Fall 2016
WST 101 Section 01: Gender & Power: Introduction to Women's Studies
Aug. 22-Dec. 9: Tuesdays & Thursdays
2:50 – 4:05 p.m.
CUE 219

Instructor: Dr. Rebecca Fowler
Office: Wilson-Short 107A
Office Hours: Tuesdays 10:45-11:45 am; Wednesdays 1:00 – 2:00 p.m., and by appointment
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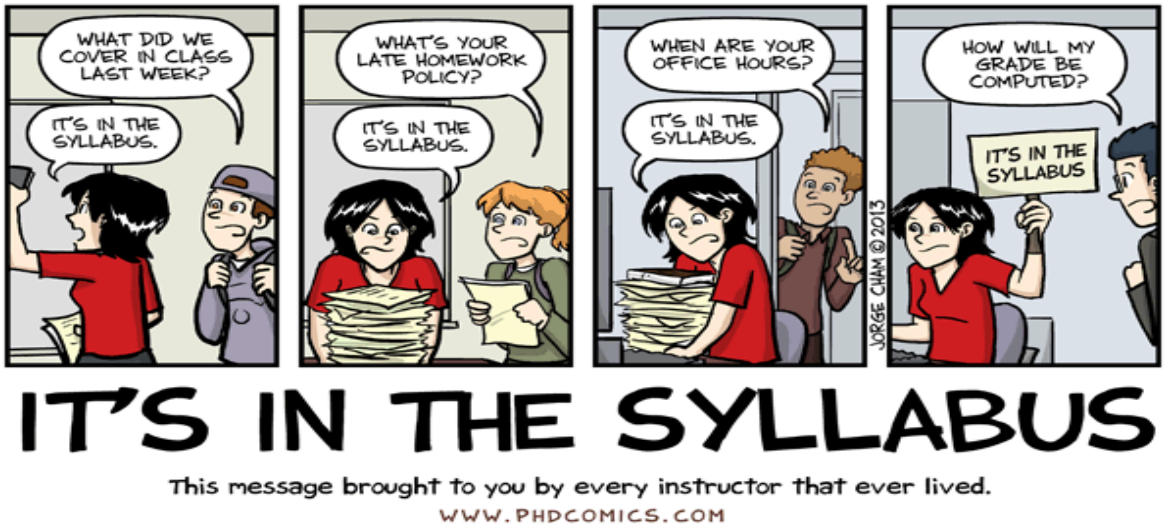
NOTE: I am teaching three sections of WST 101 this semester. Thus, when writing with a question or important information, it is not enough to say, "I'm Mike and I'm in your 101 class." Help me by remembering to write your course and section number (101.01) in the subject line. I will delete all emails from persons who fail to do so, so head's up.



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.

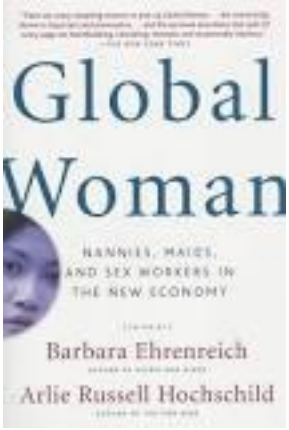
LEARNING OUTCOMES:

By semester's end, students will:

1. Demonstrate a basic vocabulary and understanding of key concepts and approaches to the study of women and gender;
2. 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;
3. Have attained a requisite knowledge of the diversity of gendered experiences.
4. Have acquired analytical tools and methods for analyzing representations of sex, gender, and sexuality as reflected by our culture.
5. Have honed skills for articulating acquired knowledge through speaking, writing, and critical analysis.

REQUIRED TEXT

Ehrenreich, Barbara and Hochschild, *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. (New York: Metropolitan, 2002). Available at the Bookie.



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 2 absences without penalty. Thereafter, each absence will result in a deduction of ½ letter grade off of your final grade. Six absences results in an 'F' for the semester. It is your responsibility to keep track of your own absences.

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:

No student may, under any circumstances, record or videotape me and my class lectures without my written consent.

1. NO Electronic Devices. No laptops for taking notes: you can do it the old-fashioned way. No Kindle Books.

All electronic devices (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 participation points from the participation score you earn for that quarter without notifying you.

2. No side discussions with other students.

3. Do not fall asleep during lectures or films. I reserve the right to call you out, and I will deduct points from your quarterly participation points score without notifying you.

3. Always bring your course reader, assigned handouts, or assigned text to class and have it on your desk in front of you. If you don't have it, I will deduct your participation points for that day.

5. Do not schedule doctors' appointments, job interviews, or other engagements during class time.

6. 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.

7. Stay engaged for the full period: NO rustling of papers or putting away texts in readying for departure before the instructor has dismissed class.

8. 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.

9. 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. It is also your responsibility to collect graded journals and film sheets if you are not present when I return them.

And most importantly:

10 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. Participation (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. Please know that attendance means nothing here. ***Participation* does.** You will want to carefully prepare for class by not just having completed the readings, but also by have taken the time to reflect on key points, 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. Also note: opinions will not be entertained. Your critical ideas and reactions as informed by the scholarship reflected in class readings are always welcome.

NOTE: I recognize that there are some people who are not comfortable speaking up in front of large groups of people. For these students, participation points can still be made up by emailing me at least once a week to engage me about some aspect/s of the readings or stopping by my office to talk with me about your impressions one-on-one.

Participation Scores are posted twice a semester, or once after midterm (by 10/11) and again at the termination of the semester, or by 12/9.

II. Reading Analysis Journal (170 points)

Instructions: On *BlackBoard* you will keep a semester-long journal, worth up to 170 points depending on the quality of your entries. The journal will be due twice during the semester. First, at the beginning of class on the day of your midterm exam (October 6) and last, on November 17th. In your journal, you will write your responses to different articles on a daily basis. You should have a numbered entry for every corresponding readings and films assigned

for a given week (examples provided below). *Every day, you must print out and bring your journal entry for that given day to class and have it on your desk in front of you along with the text for that day's assigned reading.* On any given day, I reserve the right to begin class by calling on you to share with me and the class your impressions.

Journal Instructions:

Your primary objective is to pick out the major implications of the author's argument and to make connections across readings and films. For your responses, you will want to examine any one (or more) of the following "course themes." Answer questions related to the following as written below:

1. Dehumanization. How are different groups dehumanized or rendered "other" than in contrast with the privileged norm in U.S. society? (privileged norm = white, heterosexual, male, cisgendered, middle – to upper class, first-world citizenship, able-bodied, Anglo-Protestant, etc.)

2. Power inheres in the ability to name, define, categorize, and/or legislate as "right" or "wrong," "normal" or "abnormal," "superior," and "inferior," "lawful" and "unlawful," etc. 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?

3. Who or what gets rendered invisible? Who or what knowledge systems get erased or invalidated?

4. Where and how does victim blaming show up? Who gets scapegoated and saddled with the burdens of society's ills? How does internalized oppression show up?

Other prompts you may follow include the following:

1. What are the different intersecting aspects of identity relating to race, gender, sexuality, class, religion, and/or citizenship?
2. What political institutions are being challenged and why? (the family, government, education, economy, religion, etc.)
3. What connections can you draw between other readings, films, and/or videos we have discussed this semester?
4. Why is the article important?

Guidelines to follow:

- Avoid uncritical language such as I liked/didn't like", "I was bored", "I found it interesting" or "I did not understand."
- Responses must be completed before the reading is discussed in class. For films, look for the film prompt questions on BlackBoard for that particular day, copy them down in your journal, and be prepared to answer them during or after watching the film.

- For a grading rubric, see the one offered under the final comparative paper.

  There will be 34 entries in all, one for every corresponding numbered assignment in the schedule below. Each of these entries is worth 5 points for a total of 170 points.

Entries will read as follows:

1) August 26, 2016
Robert Jensen, "White Privilege Shapes the U.S." and
2) Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack

Writing Prompt followed by 15 to 20 sentences.

3) August 29, 2016
Declaration of Sentiments and Resolutions, Seneca Falls, and
4) Combahee River Collective, "A Black Feminist Statement."

Etc.

No Entry Headings, No Points.

Midterm (230 points)

On Thursday, October 6th, you will be given an in-class mid-term exam worth up to 230 points. The exam will cover lectures, readings, films, and Power Points from the first half of the semester. The exam will consist of two parts: a matching or multiple choice section, and a short-answer section. This is not an "easy" exam, so head's up. You will be given a study guide in class on Thursday, September 29th, but there will be no class review. Your journal should also serve as a valuable study guide.

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 Gender Studies. During the course of the semester, 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 15 and no more than 20 minutes, and to make sure that it goes off without a hitch, your group should rehearse it. 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. Those in the audience participating in discussions can expect to

add to their participation grade. Expect a handout that more fully explicates what I expect from group presentations midway through the semester.

Group Presentation Point Distribution:

(1) Instructor's evaluation of your research and contribution to the topic (125 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*.
(2) Attendance to group conference with instructor (25 points).
(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.

<u>Final Class Paper</u> (200 points)

For your final six-page (minimum) paper project, you will write about an issue we have discussed in connection with *Global Woman*: *Nannies, Maids, and Sex Workers in the New Global Economy*, drawing connections between **three or more** of the articles.

Like your journal entries, your paper will focus on course themes of dehumanization, naming, what gets rendered invisible, and scapegoating. **You must pull in two or more**. Here is a reiteration of the themes:

- **Dehumanization**. How are different groups dehumanized or rendered "other" than in contrast with the privileged norm in U.S. society? (privileged norm = white, heterosexual, male, cisgendered, middle – to upper class, first-world citizenship, able-bodied, Anglo-Protestant, etc.)

- Relatedly, **power inheres in the ability to name**, define, categorize, and/or legislate as "right" or "wrong," "normal" or "abnormal," "superior," and "inferior," "lawful" and "unlawful," etc. 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?

- **Who or what gets rendered invisible**? Who or what knowledge systems get erased or invalidated?

- Where and how does **victim blaming** show up? Who gets **scapegoated** and saddled with the burdens of society's ills? How does **internalized oppression** show up?

Grading Assessments

Final Grade: Your grade will be determined by the level of competency you have achieved at the end of the semester. A point breakdown with a total of 1000 points follows:

1.	Participation /Discussion Points	200 points
2.	Journal	170 points
3.	Midterm Exam	230 points
4.	Group Presentation	200 points
5.	Final Paper	200 points
Total	`	1000 points

Grading Rubric for Papers and Journals

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.

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%)

"HOW THAT IS MY PROBLEM?" CLAUSE: I am a pretty busy person, and as an instructor, my role is to teach you about intersectionality theory and analysis, and to generally prepare you for the professional world. I must warn you, then, that often times I will have a standard response to many of your requests or "conflicts." The response will usually be a variation of: "HOW IS THAT MY PROBLEM?" For instance, if you tell me that your parents are going on a vacation to Spain during the week we are having an exam, and they want you to come along (and already bought your tickets), I will ask you: "HOW IS THAT MY PROBLEM?" Similarly, if your best friend is getting married in San Diego and you want to go to the wedding the day of your final presentation: How in the world is that my problem? Or, if your have a job interview in Spokane and you decide to miss class: "NOT MY PROBLEM!" Thus, before you raise any issue with me, please understand that your personal matters should bear no effect on me or on how this class is conducted. It is your responsibility to conform to and abide by the schedule and the syllabus. You will need to consider that if you decide to bask under the Iberian sun, or eat wedding cake in "sunny California," or go to Spokane during class time, the activity will come with a cost to your grade. It is ultimately up to you to make your own decisions, but decisions, even in college, have consequences attached to them. So be aware.

Borrowed from Carmen R. Lugo-Lugo

FALL 2016 SCHEDULE

NOTE: Changes to the syllabus may be made with notice.
You are responsible for having done and being prepared to discuss the reading on the day it appears on the syllabus.

Note: A good number of the course readings are available online, and it is your responsibility to print out the articles and bring them with you to class. Note that I will not accept any excuses for "the link not working" for not having done and printed out the online readings. I trust that you are resourceful enough in navigating your way around the internet.

Week 1

TUE	AUG 23:	Introduction to the course and syllabus review.
THU	AUG 25:	(1) Read Robert Jensen, "White Privilege Shapes the U.S.," and (2) Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack. (Found online: You must print out and bring to class both articles). Male Privilege Handout

Week 2

TUE	AUG 30	(3) Declaration of Sentiments and Resolutions, Seneca Falls, online at ecssba.rutgers.edu/docs/Seneca.html and (4) Combahee River Collective, "A Black Feminist Statement," online at circuitous.org/scraps/combahee.html
THU	SEP 01	(5) Emily Martin, "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles," online at web.stanford.edu/~eckhert/PDF/Martin1991.pdf (6) Film and Discussion: *Codes of Gender*

Week 3

TUE	SEP 06	(7) Judith Lorber, "The Social Construction of Gender." (handout) (8) Sam Killerman Ted Talk

THU	SEP 08	(9) Read handout, Holly Boswell, "The Transgender Paradigm Shift Toward Free Expression." (handout) (10) Video Clips

Week 4

TUE	SEP 13	(11) *You Don't Know Dick* (Part One)
THU	SEP 15	(12) *You Don't Know Dick* (Part Two)

Week 5

TUE	SEP 20	(13) Siobhan Sommerville, "Scientific Racism and the Emergence of the Homosexual Body," online at

sites.uci/edu/pjshah/files/2013/09_Somerville_Scientific-Racism-and-the-Emergence-of-the-Homosexual-Body.pdf

THU	SEP 22	(14) Paula C. Rust, "Neutralizing the Threat of the Marginal Woman: Lesbians' Beliefs about Bisexual Women." (handout)

Week 6

TUE	SEP 27	(15) Michael Kaufman, "The Seven P's of Men's Violence," online at Michael kaufman.com/1999/10/the-7-ps-of-mens-violence (16) Ted Talk: Tony Porter Excerpt: *Killing Us Softly*
THU	SEP 29	(17) A. Ayres Boswell and Joan Z. Spade, "Fraternities and Collegiate Rape Culture: Why Are Some Fraternities More Dangerous Places for Women? (handout) (18) Ted Talk: Jackson Katz

Week 7		
TUE	OCT 04	(19) Cheryl Chase: "Square Pegs: Affronting Reason." (handout)
		(20) Intersex Discussion Videos
THU	OCT 06	Midterm Exam. Journal Due on Blackboard.
Week 8		
TUE	OCT 11	(21) Miss Representation, Part I. (Group Formation Assignments)
THU	OCT 13	(22 & 23) Miss Representation, Part II. (Group Presentation Topics Due) Note: Counts for two entries, so put in extra effort.
Week 9		
TUE	OCT 18	(24) *Global Woman*, Ehrenreich & Hochschild, "Intro."
FRI	OCT 20	(25) *GW*, Hochschild, "Love and Gold."
		(26) Film: *When Mother Comes Homes for Christmas*
Week 10		
TUE	OCT 25	(27) *GW*, Cheever, "The Nanny Dilemma."
THU	OCT 27	(28) *GW*, Parreñas, "The care crisis in the Philippines : Children and Transnational Families in the New Global Economy"
Week 11		
TUE	NOV 01	(29) *GW*, Ehrenreich, "Maid to Order"
THU	NOV 03	(30) *GW*, Constable, "Filipina Workers in Hong Kong Homes: Household Rules and Relations."
		(31) Group Work: Course Themes
Week 12		
TUE	NOV 08	(32) *GW*, Zarembka, "America's Dirty Work: Migrant Maids and Modern-Day Slavery"

THU	NOV 10	(33) *GW*, Brennan, "Selling sex for visas: Sex tourism as a stepping-stone to international migration" (34) Group Work: Course Themes
Week 13		
TUE	NOV 15	Instructor/Group Conferences All Group Members Must Be Present *Arrive five minutes before your appointed time to Wilson-Short 107* Group One: 2:50 – 3:00 Group Two: 3:00 – 3:10 Group Three: 3:10 – 3:20 Group Four: 3:20 – 3:30 Group Five: 3:30 – 3:40 Group Six: 3:40 – 3:50 Group Seven: 3:50 – 4:00 Group Eight: 4:00 – 4:10
THU	NOV 17	(34) Meet Up With Your Group Day. Journal Due on Blackboard.
Week 14		**No Classes: Have a great Thanksgiving!**
TUE	NOV 22	Thanksgiving Holiday.
THU	NOV 24	Thanksgiving Holiday.
Week 15		
TUE	NOV 29	Presentations: Groups One, Two, and Three
THU	DEC 01	Presentations: Groups Four, Five, and Six
Week 16		
TUE	DEC 06	Presentations Groups Seven and Eight
THU	DEC 08	Course Evaluations/ Presentation Group Nine

******Final Paper Due in hard copy in Wilson-Short 111 <u>by noon</u> on <u>December 9th, 2016</u>. I will pick up the papers at noon sharp and will not be returning to campus so make sure you've turned yours in by the deadline!**