

Spring 2017
WST 101 Section 04: Gender & Power: Introduction to Women's Studies
Tuesdays & Thursdays
2:50 p.m. – 4:05 p.m.
CUE 419

Instructor: Dr. Rebecca Fowler

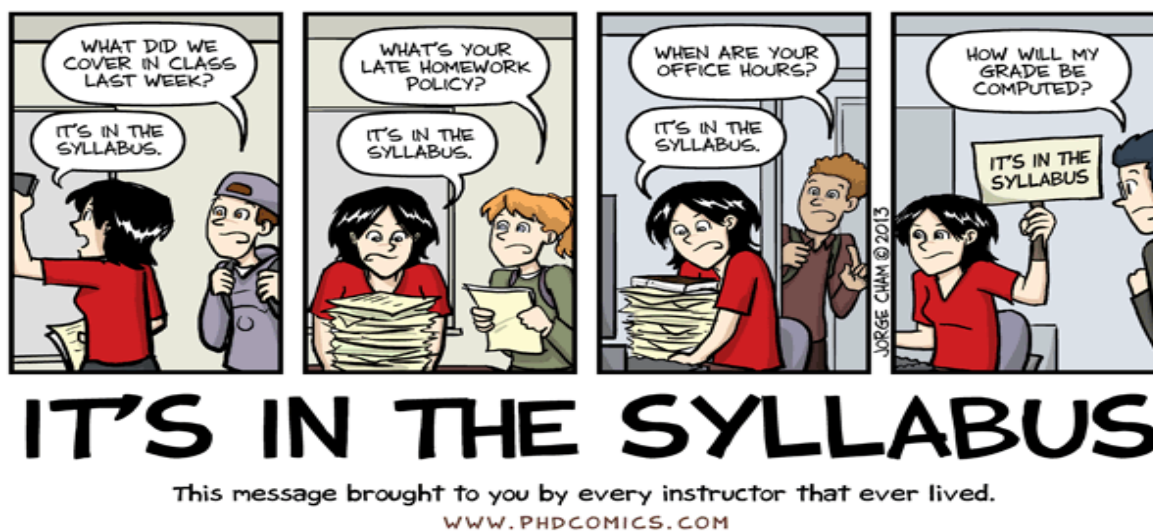
Office: Wilson-Short 107A

Office Hours: Tuesday 1:30 p.m. to 2:30 p.m. and by appointment

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NOTE: When you email me and you want a guaranteed response, write the course name & no. in the subject line (WST 101).



COURSE DESCRIPTION AND OBJECTIVES:

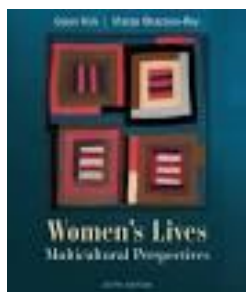
This course serves as an introduction to women's studies and will enable students to better understand how the construction of gender impacts our everyday lives, serving to shape both how we perceive and *experience* our place within different institutional frameworks that include the family, the society, gendered relationships of sex and sexuality, and the nation. We will draw from a range of interdisciplinary feminist scholarship grounded in historical, ethnographical, and cross-cultural perspectives to develop a lens for the study of women and gender. Students will also explore how the construction of gender forms part of the foundation of interlocking systems of oppression, intersecting with other socially constructed categories and identities in connection with class, race, sexuality, and citizenship. The course will reveal how the social construction of gender differences structures power relations around these various categories so that students can acquire the ability to examine, critique, and deconstruct cultural representations and claims of women and gender identities. Finally, we are invited to examine, critique, and deconstruct the socially constructed "truths" that we ourselves may have internalized in the creation or acquisition of our own identities.

LEARNING OUTCOMES:

By semester's end, students will:

1. Have developed a fundamental understanding of the social construction of gender and sexuality and how social, cultural, and biological categories serve to shape our experience of the world;
2. Have attained a requisite knowledge of the diversity of gendered experiences.
3. Have acquired analytical tools and methods for analyzing representations of sex, gender, and sexuality as reflected by our culture.
4. Have honed skills for articulating acquired knowledge through speaking, writing, and critical analysis.

REQUIRED TEXTS: Available both at the Bookie & Crimson & Gray.



Women's Lives: Multicultural Perspectives, edited by Kirk, Gwyn and Margo Okazawa-Rey, 6th ed. New York: McGraw-Hill, 2013. ISBN:978-0-07-351234-1.

Warning: The subject material of this class is sensitive and controversial. As explained in the introduction, I expect for you to strive for an open mind and to aim for empathetic understanding. Please be vigilant in maintaining a respectful, tolerant attitude towards others. I will condone absolutely NO racist, homophobic, or sexist language or behavior.

A NOTE ON YOUR EMAIL ACCOUNTS:

At different times during the semester, it may be necessary to email the class to notify you about extra credit events, a cancelled class, or to supply other important information related to class. In these events, I send out a mass communication using email addresses that are on file with the university and which have been provided to me—usually a “juan.smith@wsu.edu” address. If you do not check your wsu.edu email or the address that you have on file with the account, you can expect to miss important information.

ABSENCE AND LATE POLICIES:

1. Absence Policy: You are permitted 3 absences without penalty. **Thereafter, each absence will result in a deduction of 15 points.** It is your responsibility to keep track of your own absences. Do not schedule job interviews or other appointments during class time, or if you do, be prepared to accept the consequences.

2. Tardy Policy: The instructor finds it preferable that, rather than be tardy, you would excuse yourself from class for the day. Students who walk in late in the middle of discussions disrupt the flow of dynamic conversation and impede the transmission of important information and ideas. You are permitted ONE tardy without penalty. **Thereafter, each tardy counts as an absence.**

CLASSROOM POLICIES:

1. No student may, under any circumstances, record or videotape me and my class lectures without my written consent.
2. Your enrollment in this class is contingent on your completion of a mandatory syllabus quiz. If you should email me during the semester with a question whose answer is already in the syllabus, I will send you a one-worded reply: "Syllabus."
3. NO Electronic Devices. No laptops for taking notes: you can do it the old-fashioned way. No Kindle Books.
4. All electronic devices will be put away during class time. (cell phones, beepers, pagers, watch alarms, etc.) are to be turned off, not set to vibrate, during class. NO ELECTRONIC DEVICES SHOULD BE VISIBLE DURING CLASS. The minute *before* class is scheduled to start all devices will be stowed away. If I catch you texting or with some other electronic device, I may or may not ask you to put it away but will deduct 25 participation points from your participation score without notifying you.
5. No side discussions with other students.
6. Do not fall asleep during lectures or films. Falling asleep counts as an absence.
7. Always, but always, print out the articles that are posted on BB and bring them with you and have them on your desk in front of you to reference during class discussion.
8. Do not schedule doctors' appointments, job interviews, or other engagements during class time.
9. Reading newspapers, doodling, sketching, studying for other classes and/or any blatant display of distraction will not be tolerated and will result in a deduction of participation points without notification.
10. Stay engaged for the full period: NO rustling of papers or putting away texts in readying for departure before the instructor has dismissed class.
11. Don't make a habit of getting up and leaving class with the pretext of "going to the bathroom" but in reality checking your phone. It is understandable that one may need to leave the class once or twice a semester for a bathroom emergency. But anything past that will be interpreted as an unwillingness to focus, learn, and benefit from what the course has to teach you. Repeated occurrences will hurt your participation score.

12. If you are absent, it is your responsibility to find out what you missed in class on any given day. For example, should I have to make an emergency syllabus modification, I will give notice in class, but if you are absent, I will not email you.
13. If you have a question about your grades, then make an appointment to meet with me in class. I will not discuss a student's grade in a public forum.

And most importantly:

14. We will engage in a critical analysis of the different texts, always striving to keep foremost in mind the author's/authors' argument or primary message. Having said, note that I will not entertain discussions that are not solidly grounded in textual evidence but are solely based on your personal "opinions" or preferences.

DISABILITY ACCOMODATION:

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.

CAMPUS SAFETY PLAN/EMERGENCY INFORMATION:

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the "*Alert, Assess, Act*" protocol for all types of emergencies and the "*Run, Hide, Fight*" response for an active shooter incident. Remain *ALERT* (through direct observation or emergency notification), *ASSESS* your specific situation, and *ACT* in the most appropriate way to assure your own safety (and the safety of others if you are able).

Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI's *Run, Hide, Fight* video and visit the WSU safety portal.

PLAGIARISM AND ACADEMIC DISHONESTY:

Plagiarism of papers (taking and passing off as one's own the writings or ideas of another) will get you an **F** grade on the assignment or for the semester. See the accompanying policy on plagiarism. Washington State University's Student Handbook on Academic Dishonesty provides specific definitions (WAC 504-26-010) of "dishonesty" "cheating," and "plagiarism" at www.conduct.wsu.edu. Plagiarism translates as "presenting the information, ideas, or phrasing of another person as the student's own work without proper acknowledgement of the source." The term 'plagiarism' therefore 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

acknowledgment. This includes submitting writing responses, research projects, or any work at all done by someone else. As a condition of enrollment in this class it is assumed that you understand and agree to refrain from academic dishonesty.

COURSE REQUIREMENTS

I. Attendance and Participation (2 x 100 = 200 points)

Class will involve weekly lectures, so in order to do well on the midterm and to prepare for your group presentation and final paper, it is essential that you take notes on lectures, films, and PowerPoint presentations. Class discussion and interaction are important to me, and most days you are encouraged to contribute to class by sharing the impressions written in your journal, raising a question, or offering an insight. Willingness to engage in discussion results in participation points. You will want to carefully prepare for class by completing the readings and posting journal entries before you come to class, having taken time to reflect on key points and taking care to note connections across different readings. Note that participation points are awarded not so much on the quantity of your responses, but on the quality and/or relevance of your rhetorical contributions.

Participation Grade Award Dates

Participation I: Thursday, February 23

Participation II: Tuesday, April 6

II. Reading Analysis Journal (40 journal entries @ 5 points each) = 200 pts.

On *BlackBoard* you will keep a semester-long journal, in total, worth up to 200 points depending on the quality of your entries. Readings and Journal Entries are due before every class period by 2:50 p.m. **on the day the reading appears on the syllabus.**

Journal Writing Instructions

Your primary objective is to pick out the major implications of the author's argument in ONE or more articles. You must evidence more than just a superficial reading of the chapter. The length you will aim for is a good-sized paragraph of no less than 10 sentences per entry.

Prompts you may consider include the following:

1. Shine a light on two or more **Course Themes**:
 - a. **Power Inheres in the Ability to Name** (define, categorize, and/or legislate as "right" or "wrong", "normal" or "abnormal", "superior," or "inferior", "lawful" and "unlawful", "legal" or "illegal", etc. Again, what gets constructed as norm and anomaly, as "natural" or "unnatural," as "inherent" and "biological," as "perverted" and "pathological"? Who gets to decide? Who benefits from the "validity" of these social constructions?

- b. Dehumanization: How are different oppressed groups rendered “other” than (Again, what or who gets constructed as anomaly, abnormal, dangerous, pathological, criminal, etc.) in juxtaposition to the privileged white norm in U.S. first-world society?
 - c. Victim Blaming: Relatedly, where are victims blamed for their own oppression?
 - d. Who or what gets rendered invisible? Who or what knowledge systems get erased or invalidated?
 - e. **Room for Agency/Resistance/Struggle/Transformation** Where is there room for change in the promotion of a more democratic, egalitarian society?
2. What are the different intersecting aspects of identity relating to race, gender, sexuality, class, religion, and/or citizenship?
 3. What political institutions are being challenged and why? (the family, government, education, economy, religion, etc.)
 4. What connections can you draw between other readings, films, and/or videos we have discussed this semester?
 5. Why is the article important?

NOTE:

- ❖ SERIOUSLY: Avoid uncritical language such as “I liked/didn’t like”, “I was bored”, “I found it interesting” or “I did not understand.”

BLACKBOARD Journal Entry Posting Instructions

1. Log onto Blackboard.
2. On the Drop-Down Menu on the left side, find and click on “Journals.”
3. Click on a Journal.
4. Click on the Gray Box (Top Left) that says “Create Journal Entry”
5. Under *Title, provide the date, Author Name, and Title. You must provide these three pieces of guiding information or risk point deductions.
6. Journal entries must be typed and posted directly into the space provided by Blackboard.
7. JOURNAL ENTRY WORD ATTACHMENTS WILL NOT BE GRADED AND WILL RECEIVE A GRADE OF ZERO.

Journal Grading Information

You are responsible for turning in journal entries on a daily basis. When I grade, I check the date and time to make sure that you turned in the entries on time. ***Late entries will not be graded and will receive a grade of zero.*** I will, however, allow for six late entries throughout the course of the semester.

Entries reflecting a superficial reading of a chapter are not awarded the same points as entries that evidence an engaged reading. Posting an entry doesn’t mean you’re automatically entitled to the full 5 points.

Journal Grading Rubric

A – A-

Suggests that the quality of the student's work is outstanding to excellent. The student's writing demonstrates an engaged analytic comprehension with and thoughtful insight into the content. Further, the answers demonstrates a degree of critical thinking on the part of the student. Writing is well considered and free of grammatical and spelling errors.

B+ - B-

Suggests that a student's writing is very good to good; the student's work reflects a very strong, engaged, and solid understanding of course material but doesn't go the extra step in critical analysis. However, the writing is mostly well considered and well-written.

C+ - C-

Suggests that the quality of the answers are adequate and reflects a fair, but essentially disengaged, grasp of the material and doesn't go very far in comprehension. The work ultimately reflects a lack of understanding of the issues represented in the material. Student's essay is underconsidered and unclearly written.

D+ - F

Suggests that a student's answers shows some, but very little effort; the student's written answers does not reflect any comprehension with course material, is disengaged, or reveals a lack of reading or attention.

III. Exams (2 x 200 = 400 pts.)

On **Thursday, February 16th**, you will be given Exam One, and on **Thursday, April 9th**, you will be given Exam Two. Each exam is worth up to 200 points. Exam One will cover lectures, readings, films, and Power Points from the first half of the semester, and Exam Two will cover those materials we looked at during the second half of the semester. The exams will consist of multiple choice, matching, and/or true and false questions. Your journal should also serve as a valuable study guide, and you should hang on to all handouts that I provide you to reference information that you may need for exams.

Final Group Presentation (200 points)

During the last two weeks of class, different groups will present a topic related to the material we have discussed in class during the semester or on a related topic that was not covered in class but that is still relevant to Women's and Gender Studies. Coming back from Midterm Exams, I will provide a list of possible topics from which to choose. If you choose a topic discussed in class, you must more fully develop and expand upon the topic. If another group has already taken the topic, you must choose something else. Presentations will take no less than 20 and no more than 22 minutes, and to make sure that it goes off without a hitch, your group should rehearse. Each group will include *an interactive component* in that you will formulate questions to ask your audience, at different points throughout your presentation, or at the culmination of a presentation.

Three questions are sufficient. Note that you and members of your group will not just simply ask the questions, but you will expect and await answers from your peers in the class audience, and then you will respond to the answers.

I will post Group Presentation Instructions on Blackboard and pass out handouts in class on Tuesday, February 28, 2016.

Group Presentation Point Distribution

- (1) Attendance to group conference with instructor on **Tuesday, April 11** (25 points).
- (2) Instructor's evaluation of your research and contribution to the topic (150 points).
(However, please note: On the day of your group presentation, you will have an opportunity to evaluate the quality of your group members' contributions. If two or more members of your group negatively evaluate your contribution in terms of the energy you failed to put into the group effort, you can expect that to negatively impact my overall evaluation of your score.
- (3) **Attendance to all four days of presentations** (25 points). Should you miss one day of the presentations, **you will forfeit all 50 attendance points**. A tardy on the day of a group presentation translates as a forfeiture of 25 attendance points.

Group Presentation substitutes for final exam.

FINAL GRADING SCALE

A	94% and above	C+	(77-79%)
A-	(90-93%)	C	(74-76%)
B+	(87-89%)	C-	(70-73%)
B	(84-86%)	D+	(67-69%)
B-	(80-83%)	D	(60-63%)

Course Schedule

Week 1

TUE	JAN 10:	Introduction to the course and syllabus review.
THU	JAN 12:	Documentary: <i>Dear Lisa: A Letter to My Sister</i>

Week 2 Introduction to Feminism

TUE	JAN 17	Kirk and Okazawa-Rey, "The Focus and Challenge of Women's Studies" & "Men Doing Feminism" Declaration of Sentiments and Resolutions, Seneca Falls
THU	JAN 19	Combahee River Collective, "A Black Feminist Statement," Becky Thompson, "Multiracial Feminism: Recasting the Chronology of Second Wave Feminism"

Week 3 Gender Construction/ Diverse Feminisms/ Constructing Feminism

TUE	JAN 24	Judith Lorber, "The Social Construction of Gender," Frederica Y. Daly, "Perspectives of Native American Women on Race and Gender," Leslie Feinberg, "We Are All Works in Progress"
THU	JAN 26	Patricia Hill Collins, "Black Feminist Thought," and Chandra Talpade Mohanty, "Genealogies of Community, Home, and Nation"

Week 4 Constructing Femininity & Masculinity

TUE	JAN 31	Handout: Susan Bordo, "The Body and the Reproduction of Femininity," and Wendy Somerson, "On the Complications of Negotiating Dyke Femininity"
THU	FEB 02	Handouts: Kevill Powell, "Confessions of a Recovering Misogynist" Michael S. Kimmel, "Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity"

Week 5 Violence Against Women

TUE	FEB 07	Kirk and Okazawa-Rey, "Violence Against Women" Handout: A. Ayres Boswell and Joan Z. Spade, "Fraternities and Collegiate Rape Culture: Why Are Some Fraternities More Dangerous Places for Women?"
THU	FEB 09	Andy Smith, "Sexual Violence and American Indian Genocide" Jonathan Grove, "Engaging Men Against Violence," and Rita

Laura Segato, "Territory, Sovereignty, and Crimes of the Second State"

Week 6		Midterm Week
TUE	FEB 14	Review for exam.
WED	FEB 16	Exam One.
Week 7		Women's Bodies, Women's Health
TUE	FEB 21	Kirk and Ozakawa-Rey, "Women's Bodies Women's Health" and Sirena J. Riley, "The Black Beauty Myth," p. 227-231. Excerpt: <i>Killing Us Softly</i>
THU	FEB 23	Joy Harjo, "Three Generations of Native American Women's Birth Experience," "Reproductive Justice: Vision, Analysis, and Action for a Stronger Movement: Asian Communities for Reproductive Justice," bell hooks, "Living to Love"
Week 8		Women's Sexuality
TUE	FEB 27	Kirk and Okazawa-Rey, "Women's Sexuality," and Jonathan Ned Katz, "The Invention of Heterosexuality."
THU	MAR 01	Audre Lorde, "Uses of the Erotic," Sandra Cisneros, "Guadalupe the Sex Goddess," Julia Serano, "Why Nice Guys Finish Last," p. 189-195.
Week 9		Sex and Sexual Politics
TUE	MAR 06	Handouts: Lisa K. Waldner: "Sexual Politics in Intimate Relationships: Sexual Coercion and Harassment," and Kumiko Nemoto, "Interracial Romance: The Logic Of Acceptance and Domination."
THU	MAR 08	Handouts: Nancy L. Fischer, "Purity and Pollution: Sex as a Moral Discourse;" Thomas F DeFranz, "Wait . . . Hip Hop Sexualities"
Week 10		Spring Break 3/12 – 3/17
Week 11		Globalization & Immigration
TUE	MAR 26	Gloria Analdua, "The Homeland," Kathryn Ferguson,

Norma Price, and Ted Parks, *Crossing with the Virgin: Stories from the Migrant Trail*.

THU MAR 28 Read Kirk and Okazawa-Rey, "Living in a Globalized World"

Week 12 Transformation & Change

TUE APR 02 Kirk and Okazawa-Rey, "How Does Change Happen "Some Principles for Alliance Building," p. 570-571

THU APR 04 Exam Review

Week 13

TUE APR 09 Exam Two

THU APR 11 Group Conferences with Instructor. All Group Members Must be Present.

Week 14

TUE APR 18 Group Presentations One and Two

THU APR 19 Group Presentations Three and Four

Week 15

TUE APR 25 Group Presentations One and Two

THU APR 27 Group Presentations Three and Four

Week 16

No Final Due: Group Presentation Substitutes for Final.