

## ***SESSION 9: Women's Studies***

### Readings to complete before class:

- (1) "Men in Women's Studies Classes II." E-mail archive of WMST-L list (February 1999).  
<http://research.umbc.edu/~korenman/wmst/Men1.html>
- (2) Agozino, Biko. "What Women's Studies Offer Men." *West Africa Review* 2, no. 1 (August 2002). ISSN: 1525-4488. <http://www.westafricareview.com/vol2.1/agozino.html>

### Discussion notes:

#### **Starting Class Activity**

(Idea from Sadker, Myra and David Sadker. "Hidden Lessons." Chapter 1 in *Failing at Fairness*. New York, NY: Scribner, 1995. ISBN: 068480073X.)

- Take 3 minutes to write down as many famous men from American history as you can, trying for at least twenty. No sports stars or entertainers, please.
- Now take 3 minutes to write down as many famous women from American history as you can, trying for at least twenty. Again, no sports stars or entertainers.
- Is there a difference in the length of your two lists? In how hard it was to come up with names? Did you manage to get more than twenty on either list? What does that tell you?

#### **(1) "Men in Women's Studies Classes" E-mails**

- Marc Sacks:
  - "Women's studies isn't really an academic discipline so much as an advocate for women's issues and a feminist perspective."
- Irene Goldman-Price:
  - Used to 1-3 boys in a class of 20-25.
  - Now at school that gives diversity credit and now ratio is 16/40.
  - "The girls just haven't opened up the way they usually do."
- Daphne Patai:
  - "Confusion between intellectual inquiry and proselytizing, the endorsement of behavior that would never be tolerated in reverse, as if tit for tat were what feminism is all about..."
- Corey Hale:

- As a Gender Studies major, I’ve never failed to feel offended at the extra attention a lone male gets... I don’t want my theories to be given credibility by the presence of a man within my discipline.”

**(2) Agozino: “What Women’s Studies Offer Men”**

- “By asking what women’s studies offer men, we imagine that women’s studies are now championed by knights in shining armor who are out to save the apparently lost men from the web of their dominant hysterical gender ideology. The question is not what women’s studies can learn from men but what lessons men can learn by humbling themselves to listen to women’s perspectives.”
- Do men experience the same feelings of being “left out” or being the “odd one out” as women do in general classes that are male-dominated?
- How is women’s studies similar and different to African-American studies, Chinese studies, economic/social class studies...?

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ES.242 Gender Issues in Academics and Academia  
Spring 2004

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