

*We must struggle to live as honorably, courageously, and cheerfully as we can with the contradictions inevitably generated by a painfully prefeminist world.*

--Alison M. Jaggar

**Instructor:** Dr. Claire L. Sahlin

**Email:** [csahlin@mail.twu.edu](mailto:csahlin@mail.twu.edu); **Phone:** 940/898-2255; **Office:** HDB 307K

**Office Hours:** Tues. 11:00-12 noon, and 2:00-3:00 p.m.; Thurs. 11:00-1:00; or by appointment. I hope you will feel welcome to contact me with questions or concerns about the course. I am happy to provide you with individual assistance and feedback on assignments.

### **Course Description**

This course introduces philosophical and feminist approaches to social ethics with a focus on analyzing debates generated by selected contemporary moral issues. This course is designed to introduce the fields of social ethics and feminist moral philosophy with an emphasis on the analysis of race, class, and gender in applied ethics.

The course begins with an introduction to key concepts and terms in the fields of ethics and women's studies. The course then surveys current controversies and feminist perspectives related to the following topics: fashion and beauty, abortion, sexual morality, sex work, and same-sex marriage.

No academic background in philosophy or women's studies will be assumed. Through assigned readings, guided discussions, writing assignments, and class presentations, the course is designed to provide an enriching and stimulating academic experience. The assignments are designed to foster the ability to compare ideas, evaluate arguments, and formulate your own positions on contemporary moral issues.

I hope that you will enjoy this course! With careful reading, writing, and discussion, I anticipate that it will be exciting and personally meaningful for you.

### **Required Texts**

1. *Living with Contradictions: Controversies in Feminist Social Ethics*, edited by Alison M. Jaggar (Boulder: Westview Press, 1994).
2. *Social Ethics: Morality and Social Policy*, edited by Thomas A. Mappes and Jane S. Zembaty, 6<sup>th</sup> edition (Boston: McGraw Hill, 2002). Make sure that you obtain the 6<sup>th</sup> edition of the book (red cover).
3. Two course packets (to be distributed in class).

The books are available at the TWU Bookstore. You can also check the KD Bookstore as well as Internet sources such as <http://www.bestbookbuys.com> or <http://half.com>. **Do not attempt to take this course without obtaining your own copy of the textbooks.** If you are not able to obtain copies of the books, please let me know.

### **Course Goals and Student Learning Outcomes**

WS 3083/PHIL 3083 is a **Core Curriculum** course. Like other Core Curriculum courses at TWU, this course is designed 1) to promote students' mastery of basic intellectual competencies—reading, writing, speaking, listening, critical thinking, and computer literacy; 2) to establish multiple perspectives on the individual and the world in which she or he lives; 3) to enable students to understand the responsibilities and benefits of living in a multicultural world; 4) to familiarize students with contributions by and about women in various disciplines; 5) to acquaint students with major texts, trends, and issues in women's studies; and 6) to provide the combination of skills, liberal studies, and insights into contemporary issues needed by students who aspire to positions of leadership.

Like other Core Curriculum courses in **Philosophy**, this course will enable students 1) to demonstrate awareness of works in moral philosophy, 2) to understand those works as expressions of individual and human values within an historical and social context, 3) to respond critically to those works, 4) to comprehend the intellectual demands required of the authors, 5) to articulate an informed personal reaction to these works in philosophy, 6) to develop an appreciation for the aesthetic principles that guide or govern the humanities, and 7) to demonstrate knowledge of the influence of philosophy on intercultural experiences.

Like other Core Curriculum courses in **Women's Studies**, this course will enable students 1) to develop some understanding of feminist theory and of the nature of feminist methodology, 2) to understand the interdisciplinary nature of women's studies and to be able to explain the contributions of various disciplines to women's studies, 3) to understand gender in relation to the larger world through examination of the similarities and diversities of women historically and multiculturally, and 4) to understand and be able to identify some of the dynamics of gender, race, ethnicity, social class, and sexuality.

Like other Core Curriculum courses in **Multicultural Studies**, this course will enable students 1) to demonstrate knowledge of those elements and processes that create and define culture, 2) to understand the bases of values, beliefs, and practices found in human societies, 3) to develop basic multicultural understanding, empathy, and communication, 4) to understand the responsibilities of living in a multicultural world, 5) to demonstrate knowledge of the development of languages and their influence on multicultural interactions, and 6) to understand the underlying unity of diverse cultural expressions.

## **Class Format and Expectations**

Class sessions will include group discussions, lectures, mock debates, student presentations, and films. My aim will be to foster learning through your active participation and interaction. At times I will lecture to provide you with background information and additional perspectives on particular topics; often my role will be to facilitate and to guide class discussions in which everyone is strongly encouraged to participate. Our meetings will be enriched by the variety of perspectives that each of us brings to the classroom.

It is not expected or required for every student in this course to identify herself or himself as a feminist. You also are not expected to agree with everything you will read. However, you are expected to approach the materials of this course openly and analytically. You also are expected to consider thoughtfully the perspectives of other course participants with friendliness and respect at all times. Please direct all discussion to the class as a whole and refrain from private conversations or working on homework assignments during the class period. You are expected to be alert and attentive during class.

Before entering the classroom, please turn off all pagers, beepers, cell phones, and any other device that may disrupt the class. The use of cell phones for any reason (including text messaging, checking voicemail/email, or browsing the web) will not be tolerated. If your telephone rings during class, I will ask that you bring it to the front of the classroom for the remainder of the class period, unless you have spoken with me prior to the beginning of class about special circumstances you may have (e.g. a hospitalized family member, child in daycare, etc.).

Topics discussed in this course are highly controversial, and sensitive issues, including those related to sexuality, body image, and abortion, are integral to the study of feminist ethics. If you would prefer not to study and discuss such issues, you may want to consider taking a different course. Since this is a three-credit hour course, you should expect to spend at least 6 to 8 hours per week on coursework outside the classroom.

## **Blackboard**

If you are registered for this course, you should be enrolled in Blackboard for this course, provided that you have opened up a Pioneer Portal account. Blackboard is the University's software program for course support and distance learning. Although I will pass out the syllabus and handouts in class, you will also be able find most handouts on the Blackboard location for this course. Thus, if you lose a handout or miss a class, you can go to this site to find the materials. I will also use Blackboard for announcements, reminders, and/or unexpected changes in the schedule. You can also engage in discussions with other students in the class via Blackboard, and you are encouraged to do so. You should check Blackboard regularly (at least once or twice a week) for updates and to participate on the Discussion Board.

For information about how to log into and use Blackboard, see the following site: <http://www.twu.edu/dl/orientation/blackboard.htm>. To log into Blackboard, go to <http://online.twu.edu/>. Make sure that the email address listed for you in Blackboard is the email address that you use and check regularly. You will be responsible for checking and reading emails sent to you through Blackboard and to your Pioneer Portal account.

## **Course Requirements and Grading**

### **1. Attendance and Participation (10%)**

Attendance in class is required, since much of your learning will take place in class. Please arrive in class on time (9:30 a.m.) and stay until class is over (10:50 a.m.). If you have more than **three** unexcused absences during the semester, you cannot earn higher than a “B” in the course. Excessive absences will lower your grade for the course significantly.

According to TWU policy, absences from class will be excused in only these cases: 1) illness certified by a physician, 2) serious illness or death in student’s immediate family, 3) absence from the campus with the sanction of the University or for a religious holiday. In the event that you must miss class due to an excused absence, you should obtain an absence memo from the Office of Student Life (940/898-3615); do not bring your documentation of personal illnesses or emergencies to me. You will be responsible for providing the Office of Student Life with the proper verification for the absence. Excessive absences, even if they are excused by the Office of Student Life, will significantly affect your course grade.

In addition to attending class regularly, you are required to contribute to discussions during class. During class discussions, you are encouraged to indicate what you found most significant, troubling, or stimulating in the reading. You are also encouraged to raise questions for discussion. If you wish, you may also share additional materials that are relevant to our course.

If you tend to be quiet in class, make an effort to participate in each class discussion at least once every class period. If you tend to speak a lot in class, make an effort to think about what you want to say before you speak. Make every effort to listen carefully and thoughtfully to other members of the class.

To supplement our classroom discussions, we will use the Discussion Board on Blackboard. This can be a great way to continue discussion of important ideas outside of class time. You are not required to participate on Blackboard, but your participation is strongly encouraged, especially if you tend not to speak much in class. Prior to posting messages, please read the “Do’s” and “Don’ts” of “Netiquette” on the following TWU website: <http://www.twu.edu/dl/orientation/netiquette.htm>.

## 2. Reading Response Sheets (15%)

In order for our course to function productively, **it is essential that you read and reflect on the assigned materials before coming to class.** As you read each of the assigned articles, strive to understand the author's argument, relate it to the arguments in other articles, and reflect on your personal responses. Ask yourself the following questions:

- What is her or his position? What is the thesis, or main point, of the reading selection? Is there a sentence in the selection that encapsulates the thesis?
- What are his or her major points in support of that position?
- What objections can be raised to his or her argument?
- What are your personal responses to the author's position?
- What questions does the reading selection raise for you?

To assist your reading and studying, you are required to complete a separate reading response sheet for each separate assigned reading selection. The reading response sheets will assist you with reviewing the articles and identifying the authors' positions. A template in Microsoft Word can be found on Blackboard under "Course Documents" and a copy will be distributed in class. Complete the reading response sheets prior to coming to class, and bring them to class with you.

Reading response sheets will be collected randomly throughout the semester. Late response sheets will not be accepted. The purpose of the response sheets is to prompt you to identify and evaluate the authors' arguments in preparation for class discussions and exams.

For suggestions about reading texts in philosophy, I would like you to read the following website closely:

<http://www.cariboo.bc.ca/ae/php/phil/mclaughl/courses/howread.htm>  
("How to Read a Philosophy Paper" by Jeff McLaughlin).

## 3. Exams (2 exams each worth 20%)

Two exams will be given throughout the semester. During the regularly scheduled class period on **March 1<sup>st</sup>**, you will take the first exam, consisting of multiple choice, short answer, and/or essay questions that test your understanding of key ideas and concepts introduced in class and in the reading assignments. You will be asked specific questions about the main ideas of particular authors. You will also be asked to compare and to critically assess their ideas, while formulating your own position about moral issues.

On Thursday, April 28<sup>th</sup>, you will receive a take-home examination, consisting of essay questions that you will answer outside of class and turn in at 9:30 a.m. on Thursday, **May 5<sup>th</sup>**.

#### **4. Position Paper (20%)**

You are required to write an essay (5-7 typewritten pages) expressing your reasoned position on a contemporary moral issue discussed recently in the news. Your essay should coherently state your position on one controversial aspect of the topic and display evidence that you have read relevant materials in addition to those contained in the assigned textbook (at least 3-5 books or articles). Your essay also must explicitly consider feminist perspectives on your topic. Your essay will be evaluated according to its clarity of expression and insightful reflection. It should clearly state and support a thesis (your position on the topic). Grammar, spelling, and proper endnote/bibliographic references will also be taken into account. Please note the policy on plagiarism and academic honesty (found on Blackboard and distributed in class) and the additional information on plagiarism found in this syllabus.

Further guidelines about the essays will be passed out shortly. A brief statement of your position paper topic, including the moral question that it will examine and accompanied by a copy of a recent news article discussing the topic, will be due on Thursday, **February 17<sup>th</sup>**. On February 17<sup>th</sup>, you are also required to turn a signed copy of the statement on plagiarism and academic honesty. Choose a topic that interests and excites you. I would like to approve the topic that you select. A tentative outline, thesis statement, and annotated bibliography will be due on Thursday, **March 24<sup>th</sup>**. The final draft of your paper, accompanied by two rough drafts of your paper, will be due on Thursday, **April 19<sup>th</sup>**.

#### **5. Group Debate (10%)**

With other members of a group, each student will participate in a planned, classroom debate on an assigned controversial moral issue. (See the schedule of readings and assignments below for the topics and dates.) Students will be assigned to groups of two or three persons, and each group will be asked to defend a particular position on the moral issue. Each group should be prepared to make a statement of its position, defend its position against the objections of the other side, answer questions, and summarize its position in response. Attention should be given throughout the debate to issues of race, gender, and class, as appropriate to the topic. Each debate will last approximately 20 minutes. Additional instructions and guidelines will be distributed in class. Assignments to topics and groups also will be made shortly.

#### **6. Informal Writing Assignments and Brief Presentations (5%)**

Several short writing assignments and brief presentations will be required during the semester. These assignments will apply toward this portion of your grade. On Thursday, **March 10<sup>th</sup>** students will complete the "Images of Women in Popular Advertising" assignment, explained at the end of this syllabus. This assignment includes a brief class presentation. On Thursday, **May 12<sup>th</sup>** during the scheduled final exam time from **9:00 a.m. to 11:00 a.m.**, each student will present to the class brief information (3-4 minutes) about a political or activist

organization (local, national, or international) that addresses itself to at least one of the topics discussed in our course. More information about this assignment is found at the end of this syllabus.

### **Course grades**

Course grades will be determined as follows:

A, 90-100%; B, 80-89%; C 70-79%; D, 60-69%; F, below 60%

Your work and contributions to this course will not be judged according to your personal positions on moral issues. Rather, evaluations will be based on your knowledge of significant arguments and relevant information. Your work will also be evaluated according to your thoughtful reflection and the clarity of the arguments that you present.

### **Opportunities for Extra Credit**

If you wish, you may complete **one** of the following assignments for extra credit. Extra credit will only count toward your final grade in this course if you attend class regularly and complete all requirements of the course, including both exams and the panel discussion/research report. Successful and high quality completion of one of the extra credit opportunities may raise your final grade for the course by a maximum of one letter grade.

- **Participation in the PRAXIS Program.** You have the opportunity to earn extra credit by volunteering at a local community social service agency through the PRAXIS Program. The PRAXIS Program matches student volunteers with local community social service agencies. I would like to encourage you to seriously consider participating in PRAXIS, since it can provide you with valuable educational experiences outside the classroom. If you choose to participate in PRAXIS, you will be expected to fulfill all of the basic requirements of this program, which are outlined in the PRAXIS policies. Among other things, this program requires a minimum of sixteen hours of volunteer work (and sometimes more, depending on the local agency) at your placement. You will also be required to attend orientation sessions, participate in two reflection sessions (these sessions provide opportunities for discussing your service with other students), keep a log, and write a typewritten reflection paper that follows the guidelines. Your reflection paper should include at least one paragraph relating your volunteer experience to issues and ideas discussed in our course. You will follow the deadlines and instructions set by the PRAXIS coordinator, Ms. Erin Lansmon-Winter (Phone: 940-898-2059; Office: Old Main Building, Room 200E; Email: [elansmon@mail.twu.edu](mailto:elansmon@mail.twu.edu)).
- **Position Paper.** You may also earn extra credit by writing another position paper (approximately 8-10 typewritten pages) concerning a current ethical issue discussed in the news (within the past three months or during the present semester). The topic of your extra credit paper must

be different from the topic of your panel discussion/research report. In addition, you may not submit a paper that you already wrote for another class. Please note the policy on plagiarism and academic honesty (found on Blackboard and distributed in class) as well as the additional information on plagiarism found in this syllabus.

Your paper should coherently state your position on the current ethical issue and display evidence that you have read materials relevant to the topic in addition to those assigned to everyone in this course (at least 3-5 books and/or scholarly journal articles). Your essay will be evaluated according to its clarity of expression and insightful reflection. It should clearly state and support a thesis. Grammar, spelling, and proper endnote/bibliographic references will also be taken into account. In addition, you must attach to your paper a copy of a current newspaper article on your topic. Choose a topic that interests and excites you. I'd like to approve the topic that you select. Turn in a statement of your topic along with an annotated bibliography no later than Tuesday, **April 5<sup>th</sup>**. The paper, along with copies of two rough drafts that you wrote, will be due on Thursday, **May 12<sup>th</sup>**. I will be happy to meet with you to discuss your ideas for this paper.

### **Policy on Deadlines**

In the interest of fairness toward students who meet deadlines, announced dates for examinations and the submission of written assignments are firm and will not be extended unless an actual emergency prevents a student from conforming to them. Requirements of other courses and of one's employment, as well as other events that could have been foreseen, do not count as emergencies under this policy. Requests for extensions must be made before the announced dates unless it is actually impossible for the student to do so.

### **Academic Honesty**

You are expected to do your own work and ensure that you do not plagiarize. Since academic dishonesty is a serious offense, deliberate plagiarism will result in a failing grade on your writing assignment and may result in a failing grade for the course. If I determine that an instance of plagiarism is the result of carelessness or sloppiness rather than deliberate intent, a student may rewrite an assignment for a grade no higher than a "C." See the Policy on Plagiarism and Academic Honesty for definitions of plagiarism and tips on how to avoid it.

### **Disability Support Services**

Texas Woman's University seeks to provide appropriate academic adjustments for all individuals with disabilities. This University will comply with all applicable federal, state, and local laws, regulations, and guidelines, specifically Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), with respect to providing appropriate academic adjustments to afford equal educational opportunity. It is the responsibility of the student to register with and provide medical verification and academic schedules to Disability Support Services (DSS) at the beginning of each semester and no later than the second week of school unless otherwise determined by the coordinator. The student also must contact the faculty member in a timely manner to arrange for appropriate academic adjustments. For further information regarding Disability Support Services or to register for assistance, please contact the office at 898-3835 (voice), 898-3830 (TDD) or visit CFO 105.

### **Other University Services**

TWU provides the following services which may be beneficial to you:

- The **Write Site** provides free, individualized assistance with writing assignments. Visit the Write Site in CFO 131 or call 940/898-2341 to make an appointment. You can also send email to the **On-Line Writing Lab** to ask questions about your writing ([owl@twu.edu](mailto:owl@twu.edu)). For more information about these services, you may wish to take a look at <http://www.twu.edu/as/engspfl/writesitehome.htm>.
- TWU provides a wide range of free and confidential counseling services. If you are experiencing personal difficulties, do not let them prevent you from doing your best. Contact the **Counseling Center** in West Jones Hall at 940/898-3801. For further information, see <http://www.twu.edu/o-sl/counseling/>.

## **Schedule of Topics and Assignments**

Topics will usually be covered in the order given, but the schedule may change occasionally. If you are unable to attend a particular class period, it is your responsibility to find out what you missed. Please read and reflect on the assignments before coming to class. Always bring the textbook or other reading assignments to class with you.

### **I. Ethics and Feminism: An Introduction to Key Terms and Concepts**

#### **Tuesday, January 18 Introduction to Course and Class Participants**

Discussion of syllabus; introductions; handouts by Russell and Rich distributed.

#### **Thursday, January 20 What is Philosophy?**

- 1) Read and prepare handout (to be turned in) on excerpt from *The Problems of Philosophy* by Bertrand Russell, and
- 2) Read and prepare to discuss handout by Adrienne Rich, "Claiming an Education"; write and turn in one paragraph about the concrete things *you* might do to "claim" your education.

Ms. Erin Lansmon-Winter: Presentation on PRAXIS

#### **Tuesday, January 25 What is Women's Studies?**

Read: Course packet, pp. 1-28 ("What is Women's Studies?," "The Politics of Black Women's Studies," "Men and Women's Studies," "Have You Ever Heard of Asian-American Feminists?," "Voices of Women's Studies Students," and "The American University and Women's Studies").

#### **Thursday, January 27 What is Feminism?**

Read: Course packet, pp. 29-38 ("World Wide Status of Women," "Thank a Feminist," "Feminism," "Womanism," "U.S. Feminism Lite").

#### **Tuesday, February 1 Systems of Privilege and Domination**

Read: Course packet, pp. 39-53 ("Girl," "X: A Fabulous Child's Story," "The Social Construction of Gender," and "The Plurality of Gender-Based Realities"). In preparation for class discussion, reflect on the following questions: What messages did you receive about gender while growing up? How might your life be different if you were raised to be a woman (if you are a man) or a man (if you are a woman)?

#### **Thursday, February 3 Historical Contexts for Feminist Activism**

Read: Course packet, pp. 67-83 ("A Day Without Feminism" and "Dear Sisters").  
Video: "Step by Step: Building a Feminist Movement, 1941-1977"  
As you watch the video, reflect on the following questions: What new perspectives about feminism did you gain from the women's stories and activities? What personal responses do you have to the video? Write one full paragraph and turn it in on February 8<sup>th</sup>.

**Tuesday, February 8      Systems of Privilege and Domination**

Read: Course packet, pp. 54-66 (“Intersecting Axes of Privilege, Domination, and Oppression”; “Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection”; “White Privilege: Unpacking the Invisible Knapsack”).

Turn in paragraph responding to the video from February 3<sup>rd</sup>.

**Thursday, February 10    What is Ethics?**

Read: Course packet, pp. 84-96 (“The Nature of Morality”).

Assignment: Bring a current newspaper article related to a contemporary ethical issue with you to class. Also, in preparation for class discussion, reflection on the following questions: What ethical dilemma or moral problem have you recently faced? What moral problem(s) do you anticipate facing in your professional life? What are some of the most significant moral problems that you believe our society faces today?

**Tuesday, February 15    Normative Theories of Ethics**

Read: Course packet, pp. 96-120 (“Normative Theories of Ethics”).

In preparation for class discussion, be able to define the following: Consequentialism, nonconsequentialism, egoism, hedonism, utilitarianism, and Kant’s categorical imperative.

**Thursday, February 17    Introduction to Feminist Ethics**

Read: Course packet, pp. 121-3 (“On Feminist Ethics”).

State of your position paper topic due, along with newspaper article and signed policy on academic honesty and plagiarism.

**Tuesday, February 22    Introduction to Feminist Ethics**

Read: Course packet, pp. 124-51 (“Toward a Feminist Conception of Moral Reasoning” and “Have We Got a Theory for You!”).

**Thursday, February 24    Writing Workshop with Ms. Jennifer Brockman,  
TWU Department of English, Speech, and Foreign Languages**

**Tuesday, March 1            Exam #1**

**II. Feminist Perspectives on Contemporary Moral Issues**

**Thursday, March 3            Fashion and Beauty**

Read: *Living with Contradictions*, pp. 148-51, 199-31.

Film: “Killing Us Softly 3: Advertising’s Image of Women” by Jean Kilbourne (2000)

**Tuesday, March 8 Fashion and Beauty**

Read: *Living with Contradictions*, pp. 234-61.

**Group Debate: Should television stations broadcast the “Extreme Makeover” television series?**

**Thursday, March 10 Fashion and Beauty**

Women in advertising assignment. See instructions at the end of this syllabus.

**Tuesday, March 15 No Class! Spring Break**

**Thursday, March 17 No Class! Spring Break**

**Tuesday, March 22 Abortion**

Read: *Social Ethics*, pp. 1-44, 53-9.

**Thursday, March 24 Abortion**

Read: 1) *Social Ethics*, pp. 53-9; 2) *Living with Contradictions*, pp. 263-68, 314-22.

Film: “From Danger to Dignity: The Fight for Safe Abortion” by Dorothy Fadiman, Daniel Meyers and Beth Seltzer (1995)

Tentative thesis, outline, and annotated bibliography for position paper due.

**Tuesday, March 29 Abortion**

Read: *Living with Contradictions*, pp. 272-5, 281-7, 290-7.

**Thursday, March 31 Abortion**

Read: *Living with Contradictions*, pp. 298-313.

**Group Debate: Should the decision of Roe v. Wade be overturned?**

**Tuesday, April 5 Sexual Morality**

Read: *Social Ethics*, pp. 157-88

Statement of topic and annotated bibliography due for extra credit position paper.

**Thursday, April 7 Sex Work**

Read: *Living with Contradictions*, pp. 57-61, 102-20

**Tuesday, April 12 Sex Work**

Read: *Living with Contradictions*, pp. 120-42.

**Group Debate: Should cities adopt ordinances (such as Proposition Q, which was proposed in Berkeley, California, in 2004) supporting the decriminalization of prostitution?**

**Thursday, April 14 Same-Sex Marriage**

Read: *Social Ethics*, pp. 189-96

Film: “I Can’t Marry You” (2003) by Catherine Gray

**Tuesday, April 19**                    **Position Paper Due at 9:30 a.m.**  
Please come to class prepared to share your ideas from your position paper with other members of the class.

**Thursday, April 21**                **No Class! Honors Convocation**

**Tuesday, April 26**                **Same-Sex Marriage**  
Read: Articles in packet to be handed out (Suzanne Pharr, "Homophobia: A Weapon of Sexism" and excerpts from *Same-Sex Marriage: Pro and Con*, ed. Andrew Sullivan).

**Thursday, April 28**                **Same-Sex Marriage**  
Read: Articles in packet to be handed out (excerpts from *Same-Sex Marriage: Pro and Con*, ed. Andrew Sullivan).  
**Group Debate: Should the U.S. federal government legalize same-sex marriage?**

**Tuesday, May 3**                    **No class. Work on Take-Home Exam**

**Thursday, May 5**                    **Take-Home Exam Due at 9:30 a.m.**  
Turn in your exam at the beginning of class. Do not send it to me by email or bring it to my office. Penalties will be assessed for late exams.

**Thursday, May 12**                **(9:00-11:00 a.m. Please note the earlier time!)**  
Presentations on a Political or Activist Organization. See instructions at the end of this syllabus.  
Extra credit position paper due.

## Assignment for March 10th

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### Images of Women in Popular Advertising

Look through popular magazines (*Cosmopolitan, Mademoiselle, Elle, Marie Claire, RedBook, Jane, Seventeen, Shape, SELF, Vogue, Vanity Fair, Maxim, etc.*) and find positive and/or negative advertisements that employ images of women to sell a product. Bring two of these advertisements with you to class on Thursday, **March 10<sup>th</sup>**, and come prepared to show and discuss your ads with others in the class.

Do your advertisements

- objectify a woman (i.e. turn women's bodies into inanimate objects)?
- portray the woman as human beings with thoughts, opinions, and goals?
- dismember women's bodies?
- promote unhealthy attitudes toward food?
- present women as passive or vulnerable?
- trivialize women's power?
- sexualize young girls?
- present violence against women as attractive or erotic?

What are the ads saying or implying? What messages do they send?

Can you imagine a man being used in a similar way?

How do the advertisements make you feel?

Write 2-3 sentences for each ad, explaining why you feel the ads are positive and/or negative. You will be required to turn in a copy of each ad, along with your sentences.

***You are also encouraged, but are not required, to do the following activity if you wish.*** Choose an advertisement that you have a strong opinion about (either positive or negative), and write a well-written and thoughtful letter to the Marketing Director of the company or the Editor of the magazine in which it was published. Be sure to include what you notice about the ad, the messages that the ad is sending to its viewers, and the possible consequences of these messages in society. You are welcome to call a negative ad to the company's attention or to send a letter of praise for a positive ad.

For sample letters, see <http://www.about-face.org/yv/action/letters/index.shtml>

For a helpful list of company addresses, see <http://www.about-face.org/r/addresses/>

**Assignment for Thursday, May 12<sup>th</sup>, 9:00-11:00 a.m. (Note the early time!)**  
**Presentation on a political or activist organization**

As stated on the syllabus, each student will present to the class brief information (3-4 minutes) about a political or activist organization that addresses itself to at least one of the topics discussed in our course.

Select an organization that is meaningful to you personally. The organization may be a local, national, or international group that is attempting to create social and/or political change.\*

You may view this assignment as an opportunity to investigate ways to get involved personally with effecting social/political change about an issue that matters to you. You may also view this assignment as an opportunity to tell your class members about an issue that concerns you.

Your presentation should be brief—approximately 2-3 minutes in length. It should include the following information:

- the name of the organization
- contact information for the organization (the address of the organization and/or an email address or website)
- a description of the organization's mission or purpose
- a description of the organization's recent major activities
- if possible, information about when and by whom the organization was founded
- if possible, information about the present leadership of the organization
- information about what people can do to get involved with the organization
- a statement about why you consider this organization to be important

Please make a one-page handout that includes this information. Make a copy for each member of the class and distribute it to the class during your presentation.

\*Examples of organizations include the following:

Citizens for Healthy Growth, Denton, TX: <http://www.citizens4healthygrowth.org/>

Men Against Violence at UNT, <http://orgs.unt.edu/mav/main.html>

Amnesty International, <http://www.amnesty.org/>

Feminists for Animal Rights, <http://www.farinc.org/>