

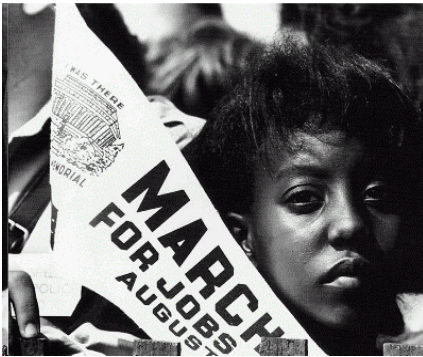
Bowie State University
Department of History and Government
History 205:
Introduction to Women's Studies
3 Credits Spring 2010
Dr. Tamara Brown

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COURSE DESCRIPTION: Through an interdisciplinary approach, Introduction to Women's Studies explores the ways in which gender, family and children shape the experience of women, and how race, class, ethnicity and kinship are particular to the female experience. Prerequisite: Hist. 114 or Hist. 115

REQUIRED TEXTS

Collins, Patricia Hill. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. 2d ed. New York: Routledge, 2000. Additional readings as assigned and provided by the instructor.



EMERGING ISSUES: As Bowie State University strives to become a campus sensitive to the issues of preserving the environment, elements of the class will be conducted in accordance to this ideal. Moreover, through the study of history students will be able to determine their place within an ever changing diverse and global society.

GENERAL EDUCATION COMPETENCIES:

- I. *Written and Oral Communications:*
 - a. Analyze and discuss critical issues and recurring themes in the discipline;
 - f. Conduct research and evaluate information using the appropriate methods of the discipline;
- II. *Scientific and Quantitative Reasoning:*
 - a. Analyze and understand the physical and biological world as they relate to the historical discipline;
- III. *Critical Analysis and Reasoning:*
 - b. Apply skill in analysis, synthesis, and problem solving;
 - c. Apply logical reasoning in the examination and resolution of tasks.
- IV. *Technological Competency:*
 - a. Create a document using word processing software;
- V. *Information Literacy:*
 - a. Identification of key concepts and terms that describe the information needed;
 - d. Understanding of the ethical, legal and socioeconomic issues surrounding information and information technology.

TECHNOLOGY REQUIREMENTS: This course is web enhanced and has components on University's Blackboard system.

LIBRARY REQUIREMENTS: Students will be required to utilize the holdings of the University's library as well as other accessible repositories to complete the assigned research project. The project and class assignments will introduce students to primary and secondary sources, reference materials, and tools that the historian uses in his/her craft.

COURSE OBJECTIVES

This course emphasizes a gender and racial perspective and discourse as it focuses on aspects of the female experience with particular attention paid to the African American gender experience. The course also is designed to help students in the development of critical thinking and problem solving skills in studying women studies. To facilitate the development of these skills, students will read required texts, practice listening skills

as they take notes on relevant information, prepare for class discussions and presentations, and perform original research.

This course establishes foundations for future study in each student’s selected field of study as well as for her/his lifelong learning experiences. For students studying history, women’s studies or social studies, it provides them with a fundamental base of knowledge in women’s studies and how to structure and relay this information to a general audience. Specifically, this course is designed to provide history majors and women’s studies program participants with an expanded base of knowledge, and social studies teachers with skills and information for their future classroom experience.

COURSE OUTCOMES AND OBJECTIVES

This course covers the experience of women generally, and black women specifically, through a feminist perspective and interdisciplinary analysis. This course is an introduction to the study of gendered thought and action within the historical context of America roughly from the colonial era to the present. The rationale for the course is that it will help students better understand the past and present with regard to how socioeconomic, political, and cultural institutions have impacted the experiences of women. Students will also learn about the impact of African American women in the development of an American heritage. This knowledge will then help students to better understand the present and to determine their place within contemporary America from an African American gendered and feminist perspective. Then, they will have a better understanding of their relationship with the global community.

STUDENT EXPECTED OUTCOMES:

- To understand the gendered experience generally, and the African American gendered experience specifically, in order to better understand and critically examine the present and future directions for women of this country;
- To understand the struggles, impact and roles of women within a diverse United States (and globally), and to define various movements and philosophies relative to these;
- To enrich the experience of all people by clarifying—through study, research and various activities—the interdependence of all people;
- To establish a foundation in women’s studies, and to encourage lifelong learning through the development of skills leading to the scholarly exchange of ideas fostered by advanced study.

SPECIFIC LEARNING OBJECTIVES:

- To read detailed information about women from a variety of scholarly sources and interpretations;
 - To lecture and discuss general concepts of the past and present by bringing these together with detailed or factual information gathered from a variety of sources and interpretations;
 - To comprehend information about the past and present from a variety of sources and interpretations;
 - To analyze information about the past and present from a variety of sources and interpretations;
 - To synthesize information about the past and present from a variety of sources and interpretations;
 - To communicate information gathered from a variety of sources and interpretations;
 - This course introduces students to research techniques through a variety of sources in the presentation of historical events to provide them with the foundation necessary to use modern technologies in women’s studies/history/social studies education.

Curriculum Themes	Corresponding Outcomes or Objectives
✓ Academic Scholar	Outcomes 1, 2, & all objectives
✓ Multicultural and Global Perspectives	Outcomes 3, 4, 5 & all objectives
✓ Personal and Interpersonal Perspectives	Outcomes 3, 4, 5 & all objectives
✓ Technological Applications	Outcomes 1 & 2; Objectives 1 & 2

ACTIVITIES TO ACHIEVE OBJECTIVES OF COURSE:

Lecture and discussion of conceptual and factual information from the assigned texts and additional materials such as handouts, articles, and audiovisual material (Ia, IIa, IIIb, IIIc, IVa, Va, Vd):

- to help students' reading and comprehension skills through synthesizing large amounts of information from required reading materials;
- to develop interdisciplinary and historical analysis skills and relate the past to contemporary events;
- to help students develop listening and note taking skills.

Examinations (Ia, IIa, IIb, IIIb, IIIc):

- to test the retention of knowledge applicable to women's studies.

Research Project and Written Essays (Ia, If, IIa, IIIb, IIIc, IVa, Va, Vd):

- to assist students in developing a thesis emphasizing critical thought with regard to a problem or question related to women's studies;
- to assist students in the synthesis of gathered detailed or factual information in a comprehensible and structured fashion;
- to assist students in the analysis of a question or problem related women's studies;
- to draw conclusions for the development of individual perspectives and interpretations of problems or questions related to women's studies.

TEACHING MODES

Introduction to Women's Studies is primarily a discussion course and will utilize instructional lectures, assigned readings, and class discussion. Students will apply these skills to solving problems or answering questions concerning the gendered experience. In the process, students will learn how to relate detailed or factual information within conceptual frameworks. This will be accomplished by asking questions such as how do certain situations affect women in particular? Students will learn how to ask questions about scholarly information and then to begin the process of learning to address these questions. Finally, students will learn how to effectively communicate their conclusions to a general audience through the development of written and oral presentations. The course also emphasizes reading various texts as well as listening to other's ideas—all of which are important in the learning process.

The course information will be conveyed to students through lectures, assigned readings, written assignments, and computer work. Corresponding assignments will develop critical thinking, communication, and problem solving skills. In addition, students will produce an original research project to improve their communication and problem solving skills. Lectures will assist students in the process of comprehending general concepts and relating details or facts to these through the synthesis of information. Finally, the course will provide students will a foundation for lifelong learning.

To prepare for class, students should refer to the course outline and focus on the weekly topics and assignments. Students should also utilize the Blackboard component to this course to access assignments, notes and announcements. Students are responsible for completing all assignments, and should pay particular attention to the weekly topic of discussion and activity for focused reading and preparation.



STUDENT PREPARATION ROLES

This course emphasizes three competencies that help facilitate the student's role in a global and diverse contemporary American society. Students will receive instruction on identifying problems or questions related to women's studies; understanding broad scholarly concepts, gathering related details or facts, and synthesizing information; and testing their required and retained knowledge. Students are required to do a number of prepared written and oral class presentations. Generally the student will work on an individual basis to complete the requirements for the course. *In case of inclement weather or the cancellation of class, students should check Blackboard and/or Twitter for corresponding assignments.* **Students who have a disability and who would like accommodations should report immediately to Disability Support Services (DSS), located in Room 1328 in the Business and Graduate Studies Building or call Dr. Michael S. Hughes, DSS Coordinator at 301-860-4067.**

ATTENDANCE

Attendance is required to complete the course successfully. **University rules and regulations state that a student may fail a course if she/he misses a certain number of classes** [six (6) for a course that meets three (3) times a week; four (4) for a class that meets twice a week; and two (2) for a class that meets once a week]. Students are expected to attend (on time) and participate in all scheduled classes and activities. Quizzes and daily class activities are considered class participation and cannot be made up. All students are expected to take examinations and turn in all assignments at the scheduled time. Students who miss assignments because of tardiness will not be able perform make-up work without a valid excuse. Make-up work will be at the discretion of the instructor. For example, if a student misses a quiz, the instructor may require the student to write a paper that is equivalent to that particular activity.

STATEMENT OF ETHICAL AND PROFESSIONAL STANDARDS FOR THE COURSE

According to the "Code of Student Conduct," students are to achieve high standards of ethical and professional academic standards. This includes behavior and appearance in the classroom. For written and non-written scholarship, students are encouraged to be creatively responsible for making a contribution to the body of knowledge. This is accomplished through individual and group effort according to assigned activities. Students who commit acts of plagiarism or copying from other scholarship and/or violating academic standards in the classroom will be penalized according to the "Code of Student Conduct" for students as outlined by Bowie State University. "In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or course may be administered. Students who are expelled or suspended for academic dishonesty are not admissible to other institutions within the University System of Maryland." **Students engaging in academic dishonesty will fail this course!**



CLASSROOM DECORUM

Bowie State University “prohibits disorderly or disruptive conduct on University premises or at University sponsored activities, which interfere with the activities of others, including studying, teaching, research, and administrative operations.” Students must not disrupt class for any reason such as excessive talking or continuously entering/exiting the classroom. Students should be dressed appropriately for an academic setting. Offensive or revealing clothing is not acceptable in a learning environment. Please refrain from the use of cellular phones (talking and text messaging) and other similar electronic devices (e.g., iPods) during class. These devices must be silenced prior to the start of class. Recording devices are not allowed in this class. Students who fail to adhere to these policies will be penalized accordingly.

COURSE REQUIREMENTS

Students will be evaluated on an essay, research project, final exam and a combined assignment, attendance and participation grade. There will be one take home final examination due during the exam period. Students are required to research and present a research project (specific guidelines to follow) based on an approved topic relevant to women’s studies, and complete a critical essay (specific guidelines to follow) of an assigned topic. Students are required to complete and turn in reading summaries each week (specific guidelines to follow). Students will be assigned and should be prepared to thoroughly discuss each reading assignment. Only letter grades recorded in the four grade categories will be utilized in determining grades for the course. Optional extra-credit assignments may be assigned during the semester.

Evaluations

Critical Essay — 20%
Research Project — 30%
Final Examination — 30%
Assignments, Attendance and Participation —20%

Grading Scale

90 -100 — A
80 - 89 — B
70 - 79 — C
60 - 69 — D
under 59 — F

COURSE OUTLINE

Generally, the assigned readings address the topics of theory, history, politics, family and society, and image.

NOTE: THE SCHEDULE MAY CHANGE GIVEN TIME CONSTRAINTS OR OTHER FACTORS.

ADDITIONAL READINGS WILL BE ASSIGNED AS NECESSARY.

Date	Assignment	Miscellaneous
January 27	Assignment #1: Reading Packet "What Is Women's Studies?" (8-40)	
February 3	Assignment #2: Reading Packet on Black Women's Studies—Darlene Clark Hine, "African American Women and Their Communities in the Twentieth Century" (1-23); and Elizabeth Cole and Nesha Z. Haniff, "Building a Home for Black Women's Studies" (24-45)	
February 10	Assignment #3: Reading Packet on Black Women's Studies—Grace Chang, "Where's the Violence? The Promise and Perils of Teaching Women of Color Studies," (46-73); Collins, Black Feminist Thought Part 1: The Social Construction of Black Feminist Thought (1-43)	
February 17	Assignment #4: Collins—chapter 3 (45-68); Additional readings as assigned.	
February 24	Assignment #5: Collins—chapter 4 (69-98); Additional readings as assigned.	
March 3	Work on your critical essays.	Research topics are due.
March 10	Women's History Month Event; Assignment #6 & #7: Collins—chapter 5 (97-122); Collins—chapter 6 (123-148); Additional readings as assigned.	Critical essays are due.
March 15 - 19		Spring Break
March 24	Assignment #8: Collins—chapter 7 (149-172); Additional readings as assigned.	
March 31	Assignment #9: Collins—chapter 8 (173-200); Additional readings as assigned.	
April 7		Last day to drop from a class with a "W" grade: Last day to change from credit to audit.
April 9	ASSIGNMENT #10: Collins—chapter 9 (201-226); Additional readings as assigned.	
April 14	ASSIGNMENT #11: Collins—chapter 10 (227-250); Additional readings as assigned.	Research papers are due.
April 21	ASSIGNMENT #12: Collins—chapter 11 (251-272); Additional readings as assigned.	
April 28	ASSIGNMENT #13: Collins—chapter 12 (273-90); Additional readings as assigned.	
May 5	Paper Presentations	Last day of class!
May 12	Final exams are due @ 5:00 PM	

BIBLIOGRAPHY: FOR A COMPREHENSIVE BIBLIOGRAPHY FOR BLACK FEMINIST STUDIES SEE
[HTTP://WWW.LIBRARY.UCSB.EDU/SUBJECTS/BLACKFEMINISM/INTRODUCTION.HTML](http://www.library.ucsb.edu/subjects/blackfeminism/introduction.html)

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