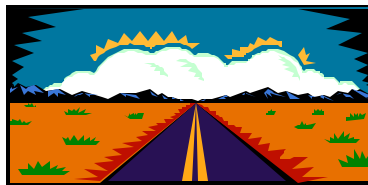


GENDER STUDIES 290
GENDER STUDIES LECTURE SEMINAR

Martha Jane Brazy
Spring, 2003
University of South Alabama
Office Hours: MW 11:15-12:15
& by appointment

GS 290
T 3:30
Humanities 150

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WELCOME!

COURSE OBJECTIVES

This one-credit course will provide students with a broad survey of current research and issues focusing on Gender Studies. The course will include a variety of lectures facilitated by different scholars by USA faculty, visiting faculty, or community members whose research and/or work involves issues focusing on gender as well as sexuality, race, and class. Gender Studies 290 will provide an interdisciplinary forum for students to begin to explore the theoretical, social, and historical constructions of gender and its intersection with race, class, and sexuality.

CLASS FORMAT

Class will meet approximately every other week and will be built around the Gender Studies Lecture seminar. There will also be additional meeting times throughout the semester. Class is seminar based and students are expected to actively participate.

READINGS

Readings will consist of general theoretical works on gender, feminism, and women's studies which will provide students with a framework to critically think about the topics and issues presented during the seminar. Unless indicated otherwise, all readings will be on Reserve at the USA Library. Students may obtain the readings either at the Reserve desk to use or copy in the library, or they may be obtained and printed through the online Reserve accessed through the USA Library website. The readings for GS 290 are as follows and should be completed by the first lecture:

Margaret L. Andersen and Patricia Hill Collins, eds. "Intro" from Race, Class, and Gender: An Anthology (Belmont, CA: Wadsworth Publishing, 2001)

Elsa Barkley Brown, " 'What Has Happened Here?:' The Politics of Difference in Women's History and Feminist Politics"

Leslie Heywood and Jennifer Drake, eds. Third Wave Agenda: Being Feminist, Doing Feminism (Minneapolis: University of Minnesota Press, 1997)

Joan W. Scott, "Gender: A Useful Category of Historical Analysis" American Historical Review Vol. 91 No. 5 (December 1986) AVAILABLE ON JSTOR

Rosemarie Tong, Feminist Thought: A Comprehensive Introduction (Boulder: Westview Press, 1989)

ASSIGNMENTS: CRITICAL REVIEWS

CRITICAL REVIEWS

Students will submit 5 critical reviews over the course of the semester based upon the lecture series. Reviews are to be 1-2 pages typed and double spaced, and are to be submitted by the Friday following the lecture. Reviews may be submitted via e-mail in Word, or in hardcopy in the professor's mailbox, Humanities 344. The critical review will focus on the lecture and should address the following points as well as others of your own choosing: the lecture's strengths and weaknesses, what questions were you left with, what concepts of the lectures relate to your readings, how are the lectures/topics in conversation with one another.

PARTICIPATION

The key to successful classroom discussion will be engaged and thoughtful participation by members of our class. Participation is valued highly and is weighed as heavily as written work and projects when determining a student's grade.

ATTENDANCE

Attendance at the lecture seminars is required. As noted above, participation is a vital part of this course, attendance plays a significant role not only in the dynamics of this class, but in each individual student's grade as well. If you aren't in class, you can't participate! For example, students who contribute regularly but who have irregular attendance cannot expect to receive as positive an evaluation as students who do participate and come to class. Students are responsible for obtaining any notes or assignments from classes they may have missed.

GRADES

Grades are wonderful when we are doing well in class and we are getting A's. On the other hand, when things aren't going as well, it's a different story. When students are focused on the end product of "THE GRADE," students aren't as focused on learning, developing critical thinking skills, and thinking about the historical and contemporary issues at hand. This course attempts to foster such skills. In order to achieve this goal, students will not receive any grades on essays, but will receive extensive comments on all assignments. The professor will maintain qualitative notes evaluating each piece of work a student submits. Each student's performance, effort, and verbal contributions and participation will also be evaluated. At the end of the course, all the qualitative assessments of each student will be evaluated from which a final grade will be determined. This method evaluates each student more holistically as all assignments, projects, and participation are valued equally and as a whole. At any time during the semester, a student may discuss his or her evaluation and progress with the professor.

MISCELLANEOUS BUT IMPORTANT

The professor is available to answer questions. Please feel free to direct any questions and concerns to the professor.

In addition to scheduled office hours and office hours by appointment, the professor is usually available after class and around most afternoons. Voice mail and e-mail are also available to students who wish to communicate in these ways.

- ** Any student who plagiarizes material will receive an automatic 'F' for the course. If you are in such a position where you have to resort to claiming someone else's work as your own, see the professor before a small problem becomes a major one!
- ** The professor reserves the right to change the class schedule over the course of the semester.
- **Free speech, communication of ideas (whether popular or unpopular), discussion, and respectful intellectual engagement is encouraged and expected. This is called academic freedom.
- ** Comments, concerns, or suggestions about the course are welcome. If you are encountering difficulties or problems, please make an appointment, drop by the office, phone or e-mail so that this may be addressed quickly.
- ** Students who need special accommodations in order to meet any of the requirements of the course should speak to the instructor on the first day of class.

January 21 Course Introduction

February 4 Velma Scantlebury, M.D.
Professor of Surgery, USA College of Medicine
Director, USA Gulf Coast Regional Transplant Center
"Women in Surgery- My Personal Journey"

February 18 Clare Evangelista, M.F.A.
Department of Art and Art History
"Women and Creativity"

March 11 Feaunte Preyear, B.A.
Director of Education, Mobile AIDS Support Services
"Women in the HIV AIDS Epidemic"

March 25 Nigar Baimova, M.A.
Lecturer, The Western University, Azerbaijan
"The Strengthening of Gender Sensitivity and
Development of Gender Balanced Relations in
Azerbaijani Society'

April 8 Nicole Flynn, Ph.D.
Department of Anthropology and Sociology
"The Limitations of Hegemonic Masculinity:
How Everyone Can Benefit From Feminist Thinking"

April 22 Mel McKiven, Ph.D.
Department of History
"Black Genocide? Making Sense of the Sterilization
of the Relf Sisters"

April 29 Conclusion

**Additional class meetings may be scheduled, so please check your e-mail regularly for updates.