

WST 101.3 [DIVR] Gender and Power: Introduction to Women's Studies**Washington State University – Fall 2017**

Todd Hall 302 • M•W•F 10:10am-11:00am

Instructor: Lucia Soriano

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Office Hours: M•W 11:30am-1:00pm, or by appt.

COURSE DESCRIPTION

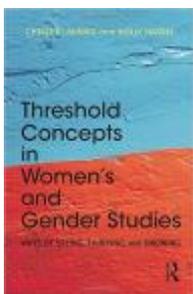
Gender and Power introduces students to the academic field of Women's Studies. This course is organized into four units of inquiry: Unit 1: Introduction to Women's Studies, Unit 2: The Social Construction of Gender, Unit 3: Privilege and Oppression, and Unit 4: Intersectionality and Feminist Praxis. Students will gain knowledge about Women's Studies through key concepts, terms, and approaches to the study of gender. Each unit teaches students foundational concepts and central topics of Women's Studies through assigned readings, class lectures and discussions, and documentaries. This course offers students a survey of classic and present-day Women's Studies readings that will introduce them to the following: what is known as the beginning of the "women's movement," the formation of "waves," the struggle to pass the Equal Rights Amendment (ERA), the social construction of gender and what it means to "do gender" in our society, how gender, race, class, intersect and play out in social institutions and systems of power, and finally, how social media develops and sustains present-day conversations concerning gender and power.

STUDENT LEARNING OUTCOMES

Students will...

- become familiar with the U.S. feminist movement and demystifying misconceptions about feminism
- develop an understanding of key concepts such as the social construction of gender, privilege and oppression, intersectionality, and praxis
- gain an understanding of how gender is socially constructed in our everyday life
- become familiar with how gender is shaped by other social markers or categories such as class, race, sexuality, and ability
- garner the skills to critically analyze social institutions and systems of power through course materials like readings, lectures, discussions, documentaries, and in class activities

REQUIRED TEXTS



- *Threshold Concepts in Women's and Gender Studies: Ways of Seeing, Thinking, and Knowing* by Christie Launius and Holly Hassel (available at The Bookie or online retailers)
- Selected readings on Blackboard
- All documentary film screenings will be held during class time, unless technological difficulties force us to view them as a take-home assignment. In this case, all students will be notified of such a change as soon as possible and will be required to purchase/rent the documentary film as a required text.

COURSE REQUIREMENTS

Class Attendance (20 points total): Attendance in this class is required and valuable. Students are allowed 3 absences without penalty. On the fourth absence and on, **2 points** will be deducted for each absence from your class attendance points.

- ✓ I take attendance at 10:10am on the dot. If you arrive after I have taken attendance it is your responsibility to check-in with me AFTER class. Otherwise, you will be marked absent.
- ✓ I do not tolerate tardiness. Arriving 15 minutes late or later will result in ½ of an absence.
- ✓ I do not want to see phones out from 10:10am-11:00am, unless you have notified me BEFORE class of a specific reason you need to have it out. This means do not have it out on your desk, in front of you, or on your lap. If I see it at all, this will result in an absence for the day.
- ✓ Absence due to illness will only be excused with a doctor's note. Doctor's notes must be handed to me the day the student returns to class.
- ✓ University absences (whether, athletic or other university related events) will be excused with proper documentation BEFORE the absence – not after. **NO EXCEPTIONS.**

Participation (10 points total): Participation, like attendance is highly important in this class. Since class will consistently entail both lecture and/or discussion, I will expect students to come to class having completed all the readings assigned for that day and

willing and eager to engage with the material in class. I will be looking for quality in your contributions to class discussion. Students are expected to make contributions that directly relate and connect to assigned readings (do not go off on a tangent). It is also to the advantage of students to listen closely to the lecture and to respond thoughtfully and respectfully to the topic, to their instructor, and to their peers. Lecture notes are not available online. Notes must be taken with a pen/pencil and paper. No laptop note taking allowed. I will do my best to lecture at an ideal pace for notetaking.

Important reminders about earning participation points:

- ✓ Students must always bring their *Threshold Concepts* book to class. They may only have their laptop out during class when the assigned readings are on Blackboard. No exceptions.
- ✓ Participation points are earned by talking during small group time and class discussions. In other words, coming to class and sitting down and not saying anything the entire semester does not mean that students will receive the participation points.
- ✓ Disruptive behavior will make students lose points for participation. The following are examples of disruptive behavior: (1) leaving class early without prior consultation, (2) talking to classmates during lecture, (3) reading the newspaper, etc. If students engage in any of those behaviors during class (or in any other behavior that I deem disruptive), they will lose **2 points** from participation points.

Participation points scoring rubric:

Excellent (10-9 points) requires that you play a leadership role in discussion, demonstrate that you carefully read and thoughtfully considered the text; discuss points articulately; listen sensitively and respond intelligently to other's views; do not interrupt, obstruct or dominate discussion; ask insightful, carefully constructed questions; and take responsibility for the overall quality of the discussion.

Above Average (8-7 points) requires that you participate actively in discussion, demonstrate good knowledge of the text, work to achieve understanding, listen to other viewpoints, and ask sound questions.

Average (6 points) requires that you follow the discussion, make occasional comments, have a basic knowledge of the text, and sometimes ask questions.

Below Average (5 points) requires that you occupy a seat and occasionally show signs of life.

Failure (4 points and below) requires that you occupy a seat but show no signs of life.

Quizzes (50 points total): There are 5 quizzes worth 10 points each. Each quiz will contain questions that draw from class lectures, class discussions, and specifically from assigned reading(s). Each Quiz will typically consist of 1-10 open ended questions. Students will be expected to respond to each question in short-answer form and in complete sentences and not as if they are texting a friend. Credit will not be given to bullet point answers. Each quiz short-answer is expected to contain 1-6 complete

sentences, depending on the question. Quizzes will not include questions on the documentary films. In the table below, students will find the exact dates of the quizzes and dates of the assigned readings that they should review for each quiz:

Quiz	Quiz Date	Review assigned readings from
Quiz #1	September 18	August 25, August 28, September 1, September 6, September 8, September 11
Quiz #2	September 29	September 20, September 22, September 25, September 27
Quiz #3	October 23	October 9, October 11, October 13, October 16, October 18, October 20
Quiz #4	November 13	November 1, November 3, November 6
Quiz #5	December 1	November 29

Film Summaries (FS) (20 points total): There are 4 film summaries worth 5 points each. Each documentary style film builds on class themes, readings, and discussions. Film summaries are due **in class** on the due date. On the due date of each summary, students will use their summaries to thoughtfully contribute to scheduled class discussion. Students are encouraged to take notes during the in-class screening of each documentary. For specific details, view film summary requirements handout and rubric found at the end of the syllabus. To receive up to 5 points for each film summary, students must perfectly follow the requirements handout. No film summaries will be accepted via email or late.

Film Summary Due Dates

Film Summary	Film Title	Due Date
Film Summary #1	<i>Equal Means Equal</i>	September 15
Film Summary #2	<i>The Mask You Live In</i>	October 6
Film Summary #3	<i>The True Cost</i>	October 30
Film Summary #4	<i>No Más Bebes (No More Babies)</i>	November 27

A note about Week 16 Meetings with Instructor: During Week 16 students will come to my office to have individual meetings with me about their final grade. Students will sign up for one time slot. These meetings will be held on Monday, December 4, Wednesday, December 6 and Friday, December 8 during our normal class time. Meetings will run from 2-5 minutes in length. This meeting is intended so that there are no “surprises” with finals grades and to avoid any emails on the last week of the semester asking why you received grade X and not grade Y. I will hand students a final grade sheet that looks exactly like the Grade Tracker attached to this syllabus (it is the last page) so that students know exactly the scores, grades, and absences that I have recorded for each student. I will hand students a similar grade sheet at the mid-term on Friday, October 6.

Grade Breakdown

Attendance = 20 points

Participation = 10 points

Quizzes (5 @ 10 points each) = 50 points

Film Summaries (4 @ 5 points each) = 20 points

Total = 100 points

- 100-93 **A**
- 92-90 **A-**
- 89-88 **B+**
- 87-83 **B**
- 82-80 **B-**
- 79-78 **C+**
- 77-73 **C**
- 72-70 **C-**
- 69-68 **D+**
- 67-63 **D**
- 63-0 **F**

COURSE POLICIES

Netiquette: I reply to emails within 24 hours of receipt. When emailing me, I expect students to observe the following proprieties in messages, as they would with any professional colleague:

- ✓ Emails must have a specific salutation: “Dear Lucia/ or “Good Morning/ Afternoon/ Evening Lucia /” or “Hi Lucia” are all appropriate. Make sure that you spell my name correctly. I may or may not answer to emails that address me or spell my name incorrectly.
- ✓ Emails must be sent from the student’s WSU account, unless an emergency requires them to use an alternate account. If students send from an alternate account, please follow up with me if they do not hear from me within 24 hours.

- ✓ Official WSU Statement: *“Per new WSU policy, the preferred email address for all active students in myWSU has been changed to your WSU email address. All correspondence regarding academic and business-related activities will be sent to your WSU email address”*
- ✓ Emails must close with a signature (“Sincerely,” “Thank you,” etc.)
- ✓ Emails should be grammatically correct, clear, and concise. If you are trying to ask me a question, make sure that somewhere in the content of your email you actually include a formulated question.
- ✓ Emails should **not** be sent to request information students can get elsewhere with minimal effort (i.e., my office hours, office location, phone number, due dates, etc. All of these are listed in the syllabus. I may or may not respond to such emails.)
- ✓ Assume that email response will come within 24 hours; if it hasn’t come by then, students should feel free to remind me of their message.
- ✓ If a student has a complaint or concern about something, they should always come to see me about it in person. Email is not an appropriate forum for anything important enough to be dealt with in an extended conversation because it can’t convey tone which might allow for misinterpretation.

Academic Integrity: In all instances, you must do your own work. Otherwise, you are being dishonest. There is no excuse for plagiarism, or for submitting another's work, ideas, or wording as your own, or for not doing your own work. In simple terms, plagiarism is the act of using another person's words or work without giving them credit for it. Relatedly, academic dishonesty involves not doing the work you are supposed to do on your own. Students who violate WSU’s Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) this includes, cheating on a Quiz or film summary, plagiarism and academic dishonesty, whether intentional or unintentional, may result in a grade of "F" for the assignment in question, or a grade of "F" for the entire course, at my discretion. You need to read and understand all of the definitions of cheating:

<http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>. Should there be any suspicion of plagiarism or any other form of academic dishonesty, I will discuss the situation with you first and then with the Director of American Studies and Chair of Critical Culture, Gender, and Race Studies. I will then alert the Office of Student Conduct, which may result in an academic integrity hearing and university sanctions against you. If you are at any time unclear about what constitutes plagiarism, cheating, or academic dishonesty, contact me and I will clarify it for you.

ADDITIONAL UNIVERSITY INFORMATION

Students with Disabilities: Reasonable accommodations are available for students with documented disabilities or chronic medical conditions. If you have a disability and need accommodations to fully participate in this class, please visit the Access Center website to follow published procedures to request accommodations. Students may also either call or visit the Access Center in person to schedule an appointment with an Access Advisor. Location: Washington Building 217; Phone: 509-335-3417. All disability related

accommodations MUST be approved through the Access Center. Students with approved accommodations are strongly encouraged to visit with instructors early in the semester during office hours to discuss logistics.

Inclusive Learning Statement: Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I encourage you to visit the Access Center to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met.

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.

Student Safety Quick Links:

WSU Police: 911 for emergencies, (509) 335-8548 for non-emergencies; offers a full range of traditional police functions, public programs, and more

Alternatives to Violence of the Palouse(ATVP): Off Campus, 1-877-334-2887; 24 hour emergency and supportive services to family and sexual violence victims and survivors and their children

Sex and Gender based violence: Sex and gender based violence includes, but is not limited to, non-consensual sexual contact, sexual exploitation, stalking, domestic violence, and dating violence. WSU Executive Policy #15 prohibits sexual misconduct, including sexual assault and other sexual violence. If you have experienced sex and gender based violence, OEO can help you find resources, make a report, and assist with implementing personal safety measures. For more information on sex and gender based violence, visit: <https://o eo.wsu.edu/sgbv/>

2017 Fall Schedule

Note: 1) I reserve the right to make changes to the schedule. I will announce changes in advance in class or via email. 2) In the Schedule Blackboard is (BB) and *Threshold Concepts* is (TC).

Unit 1: Introduction to Women’s Studies

Week 1

Monday, August 21 **Introduction to the Course**

- Syllabus

Wednesday, August 23 **Introductions and Learning Goals**

- Student Introductions

Friday, August 25 **Feminism, Stereotypes, and Misconceptions**

- Read: “Preface”, pgs.VII-XIII and pgs.1-10 from Chapter 1 “Introduction” (TC) and “You’re a Feminist. I swear.” (BB)

Note: Chapter 1 “Introduction” of *Threshold Concepts* is available on Blackboard.

Week 2

Monday, August 28 **A Brief History of the U.S. Feminist Movement**

- Read: pgs.10-19 from Chapter 1 “Introduction” (TC)

Wednesday, August 30 **A Brief History of the U.S. Feminist Movement**

- No reading
- In class Film Screening: *MAKERS: Women Who Make America* (Part 1) (2013)

Friday, September 1 **A Brief History of the U.S. Feminist Movement**

- Read: “The Personal is the Political” – Hanisch (BB)
- In class Film Screening: *MAKERS: Women Who Make America* (Part 2) (2013)

Week 3

Monday, September 4 **Labor Day – No Class**

Wednesday, September 6 **A Brief History of the U.S. Feminist Movement**

- Read: “Becoming the Third Wave” – Walker (BB)
- In class Film Screening: *MAKERS: Women Who Make America* (Part 3) (2013)

Friday, September 8 **A Brief History of the U.S. Feminist Movement**

- Read: “Multiracial Feminism: Recasting the Chronology of Second Wave Feminism” – Thompson (BB)
 - Finish *MAKERS: Women Who Make America* (2013)
 - In Class Discussion of *MAKERS: Women Who Make America* (Parts 1-3)
-

Week 4

Monday, September 11 **Equal Rights Amendment (ERA)**

- Read: “Introduction” – Neuwirth (BB)
- In class Film Screening: *Equal Means Equal* (2016)

Wednesday, September 13 **Equal Rights Amendment (ERA)**

- No reading
- In class Film Screening: *Equal Means Equal* (2016)

Friday, September 15 **Equal Rights Amendment (ERA)**

- No reading
 - In Class Discussion of *Equal Means Equal* (2016)
 - **FS #1 Due**
-

Week 5

Monday, September 18 **Quiz Day**

- Quiz #1

Unit 2: The Social Construction of Gender

Wednesday, September 20 **Social Constructionism, Sex, and Gender**

- Read: pgs. 24-30 from “The Social Construction of Gender” (TC)

Friday, September 22 **Gender Socialization**

- Read: pgs. 31-42 from “The Social Construction of Gender” (TC)
-

Week 6

Monday, September 25 **How Society Shapes Gender**

- Read: pgs. 42-64 from “The Social Construction of Gender” (TC)

Wednesday, September 27 **Representations of Femininity and Masculinity in Ads**

- Read: “Selling Sex” – Wade and Sharp (BB)

Friday, September 29 **Quiz Day**

- Quiz #2
-

Week 7Monday, October 2 **Negotiating Masculinity**

- No reading
- In class Film Screening: *The Mask You Live In* (2015)

Wednesday, October 4 **Negotiating Masculinity**

- No reading
- Film Screening: *The Mask You Live In* (2015)

Friday, October 6 **Negotiating Masculinity**

- No reading
 - In Class Discussion of *The Mask You Live In* (2015)
 - **FS #2 Due**
 - Mid-term Grades
-

Unit 3: Privilege and Oppression**Week 8**Monday, October 9 **Defining Privilege, Oppression, Ideologies, & Institutions**

- Read: pgs. 71-88 from Ch. 3 from “Privilege and Oppression” (TC)

Wednesday, October 11 **Straight and Ability Privilege**

- Read: “10 Examples of Straight Privilege” – Tatum (BB), “19 Examples of Ability Privilege” – Ridgway (BB)

Friday, October 13 **Oppression and the Double-Bind**

- Read: “Oppression” – Frye (BB)
-

Week 9

Monday, October 16 **Privilege and Oppression in Symbolic and Material Ways**

- Read: pgs. 95-108 from Ch. 3 from “Privilege and Oppression” (TC)

Wednesday, October 18 **Work and Family**

- Read: pgs. 88-94 from Ch. 3 from “Privilege and Oppression” (TC), “America’s Women and the Wage Gap” – National Partnership for Women and Families (BB), and “Paid Family and Medical Leave: Busting 10 Common Myths with Facts and Evidence” (BB)

Friday, October 20 **The Real Work of Fast Fashion**

- Read: “Fast Fashion” – Cline (BB)
-

Week 10

Monday, October 23 **Quiz Day**

- Quiz #3

Wednesday, October 25 **Gender and Labor in a Global Context**

- No reading
- In class Film Screening: *The True Cost* (2015)

Friday, October 27 **Gender and Labor in a Global Context**

- No reading
 - In class Film Screening: *The True Cost* (2015)
-

Week 11

Monday, October 30 **Gender and Labor in a Global Context Cont’d**

- No reading

- In Class Discussion of *The True Cost* (2015)
- **FS #3 Due**

Unit 4: Intersectionality and Feminist Praxis

Wednesday, November 1 **Defining Intersectionality**

- Read: pgs. 112-27 from Ch. 4 “Intersectionality” (TC)

Friday, November 3 **Intersectionality and Controlling Images**

- Read: pgs. 127-132 from Ch. 4 “Intersectionality” (TC)
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Week 12

Monday, November 6 **Intersectionality and Reproductive Rights**

- Read: pgs. 132-138 from Ch. 4 “Intersectionality” (TC) and “Racism, Birth Control, and Reproductive Rights” – Davis (BB)

Wednesday, November 8 **No Class – Catch Up Day**

Friday, November 10 **Veteran’s Day – No Class**

Week 13

Monday, November 13 **Quiz Day**

- Quiz #4

Wednesday, November 15 **Intersectionality and Reproductive Rights**

- No reading
- In class Film Screening: *No Más Bebés* (No More Babies)

Friday, November 17 **Intersectionality and Reproductive Rights**

- No reading
 - In class Film Screening: *No Más Bebés* (No More Babies)
-

Week 14

Thanksgiving Break – Monday, November 20 – Friday, November 24

Week 15

Monday, November 27 **Intersectionality and Reproductive Rights**

- No reading
- In Class Discussion of *No Más Bebés* (No More Babies)
- **FS #4 Due**

Wednesday, November 29 **Feminist Action and Cultural Backlash**

- Read: pgs. 153-180 from Ch. 5 “Feminist Praxis” (TC) and “21 Hashtags That Changed The Way We Talk About Feminism” – Blay (BB)

Friday, December 1 **Quiz Day**

- Quiz #5
-

Week 16

Monday, December 4 **Final Grades Meet Up**

- Meetings with Instructor

Wednesday, December 6 **Final Grades Meet Up**

- Meetings with Instructor

Friday, December 8 **Final Grades Meet Up**

- Meetings with Instructor

Finals Week – December 11-15

Note: There is no final exam for this course.

Fall 2017

WST 101: Introduction to Women's Studies

Film Summary (FS) Requirements

Format Requirements

- Length: 1-2 pages
- Spacing: double-spaced
- Font: Times New Roman
- Font size: 12 pt
- Margins: 1-inch for top/bottom/right/left throughout your film summary
- Printed in black ink
- Heading: Name, WST 101.3, FS #, Due Date, etc.
- Paragraphs: 3-8 sentences in length
- Stapled on the top left corner
- Follows MLA 8th ed. format and citation style
 - For details on MLA format and citation style visit:
 - <https://owl.english.purdue.edu/owl/resource/747/01/>
 - <https://style.mla.org/formatting-papers/>
 - The Washington State Writing Center for help

Note: If a student's film summary fails to follow ANY of the above format requirements I will **not** grade it and will return it to the student to make the necessary correction(s). The student is responsible for making the necessary correction(s) and returning it to me at the following class period for it to receive any points.

Content Requirements (Who? What? When? Where? Why? How?)

- What is the topic(s) of the film/documentary?
- What are the main points or themes of the film/documentary?
- What is or are the argument(s) of the film/documentary?

- How does the film/ documentary support its argument(s)?
- How does this film/ documentary connect to the course?
 - Be sure to make clear connections to the course readings.
 - Do **not** just include your opinion of the documentary (i.e., “I did not like the documentary because...”) when you are making connection to the course.

Film Summary (FS) Rubric

	Content (3 pts)	Formatting (1 pt)	Organization (1 pt)
Excellent (5 points)	Addresses 4-5 parts of content requirements	Follows all format requirements	Writer demonstrates a clear and concise sequencing of ideas/content
Good (4-3 points)	Addresses 3 parts of content requirements	Follows almost all format requirements	Writer does not fully demonstrate a clear and concise sequencing of ideas/content
Unsatisfactory (2 points or below)	Addresses 2 or less parts of content requirements	Does not follow format requirements, writes less than 1 page	Summary is unfocused and confusing to read

KEEP TRACK OF YOUR GRADE BELOW

Attendance ____/20

Participation ____/10

Quiz #1 ____/10

Quiz #2 ____/10

Quiz #3 ____/10

Quiz #4 ____/10

Quiz #5 ____/10

FS #1 ____/5

FS #2 ____/5

FS #3 ____/5

FS #4 ____/5

Total points accumulated ____/100

- 100-93 **A**
- 92-90 **A-**
- 89-88 **B+**
- 87-83 **B**
- 82-80 **B-**
- 79-78 **C+**
- 77-73 **C**
- 72-70 **C-**
- 69-68 **D+**
- 67-63 **D**
- 63-0 **F**