

WST 101.3 [DIVR] Gender and Power: Introduction to Women's Studies

Washington State University—Spring 2017

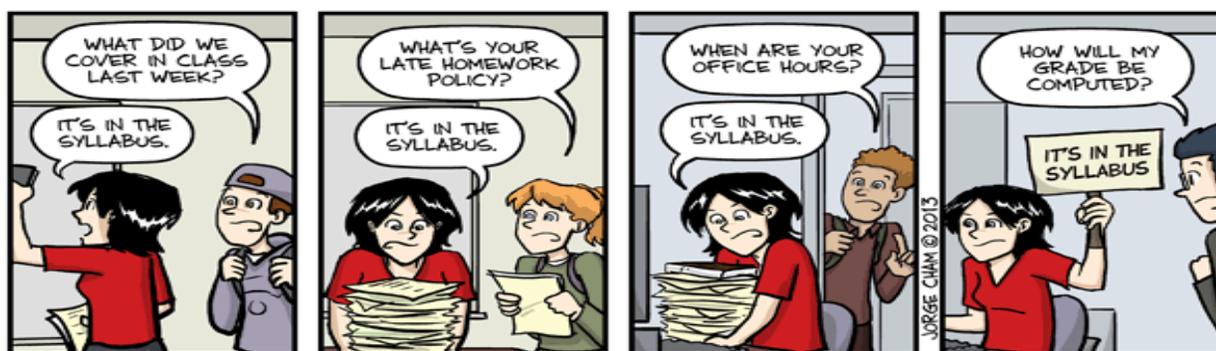
Webster Phys Sci Bldg 11 • Tu/Th 12:00pm-1:15pm

Instructor: Lucia Soriano

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Email: lucia.soriano@wsu.edu

Office Hours: Tu/Th 10:00-11:00am, or by appt.



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

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Course Description

This course introduces students to the field of Women's Studies. This course is organized into four units of inquiry: Unit 1: Introduction to Women's and Gender 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 is aimed to inform students of foundational concepts and central topics of Women's Studies through assigned readings, class lectures, discussions, worksheets, and documentaries. Because the field of Women's Studies is filled with an array of rich scholarship, this introduction course offers students a survey of classic articles and current critical conversations happening today that cover 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 contemporary 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 Women's Studies.

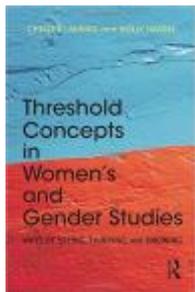
Student Learning Outcomes

Students will...

- ✓ develop an understanding of key concepts such as the social construction of gender, privilege and oppression, intersectionality, and praxis

- ✓ develop an understanding for how gender is socially constructed in our everyday life
- ✓ understand that gender is shaped by other social markers or categories such as class, race, sexuality, and ability
- ✓ critically analyze social institutions and systems of power through course materials like readings, lectures, discussions, documentaries, and activities

Required Texts



1. *Threshold Concepts in Women's and Gender Studies: Ways of Seeing, Thinking, and Knowing* by Christie Launius and Holly Hassel (from The Bookie or online retailer)
2. Selected readings on Blackboard (marked (BB) in the syllabus)

Course Requirements

Class Attendance (20 points): 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 12:00pm 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 12:00-1:15pm, 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 you return 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): Participation, like attendance is highly important in this class. Since class will consistently entail both lecture and/or discussion, I will expect you 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. It is also to your advantage to listen closely to the lecture and to respond thoughtfully and respectfully to the topic, to your instructor, and to your 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 points about earning participation points:

- ✓ Always bring your *Threshold Concepts* book class. You may only have your laptop out for class when the assigned readings are on Blackboard.
- ✓ It is to your advantage to listen closely and take copious notes during both lectures and documentaries, since I'll expect you to apply key concepts and ideas in your exams.
- ✓ We will be watching several documentaries. This does not mean this is a “free” day for you to not come to class or zone out. Attendance will be taken just like every other day.
- ✓ Participation points are earned by talking when prompted to during small group time, class discussions, and lectures. In other words, coming to class and sitting down and not saying anything the entire semester does not entitle you to receive the participations points.
- ✓ Disruptive behavior will make you 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 you engage in any of those behaviors during class (or in any other behavior that I deem disruptive), you will lose **2 points** from participation points.

Participation points will be earned based on the following rubric:

Excellence (A) 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 (B) 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 (C) requires that you follow the discussion, make occasional comments, have a basic knowledge of the text, and sometimes ask questions.

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

Failure (F) requires that you occupy a seat but show no signs of life.

Worksheets (10 points): Instead of giving pop quizzes or scheduled quizzes throughout the semester, I have opted to give you 10 worksheets. Each worksheet is worth 1 point. Worksheets are designed to assess your comprehension of the assigned readings and/or comprehension of the documentaries. For example, worksheets will ask students to breakdown quotes from the assigned readings, ask students to describe concepts from assigned readings, or ask students to identify themes in either the reading or documentaries. Students can use these worksheets to study for Exam #1 and #2. Students can choose to work in groups to complete worksheets. Worksheets will be collected at the end of the class period. Students absent on the day of the worksheet can receive a copy of the worksheet but will **not** receive credit for the worksheet. Dates of when there will be worksheets can be seen below in the schedule.

Exams (60 points): There will be two examinations. Each exam is worth 30 points. The two exams will be comprised of two parts: (1) an objective element (such as matching, identification, definitions, multiple choice, or true or false); and (2) short answers. Each part will be designed to

test your comprehension of and ability to apply the information from class lectures/discussion, assigned readings, worksheets, and documentaries. No make-up exams. NO EXCEPTIONS.

- ✓ Exam dates: Tuesday, February 28 and Thursday, April 20
- ✓ There will be a study guide and review day the class meeting prior to each exam.

A note about Week 16 Meetings with Instructor: During Week 16 you will come to my office to have individual meetings with me about your final grade. You must sign up for one time slot scheduled during our normal class time. Meetings will run from 2-5 minutes in length. While this meeting is not part of your final grade, 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 you a final grade sheet that looks exactly like the Grade Tracker attached to this syllabus (it is the last page) so that you know exactly the scores, grades, and absences that I have recorded for you. I will hand you a similar grade sheet at the mid-term on Thursday, March 2. On Thursday, March 2 we will gather at the normal class time to distribute the grade sheet and answer any questions you may have about your grade.

Grade Breakdown

Attendance: 20 points

Participation: 10 points

Worksheets: 10 points

Exams (2 @ 30 points each): 60 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 you to observe the following proprieties in messages, as you 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.
- ✓ Emails must be sent from your WSU account, unless an emergency requires you to use an alternate account. If you send from an alternate account, please follow up with me if you 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.
- ✓ Emails should **not** be sent to request information you 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 your response will come within 24 hours; if it hasn’t come by then, do feel free to remind me of your message.
- ✓ If you have a complaint or concern about something, you 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. If you do not understand the seriousness of plagiarism and/or academic dishonesty, and the importance of avoiding those behaviors, you are encouraged to read *WSU's Academic Integrity Policy* (WSU Student Handbook, WAC 504-26-202—Acts of Dishonesty and WAC 504-26-010—Definitions). 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. 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

Disability Accommodation: 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:

<http://www.accesscenter.wsu.edu>. 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 Spring 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) The readings listed below should be read by the assigned date. 3) Chapter 1 “Introduction” of *Threshold Concepts* is available on (BB).

Unit 1: Introduction to Women’s and Gender Studies

Week 1

Tuesday, January 10

- Introduction to the Course

Thursday, January 12

- Introductions and Learning Goals
- **Worksheet #1**

Week 2

Tuesday, January 17 **Feminism, Stereotypes, and Misconceptions**

- Read: “Preface”, pgs.VII-XIII and pgs.1-10 from Chapter 1 “Introduction” in *Threshold Concepts*

Thursday, January 19 **A Brief History of the U.S. Feminist Movement**

- Read: pgs.10-19 from Chapter 1 “Introduction” in *Threshold Concepts*
- **Worksheet #2**

Week 3

Tuesday, January 24 **Equal Rights Amendment (ERA)**

- Read: “Introduction”—Jessica Neuwirth (BB)
- Documentary: *Equal Means Equal* (2016)

Thursday, January 26 **Equal Rights Amendment (ERA)**

- Documentary: *Equal Means Equal* (2016) (cont’d)
- **Worksheet #3**

Unit 2: The Social Construction of Gender

Week 4

Tuesday, January 31 **Social Constructionism, Sex, and Gender**

- Read: pgs. 24-30 from “The Social Construction of Gender” in *Threshold Concepts*

Thursday, February 2 **Gender Socialization**

- Read: pgs. 31-42 from “The Social Construction of Gender” in *Threshold Concepts*

Week 5

Tuesday, February 7 **How Society Shapes Gender**

- Read: pgs. 42-64 from “The Social Construction of Gender” in *Threshold Concepts*

Thursday, February 9 **Gender and Advertisements**

- Read: “Selling Sex”—Lisa Wade and Gwen Sharp (BB)
- **Worksheet #4**

Week 6

Tuesday, February 14 **Gender Performance: Beauty Culture, Bodily Management & Femininity**

- Read: “Women’s Nail Polish Blogging and Femininity: ‘The girliest you will ever see me’”—Michele White (BB)

Thursday, February 16 **Gender Performance: Mental Health & Masculinity**

- Read: “‘As boys, we are told to be brave’: men on masculinity and mental health”—Sarah Marsh and Guardian readers (BB)

- Documentary: *The Mask You Live In* (2015)

Week 7

Tuesday, February 21 **Gender Performance: Fatherhood**

- Read: “Ads and dads: tv commercials and contemporary attitudes toward fatherhood”—Kristi Rowan Humphreys (BB)
- Documentary: *The Mask You Live In* (2015) (cont’d)
- **Worksheet #5**

Thursday, February 23

- Catching up and Exam #1 Review

Week 8

Tuesday, February 28

- Exam #1

Thursday, March 2

- Mid-term Grades Tracker

Unit 3: Privilege and Oppression

Week 9

Tuesday, March 7 **Defining Privilege, Oppression, Ideologies, & Institutions**

- Read: pgs. 71-88 from Ch. 3 from “Privilege and Oppression” in *Threshold Concepts*

Thursday, March 9 **Oppression and the Double-Bind**

- Read: “Oppression”—Marilyn Frye (BB)
- **Worksheet #6**

Week 10

Spring Break—March 13-17

Week 11

Tuesday, March 21 **Gender and Work**

- Read: pgs. 88-106 from Ch. 3 from “Privilege and Oppression” in *Threshold Concepts* and “America’s Women and the Wage Gap”—National Partnership for Women and Families (BB)

Thursday, March 23 **Defining Emotional Labor**

- Read: “Exploring the Managed Heart”—Arlie Russell Hochschild (BB)
- **Worksheet #7**

Week 12

Tuesday, March 28 **Emotional Labor**

Read: Gender, Status, and Feeling—Arlie Russell Hochschild (BB) and ““Women are just better at this stuff”: is emotional labor feminism’s next frontier?”—Rose Hackman (BB)

Thursday, March 30 **Gender and Labor in a Global Context**

- Documentary: *The True Cost* (2015)

Week 13

Tuesday, April 4 **Gender and Labor in a Global Context**

- Documentary: *The True Cost* (2015) (cont'd)
- **Worksheet #8**

Unit 4: Intersectionality and Feminist Praxis

Thursday, April 6 **Defining Intersectionality**

- Read: pgs. 112-232 from Ch. 4 “Intersectionality” in *Threshold Concepts*

Week 14

Tuesday, April 11 **Intersectionality and Reproductive Rights**

- Read: pgs. 132-138 from Ch. 4 “Intersectionality” in *Threshold Concepts* and “Racism, Birth Control, and Reproductive Rights”—Angela Davis (BB)

Thursday, April 13 **Feminist Action and Cultural Backlash**

- Read: pgs. 153-180 from Ch. 5 “Feminist Praxis” in *Threshold Concepts* and “21 Hashtags That Changed The Way We Talk About Feminism”—Zeba Blay (BB)
- **Worksheet #9**

Week 15

Tuesday, April 18 **Final Thoughts**

- Final Thoughts and Exam #2 Review
- **Worksheet #10**

Thursday, April 20

- Exam #2

Week 16

Tuesday, April 25 **Final Grades Meet Up**

- Meetings with Instructor

Thursday, April 27

- Meetings with Instructor

Finals Week—May 1-5

Note: There is no final exam for this course.

KEEP TRACK OF YOUR CLASS GRADE BELOW

Attendance ____/20

Participation ____/10

Exam #1 ____/30

Exam #2 ____/30

Worksheet #1 ____/1

Worksheet #2 ____/1

Worksheet #3 ____/1

Worksheet #4 ____/1

Worksheet #5 ____/1

Worksheet #6 ____/1

Worksheet #7 ____/1

Worksheet #8 ____/1

Worksheet #9 ____/1

Worksheet #10 ____/1

Total points accumulated ____/100Final Grading Scale

- 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**