Course Description: This course introduces students to Women’s studies in order to provide a foundational set of skills in relation to the core concepts of the field. In particular, this course will focus on the following threshold concepts of intersectionality, the social construction of gender, and privilege and oppression. We will draw on these threshold concepts as lenses to examine the connections that gender has with media, work, consumption, and violence. During the course we will explore each of these concepts thresholds in-depth through assigned readings, class discussions and activities, and writing.

Learning Outcomes:
• Students will develop an understanding for threshold concepts in Women’s Studies such as intersectionality, the social construction of gender, and privilege and oppression.
• Students will become familiar with feminism as a relevant political project, and as a vital lens with which to approach and understand the everyday.
• Students will become familiar with basic vocabularies of Women’s Studies that relate to gender, sexuality, femininity, and sexism.
• Students will develop skills for critically analyzing media as text, systems of power, and social institutions through readings, class discussions, and writing assignments.

Required Texts:
• Threshold Concepts in Women’s and Gender Studies: Ways of Seeing, Thinking, and Knowing by Christie Launius and Holly Hassel available on Amazon or other online retailers
• Course Reader (CR) available at Cougar Copies
• Documentary Made in LA available on Amazon
• Documentary Miss Representation available on YouTube and Netflix

Class Policies
1. Academic Integrity Policy: Plagiarism or cheating of any kind on any assignment will not be tolerated and will result in a failing grade for the assignment as well as the entire course and a report to Student Affairs. See the WSU handbook on academic dishonesty (WAS 504-25-025) for further details and if you are at any time unclear about what constitutes plagiarism, or cheating, please see me. For specifics regarding academic dishonesty and student conduct in general, please see -- http://conduct.wsu.edu/default.asp?PageID=338

2. Disability Accommodations: Reasonable accommodations are available for students who have documented disability. Please notify me during the first week of class if any accommodations are needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through the Disability Resource Center (DRG) in Administration Annex 205, 335-1566.

4. Technology: Students must turn off cellular phones and laptops. If a student's cellular phone rings during class hours, she/he will be penalized with an absence.
   * Please do not use laptops during class hours. If you wish to use your laptop to take notes, you must take special permission from me and always sit in the front row.

5. A note on creating a Classroom Community: Learning is an active process that involves attending class, reading the assigned essays, and equally important, dialoguing with each other. To ensure that we create a comfortable academic environment and to respect different views, please read the following rules:
   - Hate speech will not be tolerated. If you have something to say, provide constructive critiques and comments. Racist, sexist, classist, and homophobic language or behavior will not be tolerated. This course is an academic safe space designed for everyone to explore sensitive issues.
   - Do not read newspapers or outside class materials when class is in session. If I see that you are working on outside materials you will automatically receive a zero for the day’s participation grade.
   - Lastly, be willing to learn and challenge yourself to new ideas, perspectives, opinions, and views.

Course Requirements and Grading:
*NO LATE WORK ACCEPTED*

1. Daily Journal Entry (50 points total)—**Students will receive attendance and participation points based on submitting a daily journal entry in class.** This means that students must be present in class to receive credit for the day. I will keep attendance, and your success in this course will depend largely on your participation and everyday discussion of the readings in class. You are allowed two absences, emergency or otherwise, but if you miss three classes your overall grade is dropped one letter, and two if four classes are missed. If you make a habit of coming to class late, it will be counted as an absence. If you miss more than four classes (i.e. five or greater), you will get an F for the course. A daily journal entry will consist of one quote from the reading and a paragraph with a minimum of six sentences explaining the significance of the quote. This daily journal entry is not meant for you to write about how you don’t like the readings, it is meant for you to critically think about the readings. Students should be prepared to share their journal to help class discussion. Daily Journal Entry must be double-spaced with 1-inch margins, Times New Roman, 12 pt font.

2. “Doing Gender” paper (30 points)—This assignment will be due on the second week of class on Friday, May 22nd by 5 pm via email. By the time we get to this paper you will have the tools of knowledge to understand what “doing gender” and I will provide more information in class. As Judith Lorber writes, “everyone ‘does gender’ without thinking about it.” A central task of women’s/gender studies has been to think critically about what it means to “do gender”—how we do it, why we do it, and ultimately what the effect of our
“doing gender” is on the continuation of women’s subordinate status in the world. The paper will be a three page analysis of how you, personally, “do gender.” It should be double-spaced with 1-inch margins, in Times New Roman and 12 pt font. Using the analytical frameworks discussed in class through the readings up until this point in the course, critically examine your own history of “doing gender” and how you would assess your relationship to both femininity and masculinity. In addition, include your observations on the way gender operates in interactions around you, for example, the interactions of a group of women and men in a social setting, noticing any gender specific trends or patterns in the way the group uses both verbal and body language with each other. The “Doing Gender” paper will be graded on the following scale: outstanding (30 points), good (20), unsatisfactory (15 and below).

3. Documentary Reflection paper (20 points)—There will be two reflection papers due. One will be due on May 29th, and the second on June 5th. Each reflection paper will be based on the documentary assigned for that day. We will not meet for class on May 29th and June 5th. Instead of meeting for class, you will watch the documentary and submit your paper by 5pm via email on those days. The reflection papers are about your critical responses to the documentaries and not your personal opinion about whether you liked the documentary or not. Students are encouraged to draw on the readings and discussions of that week to formulate their reflection. The paper will be 1-2 pages in length, double-spaced with 1-inch margins, Times New Roman, 12 pt font. I will hand out a writing prompt for you to have when you watch each of the documentaries to help formulate your reflection.

4. Final paper (100 points)—I will hand out the prompt for the final paper during the third week of class. The final paper will be graded on the following scale: outstanding (100 points), good (90), satisfactory (80), fair (70), unsatisfactory (60), failing (50 and below).

Your final grade will be determined by totaling your points on the assignments listed below. The grading scale will be as follows, based on a possible total of 200 points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Journal Entry (class participation &amp; attendance)</td>
<td>50</td>
</tr>
<tr>
<td>Doing Gender paper</td>
<td>30</td>
</tr>
<tr>
<td>Documentary Reflection paper (2 @ 10 points)</td>
<td>20</td>
</tr>
<tr>
<td>Final paper</td>
<td>100</td>
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</tbody>
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Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>164-158</td>
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<tr>
<td>A</td>
<td>157-151</td>
</tr>
<tr>
<td>A-</td>
<td>150-144</td>
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<tr>
<td>B+</td>
<td>143-137</td>
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<tr>
<td>B</td>
<td>136-130</td>
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<tr>
<td>B-</td>
<td>129-123</td>
</tr>
<tr>
<td>C+</td>
<td>122-0</td>
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</tbody>
</table>

Your grade will be determined by totaling your points on the assignments listed below. The grading scale will be as follows, based on a possible total of 200 points:
Office Hours
I strongly encourage you to ask a lot of questions during the semester and to see me in my office any time you wish, whether you have questions, need help with your writing or the reading, or want to discuss something with me. If the office hours available are not convenient for you, I will do my best to meet with you at other times by appointment.

TENTATIVE SCHEDULE
(Note: You are expected to have read the essays by the date indicated on the schedule. Come to class prepared with commentary and notes for the day’s reading. I reserve the right to make changes in the schedule, which I will announce in advance.)

Week 1
Introduction: Feminism & Intersectionality
Monday: Introductions, What is feminism? What is Women’s Studies?
Tuesday: “Feminism: A Movement to End Sexist Oppression”, bell hooks, p.18-33 (CR) and “Introduction: Come Closer to Feminism”, by bell hooks, p. vii-x (CR)
Wednesday: “Feminist Politics: Where We Stand”, by bell hooks, p. 1-6 (CR) and “Consciousness-Raising: A Constant Change of Heart”, bell hooks, p. 7-12 (CR)
Thursday: “Intersectionality”, from Threshold Concepts, p. 112-122
Friday: “Intersectionality”, from Threshold Concepts, p. 122-138

Week 2
The Social Construction of Gender
Tuesday: “The social construction of gender” from Threshold Concepts, p. 31-40
Wednesday: “The social construction of gender” from Threshold Concepts, p. 40-48
Thursday: “The social construction of gender” from Threshold Concepts, p. 49-58
Friday: Writing day—“Doing Gender” paper due today by 5 pm via email

Week 3
Gender & Media
Wednesday: “The social construction of gender” from Threshold Concepts, p. 58-62
Thursday: “Buying Celebrity”, Sean Redmond (CR)
Friday: Film: Watch Miss Representation and write “Reflection” paper due by 5 pm via email

Week 4
Women & Work
Tuesday: “Rethinking the Nature of Work”, by bell hooks, p. 96-108 (CR) and “Highlights of women’s earnings in 2013” from The U.S. Bureau of Labor Statistics,p. 1-6 (CR)
Women & Consumption
Wednesday: “Fashion and beauty practices”, by Joanne Hallows (CR)
Thursday: “American Sweatshops 1980s Style Chinese Women Garment Workers”, Peter Kwong p. 84-94 (CR) and “The slave labor behind your favorite clothing brands: Gap, H&M and more exposed” from Salon
Friday: Film: Watch Made in LA and write “Reflection” paper due by 5 pm via email

Week 5
Privilege & Oppression
Tuesday: “Privilege and Oppression”, Threshold Concepts, p.78-86 and “Oppression”, Marilyn Frye (CR)
Wednesday: “Privilege and Oppression”, Threshold Concepts, p.87-95
Thursday: “Privilege and Oppression”, Threshold Concepts, p.95-106 and “Towards a Definition of Patriarchy”, Heidi Hartmann, p. 143-148
Friday: Writing day—work on “Final” paper

Week 6
Women & Violence
Monday: “Sexual politics in intimate relationships: sexual coercion and harassment”, by Lisa Waldner, p. 49-57 (CR) and “Sex and Power” by Kristen Barber, p.64-69 (CR)
Friday: Writing day— “Final” paper due by 5 pm via email