

WST 101, SECTION 3  
GENDER AND POWER: INTRO TO WOMEN'S STUDIES  
Spring 2014, T/Th 2:50 – 4:05pm, College Hall Room 220

Professor: Dr. Jenifer Barclay  
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Office Hours: T/Th 1:30-2:30pm or by appointment  
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Women's and Gender Studies (WGS) is a vibrant academic field that spans across disciplines in the humanities and social, physical and natural sciences. By placing gender at the center of inquiry, WGS challenges and adds new layers and dimensions to academic and cultural understandings of a range of issues. Ideas about gender and gendered systems of power are deeply embedded in society, politics, economics, culture, and history in the United States and around the world. These ideas are not – and never have been – stable and fixed, though they are all too often categorized as “natural” and just “the way things are.” This course sets out to shatter this illusion and demonstrate, through the lens of interdisciplinary women's/gender history and investigations of contemporary social justice issues, the various ways in which gendered structures of power have been produced, naturalized, and perpetuated to maintain specific power dynamics and hierarchies in the modern world. This approach also reveals the ways in which gender ideologies intersect with other socially- and culturally-constructed categories of identity such as race, class, sexuality, and disability in powerful ways. By exploring this complex historical landscape, contemporary events and issues such as second- and third-wave feminism, sexuality and marriage equality, gender disparities in employment, reproductive rights, as well as other social justice issues involving the politics of gender emerge in a clearer light. This approach also reveals the ways in which systems of gender have oppressed individuals but simultaneously galvanized and propelled them into action. Over the course of the semester, we will engage primary sources, scholarship, documentaries, and literature to explore past and present understandings of gender and contemplate how these ideas and practices impact all of our lives.

**COURSE OBJECTIVES:**

This course will: (1.) Introduce students to some of the key concepts, theories, and methods that inform the interdisciplinary field of women's/gender studies. (2.) Challenge students to recognize and articulate their understanding of the socially-constructed and always-changing nature of gender ideologies in the United States and globally. (3.) Encourage students to critically analyze the relationship between gender and contemporary social justice issues. (4.) Train students to recognize various forms of overt and covert gender discrimination, bias, and oppression at both the structural and individual level. (5.) Provide students with the opportunity to grapple with their own positionality in the gendered terrain of the modern world and consider the ways in which a greater awareness of gendered structures of power has the potential to transform, in positive ways, their own lives.

*NOTE: This syllabus and the course schedule below are subject to change based on necessary adjustments made by the professor; your continued enrollment in the course signifies your acceptance of the terms of the syllabus.*

## COURSE POLICIES

Attendance/Participation: In order to succeed in this class students must be present and prepared (all assigned readings completed as specified on the course schedule). Students can miss TWO classes without penalty (it is NOT necessary to contact your professor about these first three absences if you cannot come). Each absence beyond the two allowances will result in an approximately 4% deduction from your attendance score.

STUDENTS ARE RESPONSIBLE FOR ENSURING THAT THEY LEGIBLY WRITE THEIR OWN NAME ON THE SIGN-IN SHEET EACH CLASS PERIOD. NO ONE WILL BE “ADDED” TO THE SIGN-IN SHEET AFTER THE CLASS PERIOD IS OVER. IF STUDENTS ARE DISCOVERED ADDING FRIEND(S)’ NAMES TO THE LIST THEY AND THEIR FRIEND(S) WILL RECEIVE A ZERO ATTENDANCE SCORE FOR THE COURSE.

Tardiness: Please ensure that you are on time to class. If you cannot avoid being late, please enter the room quietly and avoid distracting classmates or interrupting lecture to the best of your ability. Habitual tardiness will be penalized.

Cellphones, Laptops, and other Electronic Devices: Please ensure that cellphones are turned off or silenced before the start of class. Students do not have permission to use their phones, computers or other devices to surf the internet, check Facebook or other forms of social media, etc. during class time. Laptops may be used IF students are typing notes. If students are discovered using their laptops for other purposes, the professor reserves the right to ask them to no longer use them in class.

\*\*ALSO PLEASE NOTE: No student, under any circumstances, can videotape or otherwise record Dr. Barclay or her lectures and any other class content without her express written permission.

Late work: Written work and other assignments (with the exception of the final paper) may be turned in for up to two weeks after the due date with the following stipulations: if it is submitted in the first week after the due date it will be docked 25%; if submitted during the second week after the due date, it will be docked 50%.

Submitting assignments via email: Emailed work will ONLY be accepted in extreme cases and if the student secures permission from the professor in advance. It is the student’s responsibility to turn in a hard copy of their work when it is due.

\*\*\*Students should retain all written work that the professor grades and returns to them in the event that their final grade for the course is contested in any way.

Mid-term Exam Make Up: The professor will make reasonable accommodations for students to make up the mid-term exam ONLY if they are forced to miss it because of significant reasons (ie., an illness that required a visit to the doctor/hospital, a significant family emergency, military service, etc.) The exam make-up MUST take place within one week of the date that it was originally administered and it is the *student’s* responsibility to coordinate this re-scheduling with the professor.

Plagiarism: According to WSU’s Student Standards of Conduct, plagiarism is defined as “Presenting the information, ideas, or phrasing of another person as the student’s own work without proper acknowledgment of the source. This includes submitting a commercially prepared paper or research project or submitting for academic credit any work done by someone else. The term ‘plagiarism’

includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or academic materials” (<http://conduct.wsu.edu/policies/standards-of-conduct/>)

PLAGIARISM WILL NOT BE TOLERATED AND IMMEDIATE ACTION WILL BE TAKEN AGAINST STUDENTS WHO CHOSE TO PLAGIARIZE. THIS CAN RESULT IN FAILURE OF THE ASSIGNMENT OR, IF THE PROBLEM PERSISTS, FAILURE OF THE ENTIRE COURSE. DO YOUR OWN WORK!

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

ASSIGNMENTS AND EVALUATION:

ATTENDANCE/PARTICIPATION	15%
QUIZZES (4)	20%
MID-TERM EXAM	25%
CRITICAL RESPONSE PAPER 1 (MARGARET ATWOOD – APRIL 8)	20%
CRITICAL RESPONSE PAPER 2 (BELL HOOKS – MAY 8)	20%
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	100%

Grading Scale:

93-100 A	83-85 B	73-75 C	60-65 D
90-92 A-	80-82 B-	70-72 C-	0-59 F
86-89 B+	76-79 C+	66-69 D+	

COURSE TEXTS:

Required:

bell hooks, *Feminism is for Everybody* (2000)

Margaret Atwood, *A Handmaid’s Tale* (rpt. 1998)

Recommended:

Susan Shaw and Janet Lee. *Women’s Voices, Feminist Visions: Classic and Contemporary Readings*, 5<sup>th</sup> Ed.

SCHEDULE

WEEK ONE – INTRODUCTION

T JAN 14: Review syllabus; intro to the course

Th JAN 16: Defining Women’s Studies – history of the field, key concepts

WEEK TWO – FOUNDATIONS

T JAN 21: In-class viewing – *The Codes of Gender* (2009)

**\*\*Recommended Event: Wednesday, January 22, 7pm – CUB Senior Ball Room  
Diane Nash, “From Jail in Jackson to the Distinguished American Award:  
My Life as an Activist” \*\***

Th JAN 23: Gender Roles in the Colonial Year and Early Republic  
Reading: Linda Kerber, “Republican Motherhood”

WEEK THREE – 19<sup>th</sup> CENTURY GENDER IDEOLOGIES

T JAN 28 White womanhood and separate spheres  
Reading: Barbara Welter, “The Cult of True Womanhood”

**\*\*Recommended Event: Wednesday, January 29, 7pm – CUB Senior Ball Room  
Michael Eric Dyson, “Dr. King for the 21<sup>st</sup> Century” \*\***

Th JAN 30 Enslaved women  
Reading: Adrienne Davis, “‘Don’t Let No Body Bother Yo’ Principle: The Sexual Economy of American Slavery”

WEEK FOUR - THE ROOTS OF MODERN GENDER DEBATES, I

T FEB 4 Women and Abolition  
Reading: Angelina Grimke “Human Rights Not Founded on Sex”  
(<http://www.stolaf.edu/people/fitz/COURSES/Grimke3.htm>)  
Angela Davis, “The Anti-Slavery Movement and the Birth of Women's Rights” in *Women, Race and Class* (1983), pp. 30-45.

Th FEB 6 Women’s Rights – The First Wave  
Reading: “Declaration of Sentiments”  
Lucy Stone and Henry Blackwell Marriage Agreement

WEEK FIVE – THE ROOTS OF MODERN GENDER DEBATES, II

T FEB 11 Emancipation and Suffrage  
Reading: Mamie Locke, “From Three Fifths to Zero”

Th FEB 13 Radical Suffrage  
Reading: TBA  
Recommended: Iron Jawed Angels (2004)

WEEK SIX – WOMEN’S PROGRESSIVISM

T FEB 18 Women and Social Work – The Clubwomen’s Movement  
Reading: Linda Gordon, “Black and White Visions of Welfare: Women’s Welfare Activism, 1890-1945”

Th FEB 20 In-class viewing – “Ida B. Wells: A Passion for Justice”

WEEK SEVEN – MID-TERM

T FEB 25 Mid-term review

Th FEB 27 Mid-term exam

WEEK EIGHT – WOMEN, DOMESTICITY AND THE STATE

T MAR 4 World War II and Patriotic Work  
Reading: Maureen Honey, “The Working Class Woman and Recruitment Propaganda during World War II: Class Differences in the Portrayal of War Work,” *Signs*, Vol. 8, No. 4 (Summer, 1983): 672-687.

Recommended: Connie Field, “The Life and Times of Rosie the Riveter” (1981)

Th MAR 6 “Returning” to the Home – the Decade of Conformity

WEEK NINE – A MOVEMENT OF MOVEMENTS

T MAR 11 Women in the Civil Rights Movement

Th MAR 13 The Second Wave  
Reading: “She’s Leaving Home?: The Women’s Liberation Movement,” 392-463 and “Gay Liberation,” 490-504 in *Takin’ it to the Streets: A Sixties Reader*

**\*\*SPRING BREAK! MARCH 17 – 21\*\***

**Note that we will be discussing Margaret Atwood’s *A Handmaid’s Tale* in two weeks**

WEEK TEN – BLACK/THIRD WORLD FEMINISM AND INTERSECTIONALITY

T MAR 25  
Reading: The Combahee River Collective Statement (1977)

Th MAR 27  
Reading: Kimberle Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color” (1993)  
Begin Atwood, *A Handmaid’s Tale*

WEEK ELEVEN – BACKLASH

T APR 1  
Reading: Selections from Susan Faludi, *Backlash* and Sutton, *Jerry Falwell and the Rise of the Religious Right*  
Continue reading Atwood, *A Handmaid’s Tale*

Th APR 3 Discussion of Atwood, *A Handmaid’s Tale*

WEEK TWELVE – REPRODUCTIVE RIGHTS

T APR 8           \*\*CRITICAL RESPONSE TO A HANDMAID’S TALE DUE IN CLASS\*\*  
Reading:        Selections from Sutton, *Jerry Falwell and the Rise of the Religious Right*

Th APR 10  
Reading:        Diane di Mauro and Carole Joffe, “The Religious Right and the Re-Shaping of Sexual Policy” in Gilbert Herdt, ed., *Moral Panics, Sex Panics: Fear and the Fight over Sexual Rights*

WEEK THIRTEEN – CONTEMPORARY REPRESENTATIONS

T APR 15        In-class viewing “Miss Representation” (2011)

Th APR 17       In-class viewing and discussion “Miss Representation” (2011)

WEEK FOURTEEN – BODY POLITICS

T APR 22        Gender, beauty and disability  
Reading:        Susan Bordo, “Hunger as Ideology”  
                  M. Bell, “Re/Forming the anorexic ‘prisoner’: Inpatient medical treatment as the return to panoptic femininity” (2006) *Cultural Studies <=> Critical Methodologies*, 6(2), 282-307.

Th APR 24       In-class viewing and discussion “Body Typed: 34x25x36”  
Reading:        Begin hooks, *Feminism is for Everybody*

WEEK FIFTEEN – GLOBAL FEMINISM

T APR 29  
Reading:        bell hooks, *Feminism is for Everybody*

Th MAY 1        Discussion of bell hooks *Feminism is for Everybody*

**\*\*FINAL PAPER DUE IN CLASS THURSDAY MAY 8, 2014 10:10AM\*\***