

**WMST 204.001 INTRODUCTION TO WOMEN'S STUDIES**

E.U.P., Spring 2015

MWF 11:00–11:50 a.m., Hendricks Hall 201

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Office Hours: MW 9:30-10:30 a.m. (main campus); TTh 10:00-11:00 a.m., 3:00-4:00 p.m.

(Porreco); and by appointment on either campus

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**COURSE DESCRIPTION:**

In this introductory course, we will focus on four main topics: the question “what is feminism?” (Unit I); the case for feminism (Unit II); the relationship between feminism and two other social-justice movements (Unit III); and some “trivial matters” concerning sexist language, dating etiquette, etc. (Unit IV). The only prerequisite for the course is a willingness to think hard about the content and reasonableness of your own views about feminism and gender issues and to take other views seriously. WMST 204 belongs to Category C5 (Cultural Diversity and Social Pluralism) in the General Education curriculum.

**COURSE OBJECTIVES:**

This Women’s Studies class is being taught by a professional philosopher, and so, like virtually all Philosophy courses, it is a critical-thinking course designed to promote both clear thinking and careful, thoughtful reasoning. In particular, in accordance with the informal “prerequisite”, the course is primarily intended to enhance your understanding of your own views about feminism and your ability to express them in informed, intelligent judgments. To this end the course is designed to acquaint you with (a) the nature of feminism; (b) the basic case for feminism in the concerning the treatment of women and girls in the United States; (c) the relevance of race and sexual orientation to feminism; and (d) some down-to-earth gender issues concerning sexist language, dating etiquette, etc. Your understanding of these issues will be evaluated primarily by means of the two tests and the essay exam. The exam will focus exclusively on issue (b), which is the heart of the course. The debate and reaction responses are designed to promote ongoing reflection and class discussion.

The course is in no way designed to convert students to my own views about feminism or about the various specific issues we discuss; and students’ grades do not at all depend on sharing those views, nor on being a feminist or accepting that label. I will generally remain neutral on the issues we explore, but I will feel free on occasion to express my own opinions. For once, I will at least sometimes answer rather than evade students who ask “Well, what do *you* think?” even before the last day of class! But if you ever think I’m being unfair to some point of view, you should tell me so, inside or outside of class.

**REQUIRED (AND SOME OPTIONAL) READINGS:**

All readings given in syllabus are required unless noted to be optional. *There is no text; the readings are found in electronic reserves for the course.* To access them, (a) go to the EUP

website at [www.edinboro.edu](http://www.edinboro.edu), click on or do a search for Baron Forness Library; (b) click on Additional Library Resources near the bottom of the page; (c) click on e-reserves in the right column under Quick Links; (d) find the course via the instructor's name and click on it; (e) plug in the *password (ssullivan)* and click on the course when it pops up; (f) click on the relevant e-folder and then on the relevant article or handout. The e-folders correspond to the topics in the course outline below: What is Feminism?; Killing Us Softly 4; Sexual Violence; Partner Violence and Stalking; Sex Discrimination; Sexual, Street, and Online Harassment; Gender-Role Socialization; Domestic Division of Labor; Economic Vulnerability; Feminism and Abortion; Feminism and Religion; Difference Feminism; Gender Privilege; Feminism and Race; Feminism and Sexual Orientation; Feminism and Pornography; "Trivial Matters"; Additional Articles (Abramowitz, Christina, Eakin, Hopkins, Jeffries, Maio, Nilsen, Ruether, Whisnant)

### **REQUIRED WORK:**

Debate, worth 10% (signup begins the first week; topics include feminism and abortion, feminism and homemaking, affirmative-consent laws concerning campus rape, God and gender, gender privilege, and feminism and pornography--see p. 7 for details)

Reaction responses, worth 20% overall (see list on pp. 7-8 below)

Two short-answer tests, 20% each, on F 3/6 and F 5/1

Final essay-exam, worth 30%, on W 5/6 10:15 a.m.-12:15 p.m. (see question on p. 8)

On attendance, extra credit, late penalties, etc. see Grading Policies (pp. 6-7); note that class participation may affect borderline final grades

### **TENTATIVE COURSE OUTLINE:**

#### **Unit I: What is Feminism?**

Week 1: W 1/21 – F 1/23

W: Introduction to the course; debate sign-up begins; **opening response assigned**

F: What is feminism?; **OPENING RESPONSE DUE**

Rdgs.: ".Diane Radcliffe Richards on the Definition of Feminism", "Who is a Feminist Now?" handouts (optional are "Understanding Guyland", "What Should a Feminist Man Look Like?", "Feminism and Romance Go Hand in Hand", "More Thoughts on the Definition of Feminism")

Week 2: M 1/26 – F 1/30

M: Conservative/liberal/radical feminism and the waves of the feminist movement; **abortion response assigned**

Rdgs.: "Women's Rights Are Human Rights", "Is Sarah Palin Really a Feminist?", "Palin vs. Hillary Clinton...", "History of American Feminism" handouts (optional are "Right to be Feminist", "Women Identify as Feminists and Conservatives")

handouts)

W: Feminism and abortion: introduction

Rdgs.: “The Morality of Abortion”, “The Legal Status of Abortion”, “The Abortion Stereotype” handouts (optional are “Human Fetal Development” and “Abortion, the Bible, and the Will of God”)

F: More on feminism and abortion

Rdgs.: “Feminism and Abortion”, “Ginsburg’s Dissent...”, “Feminists for (Fetal) Life” handouts

## Unit II: The Case for Feminism in the U.S.

Week 3: M 2/2 – F 2/6

M: FEMINISM AND ABORTION DEBATE

W: “Killing Us Softly 4” DVD; **Kilbourne response assigned**

Rdg.: “Killing Us Softly 4” handout

F: DVD discussion; **KILBOURNE RESPONSE DUE**

Rdgs.: “Doctors: Photo Retouching Is Dangerous”, “Fat-Stigma Study...”, “When is Thin Too Thin?” handouts (optional are “Girls Say Fashion Industry Pushes Them...”, “Calamity on the Catwalk”, “Disordered Eating is Widespread”, “Sexy Clothes—Too Much, Too Young”, “Are American Women Encouraged to Act Like Children?”, “People See Sexy Pictures of Women as Objects...” handouts)

Week 4: M 2/9 – F 2/13

M: Gender-role socialization and societal double-standards

Rdgs.: “Feminism and Gender-Role Socialization”, “We’re Bossy—And Proud of It”, “Stereotypes About Leadership...”, “Shared Custody is Becoming the Norm...” handouts (optional are Abramowitz and Maio articles, “Where Have All the Strong Women Gone?”, “Our Inner Ape”, “As Barriers Disappear, Some Gender Gaps Widen”, “Sex Differences in the Brain Are Overblown...”, “Birds Do It, Bees Do It...”, “Gender-Role Reversal in the Kanjar Culture” handouts)

W: Domestic division of labor

Rdgs.: “How Much Are Mom’s Worth in 2014?”, “...Some Feminists Hate the Word ‘Choice’”, “Modern Parenthood”, “Cleaning: The Final Feminist Frontier”, “Baptists Take Pro-Family Stand” handouts (optional are “The End of the Chore Wars?”, “Men Who Do More Housework Are More Likely to Get the Girl”, “Working Moms Feel Better...” handouts)

F: Economic vulnerability and gendered pricing

Rdgs.: “Poverty Among Women & Families...”, “Women Often Lose Health Insurance When Divorced”, “Custodial Mothers and Fathers and Their Child Support...”, “The Woman Tax” handouts (optional is “Women’s Credit Profiling Called Costly...”, “Women Ripped Off” handouts)

Week 5: M 2/16 – F 2/13

M: DEBATE ON FEMINISM AND HOMEMAKING

W: Sex discrimination and the wage gap

Rdgs.: “Speaking While Female”, “The Gender Wage Gap: 2013”, “Five Myths About the Gender Pay Gap” handouts (optional are “Why the Gender Gap Won’t Go Away”, “She Gets No Respect”, “Verizon Bias Suit Deal Sets Record”, “Citigroup Confirms \$33 Million Gender Bias Settlement”, “The Feminine Critique”, “Study Ties Wage Disparities to Outlook on Gender Roles”, “Explaining the Wage Gap” handouts)

F: Sexual harassment; **reaction response assigned for next class on street harassment**

Rdgs.: “Sexual Harassment in the Workplace”, “Sexual Harassment”, “Sexual Harassment Pervades College Campuses” handouts (optional are “Military Women Report Harassment”, “Sexual Harassment Common in [Grade] Schools”, “Smut’s Insidious Threat”)

Week 6: M 2/23 – F 2/27

M: Street and online harassment; **STREET-HARASSMENT REACTION RESPONSE DUE**

Rdgs.: “Unsafe and Harassed in Public Spaces” and “Online Harassment” handouts (optional are “The War on Women” “Feminist Critics of Video Games Facing Threats...” handouts)

W: Partner violence and stalking

Rdgs.: “Sexual Violence, Stalking, and Intimate Partner Violence”, “One in Three American Youths...”, “One in Four Children...” handouts (optional are “Flowers and Fists”, “Domestic Violence: Abuse Also Plagues Gay Couples...”, “Rhode Island Schools...”, “Ray Rice and His Rage” handouts)

F: Sexual violence in America

Rdgs.: “Sexual Violence: Facts at a Glance” and “Unexamined Costs of Rape Revealed” handouts (optional are “Nearly One in Five Women...”, “We’ve Been Measuring Rape All Wrong” and “Science’s Sexual Assault Problem” handouts)

Week 7: M 3/2 – F 3/6

M: Campus rape and sexual assault; test review

Rdgs.: “Behind the Statistics on Campus Rape”, “Critics, Advocates Doubt Oft-Cited Campus Assault Statistic”, “College Women: Stop Getting Drunk” handouts (optional are “Privilege, Among Rape Victims”, “One in Five Women in College...”, “Correlates of Rape While Intoxicated...”, “Coerced Sex Not Uncommon for Young Men...” handouts)

W: **SECOND TEST**

F: California’s “affirmative consent” law regarding campus rape

Rdgs.: “California Law on Sexual Consent...”, “California Liberals Go Too Far With Anti-Rape Law”, “‘Yes’ is Better Than ‘No’” handouts (optional is “When Does Unwanted Sex Become Rape?” handout)

SPRING BREAK!

Week 8: M 3/16 – F 3/20

M: Military rape and sexual assault

Rdgs.: “The Invisible War of Military Women”, “...1 in 5 Air Force Women Victim[s]

of Sexual Assault” handouts (optional is “Harassing the Military” handout)

W: AFFIRMATIVE-CONSENT DEBATE

F: Feminism and pornography; **gender-tax response assigned for Monday**

Rdgs.: “MacKinnon’s Radical Feminism”, “The Shipwreck of American Feminism”, “Pornography and Sexual Violence” handouts (optional are Whisnant and Jeffries articles, “Pornography Reinforces Sexist Attitudes Among a Subgroup...” handout)

Week 9: M 3/23 – F 3/27

M: The “gender tax” and violence against women; **GENDER-TAX RESPONSE DUE**

Rdgs.: “What is the Real Cost of the Gender Tax”, “Feminists Wonder If It Was Progress to Become ‘Victims’?” handouts (optional are “School Shooters Target Girls...”, “Why Aren’t We Shocked?”, “Sexual Objectification Increases Women’s Fear of Crime” handouts)

W: PORNOGRAPHY DEBATE

F: Feminism and religion

Rdgs.: “Feminist Theology”, “Male Supremacist Passages in the New Testament?” handouts (optional are “Morning Blessings”, “Our Father Figure Who Art in Heaven” handouts)

Week 10: M 3/30 – F 4/3

M: More on feminism and religion; **gender-differences response assigned for Friday**

Rdgs.: “Feminism and Religion: Discussion Questions” (optional is Ruether article)

W: Difference feminism on gender bias in ethics; **COSTUME AND BAD-TIE CONTESTS?**

Rdgs.: “Carol Gilligan: Psychologist” and “Difference Feminism Regarding Ethics” handouts (optional are Eakin article, “Gender Gap in Voting” handout)

F: More on difference feminism; **GENDER-DIFFERENCES RESPONSE DUE**

Rdgs.: “Hear Women Roar...”, “Mean Girls and Queen Bees” handouts (optional are “Women Are Best at Being Buddies”, “Designing Woman” handouts)

Week 11: M 4/6 – F 4/10

M: DEBATE ON GOD AND GENDER

W: Introduction to gender privilege: male privilege

Rdgs.: “The Male Privilege Checklist”, “Why Men Are Just Happier People” handouts (optional is “Male Privilege”, “Muzzle the B Word”, “An Unspoken Threat” handouts )

F: Female privilege

Rdgs.: “Suggestions for Female Privileges...”, “No More Dumb Old Dad”, “Female Privilege” handouts (optional are Christina article, “The Argument Against Ladies Nights”, and “18 Reasons...”, “...Men Are Idiots”, “Gynecology’s Gender Question” handouts)

Week 12: M 4/13 – F 4/17

M: DEBATE ON GENDER PRIVILEGE

**Unit III: Feminism and Other Social-Justice Movements**

W: Feminism and race

Rdgs.: “Black Feminism”, “White Privilege”, “A New Color”, “Beyonce is Doing it Her Way” handouts (optional are “Report: Minority Women Face Challenges”, “Learning to Dress ‘Professionally’...”, “What Michelle Means to Us”, “Black.Female. Accomplished.Attacked”, “We’re Not Gonna Take It” handouts)

F: GUEST SPEAKER(S); **reaction response assigned for next class**

Week 13: M 4/20 – F 4/24

M: Feminism and sexual orientation; “In and Out” video excerpt if time permit; **SECOND GUEST-SPEAKER REACTION RESPONSE DUE**

Rdgs.: “Feminism and Sexual Orientation”, “Dude, You’re a Fag”, “Wimps, Wussies and W.” handouts (optional are “Schwarzenegger’s ‘Girlie Man’ Insult...”, “Boston Sportswriter ...Decries Homophobia in Sports”, “Sizing Up the Female Athlete”)

W: Guest speaker(s); **reaction response assigned for next class**

#### **Unit IV: “Trivial Matters”**

F: Sexist language, married names, girl vs. woman, etc.; **SECOND GUEST-SPEAKER REACTION RESPONSE DUE**

Rdgs.: Nilsen article, “More Brides Take Husbands’ Last Names” handout (optional are “Women Take Offense to ‘Guy’ Label”, “Guidelines for Non-Sexist Use of Language”, “Writing in a Diverse Society” handouts)

Week 14: M 4/27 – F 5/1

M: Dating etiquette, etc.

Rdgs.: “Who Pays for Dates?”, “Is Traditional Etiquette Sexist?”, “Playing Hard to Get”

W: Test review, loose ends; **ALL EXTRA-CREDIT WRITING DUE**

F: **SECOND TEST**

Week 15: M 5/4

M: Exam review, questions for instructor, etc.

**FINAL EXAM:** W 5/6 10:15 a.m. – 12:15 p.m.

#### **GRADING POLICIES:**

Daily attendance will be taken; you must be present for at least thirty out of fifty to count as present. If you miss six three classes (two full weeks) without a legitimate excuse, your overall course grade will be lowered a full letter grade. After that, every three classes will be penalized a full letter grade.

An absence is excused only if it is a documentable case of personal illness, family emergency, unavoidable court appearance, etc. (note that ‘etc.’ does not cover work commitments, vacations, or weddings/ honeymoons other than your own!). But everyone gets one free “flat tire” excuse. And see me if any special difficulties arise concerning attendance.

You must take the final exam to pass the course. All written work done outside of class should be typed and double-spaced, and use twelve-point font; no handwritten work will be accepted. *Extra credit* may be earned in the following ways (once per way):

- (a) If you attend a public event (movie, play, lecture, discussion, debate, sermon, protest, etc.) that is relevant to the course, and summarize and evaluate it in two pages, then you will earn five extra-credit points—more for excellent papers, less for weak ones. Check with me if you're unsure whether an event is sufficiently relevant. Here are some relevant movies (the starred ones are available from your instructor or can be borrowed from Centennial 323): “The Girl With the Dragon Tattoo”,\* “Thelma and Louise”,\* “The Devil Wears Prada”, “America the Beautiful”, “Disfigured”, “Shallow Hal”, “The Magdalene Sisters”,\* “Erin Brockovich”,\* “Kramer vs. Kramer”, “Gracie”, “Bend It Like Beckham”,\* “The Accused”, “The Invisible War”,\* Dreamworlds: Desire/ Sex/Power in Rock Video”,\* “Good Hair”, “Terms of Endearment”, “Fried Green Tomatoes”,\* “Out of Africa”,\* “Courage Under Fire”, “G.I. Jane”, “The Iron Lady”, “First Wives”, “Nine to Five”,\* “North Country”, “Disclosure”, “Mrs. Doubtfire”, “Up in the Air”,\* The Social Network”, “Hip Hop: Beyond Beats and Rhymes”, “Junior”, “Fight Club”, and “If These Walls Could Talk.”\* (More suggestions welcome!)
- (b) If you take part in a second debate, then you will be given four extra-credit points.
- (c) If your side in your original debate wins, as judged by the audience, then you will be given four extra-credit points (three if the result is a tie). If you do a second debate and your side wins, then you will be given two more extra-credit points (one if it's a tie).
- (d) If you write a letter to the editor of a magazine or news-paper, such as the E.U.P. *Spectator* (edinboro.spectator@gmail.com) or the Erie *Times-News* (letters@timesnews.com), in which you express your opinion in two or more paragraphs on any topic relevant to the course, then you will be given four extra-credit points (more for an excellent effort, less for a weak one). The letter should be sent by email (with a cc—preferably a blind one—to ssullivan@edinboro.edu), and should include your full name, city of residence, and phone number so that its authenticity can be verified by the editor. But it need not be published—something beyond your control—in order to count for extra credit.
- (e) Likewise if you write such a letter to a public figure, then you will be given the same credit. The email address of the President, for example, is comments@whitehouse.gov .
- (f) In most of my classes, students have the option of taking part in a Halloween or April Fool's Day contest for extra credit (more credit for prizewinners, as judged by the student audience). If there's interest we can do this on W 4/1. Usually we have a bad-tie contest as well for the costume-wary.

All extra-credit writing must be submitted by **W 4/29**, though it can of course be turned in earlier. If sent by email attachment it should be a Microsoft Word file (.doc) or Text file (.txt). **Extra-credit points will be added to the lower of your two test grades; no spillover of extra-credit points from one test to another is possible.**

## DEBATE TOPICS:

- (1) Can a feminist be both pro-life and anti-choice on abortion?
- (2) Are there any good feminist reasons for disapproving of full-time homemaking as a choice for women to make, or for regarding it as less than ideal?
- (3) Is California's new "affirmative consent" law concerning campus rape a good idea?
- (4) Are Catharine MacKinnon (and other radical feminists such as Andrea Dworkin and Rebecca Whisnant) right that opposition to pornography should be central to the feminist movement because porn so deeply and harmfully influences male and even female sexual attitudes and behavior?
- (5) Which of the following views of religion makes the most sense from the standpoint of commitment to sexual equality? (a) God is male. (b) God is female. (c) God is gender-transcendent, that is, neither male nor female. (d) God is androgynous, that is, both male and female. (e) There are two (or more) Gods, and at least one is female. (f) There is no God. (g) It doesn't matter which view is correct.
- (6) Which of the following positions on gender privilege in the U.S. makes the most sense to you? (a) Men are more privileged by our society than women. (b) Women are more privileged by our society. (c) Neither sex is more privileged.

## REACTION RESPONSES:

Each response should be about one page long, and should follow the relevant instructions below; it can be turned in during the class it is due or sent via email attachment by classtime. You will not be given a letter grade, but instead one of three possible evaluations: Full Credit, Half Credit, and No Credit. *No extensions will be granted; a late response will receive half credit at most, whether turned in one day late or by W 4/29 (at the latest).*

The overall grading scheme for the responses is as follows. The top five of the seven responses will count; that means that even if you miss two of them or get only half credit, you can still get an A for this part of the course. Five full-credit responses: A (6: A+/A, 7: A+). Four full-credit responses: B. Three responses: C. Two: D. One or less: F. Note that two half-credits equal a full credit.

Here are the response assignments (one page each):

- (1) Opening response (due F 1/23): Answer the following questions : (a) Do you believe that women and girls in at least some parts of the world face unfairly unequal treatment—and not just in isolated cases--because of their gender? If so, give an example. If not, why not? (b) Do you consider yourself to be a feminist? Why or why not? (c) Given your own understanding of what feminism is, can someone be a feminist if they are male? against

abortion rights? a homemaker? Christian? heterosexual? fond of pornography?

- (2) Kilbourne response (due F 2/6): What are the most important points that Jean Kilbourne makes in the “Killing Us Softly 4” DVD we viewed in class on W 2/4 (or that you viewed on YouTube!?). Does she defend those points persuasively? Why or why not?
- (3) Street-harassment response (due W 2/25): Do you think there is anything morally objectionable about the practice of catcalling or wolfwhistling a stranger on the street? Why or why not? Be sure to indicate whether you would be offended if a stranger of the opposite sex did this to you, and also whether a stranger of the same sex did so.
- (4) Gender-tax response (due M 3/23): Identify the thesis or main point of Ellen Goodman’s short essay “What is the Real Cost of the Gender Tax?” (Be sure to make clear what she means by ‘gender tax’.) Do you think she defends her point persuasively? Why or why not?
- (5) Gender-differences response (due F 4/3): Do you agree with the difference-feminist claim that women and men differ significantly in psychological ways, that is, in how they think and feel? Why or why not? Give at least two examples to illustrate your position, and be sure to indicate whether you think women and men differ in how they think and feel about *morality*.
- (6) First guest-speaker response (due M 4/20): What are the most important points made by our guest speaker on Feminism and Race in class on F 4/17? Did she make them effectively? Why or why not? (If our speaker can’t make it, an alternative assignment will be given.)
- (7) Second guest-speaker response (due M 4/27): What are the most important points made by our guest speaker on Feminism and Sexual Orientation in class on F 4/27? Did she make them effectively? Why or why not? (If our speaker can’t make it, an alternative assignment will be given.)

### **FINAL-EXAM ESSAY QUESTION:**

According to the working definition of ‘feminist’ with which we began the course in Unit I, feminists claim that women and girls are systematically treated unequally in unfair ways. Using at least **five** issues from Unit II, **evaluate this claim** in connection with American society. That is, using these issues, answer the following two questions: (a) Is the claim that American women and girls face such treatment correct and reasonable? (b) Why or why not?. (There will be a separate sheet giving a list of the issues we examined, broadly described and with additional instructions.) You may be permitted to bring in one (double-sided?) page of notes to the exam.

### **NOTE TO DISABLED STUDENTS:**

If any students feel that they have a disability that requires special accommodations, please let me know by the end of the first week of class or as soon as written documentation becomes available. I will work with you and the Disability Support Services staff to provide reasonable accommodations and ensure that you have a fair opportunity to perform in class.

**WMST 204 DEBATE SIGN-UP SHEET**

**In the following pages, sign up for three debates (ranking them in order of importance to you). You will be assigned to one of these debates.**

**VOLUNTEERS FOR EXTRA-CREDIT MODERATING OF A DEBATE**

## **ABORTION DEBATE**

**Can a feminist be both pro-life and anti-choice on abortion (where 'anti-choice' means 'opposed to women having the legal right to abortion).**

**YES:**

**NO:**

## **HOMEMAKING DEBATE**

**Are there good feminist or sexual-equality reasons for believing that full-time homemaking is not a good choice for women to make, or for regarding it as less than ideal?**

**YES:**

**NO:**

## DEBATE ON AFFIRMATIVE SEXUAL CONSENT

**“Under the [2014] California law [on sexual consent], college must require ‘affirmative, conscious and voluntary agreement to engage in sexual activity’, which can be verbal or communicated through actions. Consent to one kind of contact cannot be taken to mean consent to another. So an encounter that progresses from kissing to intercourse would require not one go-ahead but several.” (“California Law on Sexual Consent...” handout/New York Times 29 September 2014) Is this law a good idea?**

**YES:**

**NO:**

## **PORNOGRAPHY DEBATE**

**Are Catharine MacKinnon (and other feminists such as Andrea Dworkin and Rebecca Whisnant) correct that opposition to pornography should be central to the feminist movement and/or support for sexual equality because porn so deeply and harmfully influences male and even female sexual attitudes and behavior?**

**YES**

**NO:**

## **GOD AND GENDER DEBATE**

**Which of the following views about God makes the most sense from the standpoint of commitment to feminism and/or sexual equality?**

**(a) God is male**

**(b) God is female**

**(c) God is both male and female**

**(d) God is neither male nor female**

**(e) There are two or more gods, and at least one of them is female**

**(f) There is no god.**

**(g) It doesn't matter which view is correct.**

## **GENDER PRIVILEGE DEBATE**

**The claim that male privilege exists is that society gives men and boys unearned social advantages, with corresponding undeserved social disadvantages for women and girls. The claim that female privilege exists is of course the opposite claim. Which of the following positions on gender privilege IN THE UNITED STATES makes the most sense?**

**(a) Men and boys are more privileged by our society than women and girls are.**

**(b) Women and girls are more privileged by our society than men and boys are.**

**(c) Neither gender is more privileged by our society.**

## **TOPICS FOR FIRST WMST 204 TEST**

**Note: you will only need to answer six or seven of these ten questions**

- (1)(a) What is the definition of a feminist that was suggested in class very early in the course?  
(b) What is the distinction given in class between conservative, liberal, and radical feminism?  
EXTRA CREDIT: what is the distinction given in class between equality feminism and difference feminism?
- (2)(a) Give two reasons why Jean Kilbourne is concerned about the depiction of women and girls in advertising.  
(b) Do you agree with her? Why or why not?
- (3)(a) Give one possible reason for thinking that a feminist must be pro-choice about abortion.  
(b) Give one possible reason for thinking that a feminist can be against abortion rights.  
NOTE: you needn't agree with a reason you give.
- (4)(a) Give two concerns that feminists have often raised about the effects of traditional gender roles on women and girls.  
(b) Give one concern that feminists have raised about the effects of traditional gender roles on men and boys.
- (5)(a) Give two reasons (one economic, one not) that some feminists have given for questioning the wisdom of women being full-time homemakers.  
(b) What is the meaning of the term "chore wars" in connection with the domestic division of labor?
- (6)(a) What is gendered pricing? Give two examples.  
(b) Is it fair? Why or why not?  
NOTE: we did not cover this topic in class.
- (7)(a) What is the current gender gap in annual wages, according to the Bureau of Labor Statistics we discussed? Does it cover both full-time and part-time workers, or just full-time?  
(b) What does your instructor say this gap shows about sex discrimination in the workplace? Be sure to give at least two other factors thought to help explain the wage gap.
- (8)(a) What is the distinction between quid pro quo and hostile-environment sexual harassment? Give an example of each.  
(b) According to an ABC News/Washington Post survey in 2011, what percentage or proportion of American women say they have been sexually harassed in the workplace? What percentage or proportion of men? EXTRA CREDIT: According to "Unsafe and Harassed in Public Spaces: A National Street Harassment Report", what percentage of women "reported experiencing street harassment in their lifetimes", and what percentage of men? NOTE: close approximations are acceptable!
- (9)(a) According to the CDC's 2010 National Intimate Partner and Sexual Violence Survey, what proportion or percentage of American women is "a victim of severe physical violence by an intimate partner in her lifetime"? What proportion or percentage of men?  
(b) According to the same survey, what proportion or percentage of American women is the

victim of fearful stalking in her lifetime, and what percentage of men?

NOTE: regarding percentages, close approximations are acceptable.

- (10)(a) According to the NIPSVSS survey, what proportion or percentage of American women have been victims of rape or attempted rape in their lifetime? What proportion or percentage of men? NOTE: regarding percentages, close approximations are acceptable.
- (b) What is the rape-culture thesis? (“The U.S. has a rape culture” is not an informative answer!)