Course Description:
This course is an introduction to the discipline of women’s studies and to contemporary debates in feminist theory and scholarship. Students will learn to critically assess the construction of gender and the intersections of gender with other aspects of social status like race, class, sexuality, and nation. We will explore the history of feminism and will read the works of a diverse group of feminist writers, researchers, and activists in the U.S. and abroad.

Service Learning:
Service learning is different from community service or volunteering because it knits service activities and learning outcomes together. Rather than being an “add-on”, service will be an integral part of your coursework. Our community partner is the Baton Rouge Garden Alliance, a local organization dedicated to building and maintaining community gardens in Old South Baton Rouge (a.k.a. “The South”) with the aim of alleviating food scarcity by providing residents of “food deserts” access to fresh organic produce. The BRGA aims to build a network of sustainable resident-run gardens, to teach children and adults organic gardening, and to foster a sense of community solidarity in its neighborhoods.

Course Objectives:
- Understand how the diversity of feminist thought and history of women’s and gender studies
- Examine women’s lives through a socio-historical and critical lens that engages with intersectionality
- To promote creative and self-directed learning

Gen Ed Learning Objectives:
- Strengthen your written and oral communication skills
- Examine research literature on a variety of subjects and critically evaluate information sources
- Understand the complexity of human thought and how it is tied to historical, cultural, and social context

Course Materials:
- Additional course readings are on Moodle. It is your responsibility to download and read them.

Course Requirements:
- In-class essays (4) 40%
- Privilege papers (2) 20%
- Service hours (20) 20%
- Garden diaries (4) 20%
IN-CLASS ESSAYS
At five points in the semester selected randomly from 10 possible days marked on the course schedule below, you will write in-class essays assessing your comprehension of and ability to apply course materials. Intended to replace exams for the course, these essays are the space where you should demonstrate your mastery of the class materials. The essay dates will not be announced in advance, so make sure you come to every class session fully prepared. You will be expected to engage insightfully with assigned readings, lectures, videos, and/or concepts from the course in your answer. Make sure to be in class on the days where there may be an in-class essay. Your overall essay grade will be an average of your four highest essay grades. If you are present for all five, your lowest grade will be dropped. Make-ups will not be given for any reason. If you anticipate that you will likely miss any essays, you should not take this class. If an emergency situation arises, you must document the emergency and notify me immediately. I will determine how to handle emergency cases on an individual basis.

PRIVILEGE PAPERS
You will write two papers on privilege for the class. The first paper (worth 2 points) will be drafted in class on January 15th, taken home and typed up, revised and added to, and turned in on Moodle one week later (January 22nd). The subject of your first essay is “My Understanding of What ‘Privilege’ Is.” In it, you will explain your own definition of the concept of “privilege” and one or two experiences you have had that illustrate that concept in action. It is informal, written in the same language you speak in, and is basically just a typed-up version of how you would answer this question if someone on the street asked you to define privilege and to talk about a couple of your experiences with it. The second paper (worth 20 points) will be based on a similar theme and is due on Wednesday, May 8th at 12:30 pm. Writing it should be fairly easy, since the diaries you keep will be great material to draw on and the garden analysis papers you write can be practice for writing the final paper.

SERVICE HOURS
Only the most serious and responsible students should take this class. Why? With our service-learning component, failure to complete your work will disappoint both you and adults and children in South Baton Rouge who are counting on your participation. Please take the class only if you are sure you will make LSU proud with your work. Service learning requirements include putting in 20 hours of work with the BRGA gardens (see list below for sites and times). You will work alongside kids and neighborhood residents in community gardens. You do not need to know how to garden to participate – you just need a great attitude and the willingness to learn, to get your hands dirty, and to work hard outdoors in Louisiana weather. You are responsible for filling out travel insurance forms for every trip you make to a garden site/activity (see Moodle links). BRGA gardens include:

- **Stamp of Hope** (South Blvd and S. 12th St) Tuesdays 4-5:30 pm (Sharon Terrance)
- **Neighborhood Garden** (Eddie Robinson off Government) Saturdays 10am -12 (Ollie Doucette)
- **Community Roots Garden** (corner of Violet / Wyoming) Wed’s 5-6 pm (Lindsey Dufrene).
- **From the Bottom to the Top** (740 East Washington Street) Wednesdays 4-5:30 pm (Stephanie Elwood, Aldreamer Smith, Marguerite Green, and Imam Fahmee Sabree)

GARDEN DIARIES
In order to practice and fine-tune your writing and observational skills, each of you will write up a diary entry for each of your visits to the gardens. In these diaries, you will write about: a) the events that happened (what kind of work was done, who was there, who you interacted with, what people talked about while working, and the like) and b) your reflections on and/or thoughts about what happened. This is much like writing a journal or diary entry in your own private journal, except you will turn it in for credit and you will focus on “telling the story” about what happened rather than just reflecting alone. **Record as much detail as possible.** Diaries are due on at four points in the semester. Depending on how many gardens you’ve been to prior to each deadline, you will turn in one document with a note saying that you have not gone to any gardens or a collection of diary entries in one document (see grading matrix on Moodle for details on how to construct your entries). Because your notes and your participation in the garden may be part of a larger ethnographic study of community gardening in Baton Rouge, you should complete LSU’s online Human Subjects Training course:

http://phrp.nihtraining.com/users/login.php
REMAINING NOTES

**Laptops:** Because they distract other students, laptops are not allowed in class unless you notify me in advance that you have a documented disability requiring their use.

**Academic honesty:** Academic dishonesty in any form will not be tolerated. See [http://saa.lsu.edu/code-student-conduct](http://saa.lsu.edu/code-student-conduct) for LSU’s Code of Conduct. You are responsible for reading and understanding university policies on academic honesty. If you violate the code of conduct, sanctions will be applied.

**Missing class:** If you miss a class, you are responsible for the material. Get notes from a peer.

**Extra credit:** There is no extra credit for the course.

**Re-grades:** If you believe that your work has been inaccurately graded, you have 48 hours to submit a request for a re-grade. Note that if you miss class the day the work is handed back, you do not get extra time. The 48 hours starts from that class session, regardless of whether or not you were there to pick up your work. If you ask for a regrade, your whole assignment (not just one question, paragraph, or portion of it) will be subject to regrading.

**Learning disabilities:** Students who are eligible for extended time on tests and other educational accommodations need to provide documentation from LSU’s Office of Disability Services.

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**COURSE SCHEDULE**

**What is Women’s and Gender Studies?**
Readings:  “A Day Without Feminism” by J. Baumgardner & A. Richards (Moodle) (6 pgs)
          “Introduction” by Michael Kimmel (*Privilege*) (10 pgs)
          “White Privilege and Male Privilege” by Peggy McIntosh (*Privilege*) (14 pgs)
          T 1/15  (first day of class)
          TH 1/17  (readings due)

**Systems of Privilege and Inequality in Women’s Lives**
Readings:  “Toward a New Vision” by Patricia Hill Collins (*Privilege*) (18 pgs)
          “Oppression” by Marilyn Frye (Moodle) (7 pgs)
          T 1/22  (readings due) (first essay due) (liability waiver due)
          TH 1/24**

**Learning Gender in a Diverse Society**
Readings:  “The Five Sexes, Revisited” by Annette Fausto-Sterling (Moodle) (6 pgs)
          “Unraveling Hardwiring” by Cordelia Fine (Moodle) (5 pgs)
          “Shame-O-Phobia” by David Wexler (Moodle) (8 pgs)
          “The Black Male Privileges Checklist” by Jewel Woods (*Privilege*) (11 pgs)
          T 1/29  (readings due)
          TH 1/31** (copy of certificate of human subjects course completion due)

**Sex, Power, and Intimacy**
Readings:  “Doing Desire” by Deborah Tolman (Moodle) (10 pgs)
          “The Myth of the Vaginal Orgasm” by Anne Koedt (Moodle) (7 pgs)
          “The Cult of Virginity” by Jessica Valenti (Moodle) (13 pgs)

* Dates marked with a double star (**) are possible in-class essay dates
Readings: “Becoming 100 Percent Straight” by Michael Messner (*Privilege*) (8 pgs)
“Queering Black Female Heterosexuality” by Kimberly Springer (*Privilege*) (15 pgs)
“Romance: Sweet Love” by bell hooks (Moodle) (4 pgs)

Inscribing Gender on the Body
Readings: “Love We Do for Love” by Rose Weitz (Moodle) (9 pgs)
“Love Your Fat Self” by Courtney E. Martin (Moodle) (5 pgs)
“On Becoming Old Women” by Baba Copper (Moodle) (3 pgs)
“Finally, Science has Cured the Non-Disease of Cellulite” by Dodai Stewart (Moodle) (2 pgs)
“Body Ethics and Aesthetics…” by Rubin, et al (Moodle) (9 pgs)

Health and Reproductive Rights
Readings: “The Way it Was” by Eleanor Cooney (Moodle) (15 pgs)
“A Global Health Imperative” by N. Woods (Moodle) (17 pgs)
“Welcome to Cancerland” by Barbara Ehrenreich (Moodle) (11 pgs)
“Puberty Before Age 10 – A New ‘Normal’?” by Elizabeth Weil (Moodle) (9 pgs)

Family Systems, Family Lives
“Partners as Parents” by Charlene Gomes (Moodle) (7 pgs)
“Lullabies Behind Bars” by Beth Schwartzapfel (Moodle) (2 pgs)
“Marriage and Love” by Emma Goldman (Moodle) (5 pgs)
“Class” by Diana Kendall (*Privilege*) (7 pgs)

Women’s Work Inside and Outside the Home
Readings: “The Politics of Housework” by Pat Mainardi (Moodle) (2 pgs)
“Maid to Order” by B. Ehrenreich (Moodle) (8 pgs)
“Color Me Nontoxic” by Momo Chang (Moodle) (2 pgs)
“Opening Pandora’s Box” by Felice Yeskel (Moodle) (7 pgs)
“Report From the Bahamas” by June Jordan (Moodle) (7 pgs)
Women Confronting and Creating Culture

Readings: “Shakespeare’s Sister” by Virginia Woolf (Moodle) (3 pgs)
“If Women Ran Hip Hop” by Aya De Leon (video and poem on Moodle) (1 pg)
“Class and Race” by bell hooks (Privilege) (10 pgs)
“Invisibility / Hypervisibility” by Maureen T. Redding (Privilege) (13 pgs)

T 3/26 (readings due)
TH 3/28**

State, Law, and Social Policy

Readings: “Too Poor to Parent” by G. Burroughs (Moodle) (2 pgs)
“Why Are Droves of Unqualified, Unprepared Kids Getting into…” by John Larew (Privilege) (9 pgs)
“On White Pride, Reverse Racism, and Other Delusions” by Tim Wise (9 pgs)

T 4/9 (readings due)
TH 4/11 (third set of diaries due)

Resisting Violence Against Women

Readings: “Fraternities and Rape on Campus” by Patricia Yancey Martin and Robert Hummer (Moodle) (8 pgs)
“Beyond the Politics of Inclusion” by Andrea Smith (Moodle) (5 pgs)
“The Lost Girls” by Mimi Swartz (Moodle) (11 pgs)
“Textual Harassment” by Donna St. George (Moodle) (3 pgs)

T 4/16 (readings due)
TH 4/18**

Religion and Spirituality

Readings: “Introduction to The Woman’s Bible” by Elizabeth Cady Stanton (Moodle) (4 pgs)
“Fundamentalism and the Control of Women” by K.M. Brown (Moodle) (4 pgs)
“Decolonizing Religious Beliefs” by Sylvia Marcos (Moodle) (21 pgs)
“The Prophet’s Daughters” interview with Syafa Almirzanah (Moodle) (4 pgs)
“Standing Again at Sinai” by Judith Plaskow (Moodle) (3 pgs)
“Catholic and Feminist” by Megan Sweas (Moodle) (3 pgs)

T 4/23 (readings due)
TH 4/25**

Activism, Change, and Feminist Futures

Readings: “Fear of Feminism” by Lisa Marie Hogeland (4 pgs)
“Africa’s Girl Power” by David Bornstein (Moodle) (4 pgs)
“Dear Pixar” (2 pgs) and “Thanks, Pixar” by Linda Holmes (1 pg) (Moodle)
“Real Men Join the Movement” by Michael Kimmel (Moodle) (5 pgs)
“Dismantling Privilege and Becoming an Activist” by Abby Ferber (5 pgs)
“The White Savior Industrial Complex” by Teju Cole (7 pgs)
“Subverting Racism From Within” by Becky Thompson (18 pgs)

T 4/30 (readings due)
TH 5/2** (last set of diaries due)

Wednesday, May 8th 12:30 pm – final paper due