labor Reproduction: Struggles and Movements. Trenton, NJ: Africa World Press, Inc. 1999: 47-81. Course Pack.

Reflection Paper:

In your paper, consider the ways in which feminists have conceptualized issues of sex and gender over the past thirty years. Pay particular attention to the shift from describing “roles and statuses” to a more complex and nuanced reading of sex and gender as constructed and as embedded in social and economic structures of inequality. The speakers and writers caution against universalizing and/or essentializing the “category of women” and (Western) ideas about sex and gender. Discuss the different contexts within which women's work, choices, autonomy might be understood. Discuss the challenges for feminists in understanding difference and inequality. In order to write this paper, you may want to do one of two exercises. In order to understand global politics and women's work, go through your closet and pull out all of your t-shirts. Read the labels on your t-shirts in order to determine where they are made. Discuss what you can learn from performing such an exercise. Or, in order to understand local/American politics, consult a web source regarding voting patterns and attitudes toward welfare and childcare. Discuss what you can learn from performing such an exercise.

The paper is due Monday, 5 August.

Week 5: Bodies and Sexualities

5 August: Lesson 1: Women, Representation, and Culture

Watch the video clip of Professor Gamber discussing the ways in which a toy – the Barbie doll – is produced and consumed. Video 10 on CDRom. In her discussion, Professor Gamber pays particular attention to the ways in which the Mattel company attempts to control the pink, pure image of the doll and the ways in which various consumers – from adult consumers, to artists, to children – attempt to subvert Mattel’s ability to control the ways in which we “play” with Barbie.

Visit the following websites:

<http://www.barbie.com>

<http://www.mikelman.com>

<http://www.creativefreedomdefense.org/page1.htm>

<http://www.bodyoutlaws.com>

6 August: Lesson 2: The Representation of Women

Read:

Whitney Chadwick, “Women Who Run with the Brushes and Glue,”
Reader

Joanne Frueh, “The Body Through Women’s Eyes,” Reader

Visit <http://www.guerillagirls.com>

Assignment:

During the final week of class you will be turning in the letter you wrote for your pro-woman act and the background paper explaining why you chose to pursue this particular issue and what you have learned in the process. Post the letters you wrote to the class discussion. In addition to posting your own letter, comment at length on at least three of the letters that your classmates wrote.

7 August: Lesson 3: Women and Psychology

Watch the video clip of Professor Alyssa Zucker as she discusses the intersections between feminism and psychology. Video 11 on CDRom. Consider her discussion of some women’s reluctance or refusal to claim they are feminist in spite of the fact that they believe women should enjoy the right to equal pay and should be able to work and to have a family. Also consider her discussion of how qualitative and quantitative methods, when studied together, can be highly informative.

Reading:

Abigail J. Stewart, "Toward a Strategy for Studying Women's Lives." In *Women Creating Lives: Identities, Resilience and Resistance*, edited by Carol E. Franz and Abigail J. Stewart. Westview Press: Boulder. 1994 (pp. 11-35). Course Pack.

Video:

[Still Killing Us Softly 3](#) (2000) on CD Rom.

Visit the following websites:

http://www.cdc.gov/tobacco/sgr_forwomen.htm

<http://www.inwat.org/young.htm>

Assignment:

Take an issue which is important in your life – such as, reproductive health, body image, or smoking – and outline a project that demonstrates how Women's Studies and Psychology would intersect if you were to design such a project. Suggest 3 quantitative and 3 qualitative questions that might illuminate your issue. Post the 6 questions to the class discussion. Consult the questions your classmates posted, and answer at least two sets of their questions.

8 August: Lesson Four: Lesbian Parenting

Watch the video clip of Professor Cayo Gamber as she discusses her choice to identify as lesbian and to parent. Video 12 on CD Rom. Consider who constitutes your family. Are your family members "related" either by marriage or by blood? Do you have family members who are "chosen" rather than related?

Visit the following websites:

<http://www.lethimstay.com/>

<http://www.collage.org>

<http://www.glsen.org>

<http://familypride.org>

<http://www.aclu.org>

Reflection Paper:

Write your Barbie story. In doing so, consider the following:

- How might Barbie be said to be a tool of consumer culture?
- What are your responses to the various images of Barbie that Mattel might find "impure"?
- What is the function of subverting Barbie's copy-righted, standardized form?

- What are the tensions between a citizen's right to free speech and a business's rights to a copy-righted image?
- What is the world view promoted by Barbie and how did/do you personally negotiate that world view?

or

Review the responses you received to the quantitative and qualitative questions you posed. Review the research project you designed. In your paper, discuss what you have learned about your particular issue, the intersections between Women's Studies and Psychology, and the value of coupling quantitative and qualitative methods of asking questions.

The paper is due Monday, 12 August.

Week 6: Feminisms and Social Change

12 August: Lesson 1: Title IX

Watch the video clip, "The Women's Studies Professor," Professor Bonnie Morris in a scene from her one-woman play regarding President Clinton and women's basketball. Video 13 on CDRom.

Watch the video clip, "Title IX," Professor Bonnie Morris discussing her Gender and Athletics course and the ongoing impact of Title IX on women and women's athletic programs. Video 14 on CDRom.

Read: The language of Title IX,
<http://www.dol.gov/dol/oasam/public/regs/statutes/titleix.htm>

Assignment:

Run a search for the salaries male and female coaches, male and female professors, and college and university presidents are paid. You may find <http://www.chronicle.com> a useful site to consult. Post your findings to the class discussion.

Or consider how men and women are portrayed in movies that feature student athletes (e.g., Love and Basketball (2000) or Hoop Dreams (1994).) Post a note to the class regarding your findings. Please note that some of you will have watched different movies; therefore, you should offer a plot summary whenever one is needed to explain your response. Post your findings to the class discussion.

13 August: Lesson 2: Pornography

Read:

Lisa Duggan, Nan D. Hunter, et al., "False Promises: Feminist anti-pornography Legislation," Reader

14 August: Lesson 3: Violence Against Women

Read:

Michael Kimmel, "Clarence, William, Iron Mike, Tailhook, Senator Packwood, Spur Posse, Magic ... and Us," Reader

Bonnie Pfister, "Swept Awake! Negotiating Passion on Campus," Reader

Robin Warsaw, "The Reality of Acquaintance Rape," Reader

Visit the following website:

<http://www.ojp.usdoj.gov/vawo/>

Assignment:

Consult one of the resources listed on the <http://www.ojp.usdoj.gov/vawo/> website. Discuss how the listed resource provides a service to women and/or how the resource could be modified in order to better serve women. Post your findings to the class discussion.

15 August: Lesson 4: Violence Against Women

Reading:

Dorothy Allison, "Mama," Reader

16 August: Turn in your Pro-woman Act Paper via e-mail to cayol@gwu.edu

Videos on CDRom

The Essential Blue-Eyed (1998), Jane Elliott

Fast Food Women (1991), Anne Lewis Johnson

Still Killing Us Softly 3 (2000), Jean Kilbourne

Video Clips 1 through 14

Rent in local store:

The Joy Luck Club (1991)

Love and Basketball (2000) or Hoop Dreams (1994)