

## **WGSST 1110: GENDER, SEX, AND POWER**

**DEPARTMENT OF WOMEN'S, GENDER, AND SEXUALITY STUDIES  
ONLINE DISTANCE LEARNING COURSE  
SUMMER 2014**

**INSTRUCTOR:** SONNET GABBARD, DOCTORAL STUDENT

**OFFICE HOURS:** Wednesdays 11-1 Online via chat, email, skype, google hangout, or facetime.

**CONTACT INFORMATION:** GABBARD.26@OSU.EDU

Summer Email Response Hours- 11:00AM-8:00PM



### **UNIVERSITY DOCUMENTED DISABILITIES**

Students with a university- documented disability certified by the Office of Disability Services should discuss with me any special accommodations needed for the course. Please make me aware of your needs as soon as possible. The Office for Disability Services, located in **150 POMERENE HALL, OFFERS SERVICES FOR STUDENTS WITH DOCUMENTED DISABILITIES. CONTACT THE ODS AT 2-3307, 292-3307, TDD 292-0901; [HTTP://WWW.ODS.OHIO-STATE.EDU/](http://www.ods.ohio-state.edu/).**

## **COURSE INTRODUCTION**

This course is an introduction to the interdisciplinary scholarship in women's, gender, and sexuality studies. The course is designed to engage students with diverse backgrounds and disciplines in the diverse and at times contradictory, cross-cultural feminist perspectives on social, economic, cultural, and political practices. The course serves as an **overview** of women's, gender, and sexuality studies, and applies these theories to everyday issues facing people on the local, national, and global level. Additionally, this course is a pre-requisite for the major and minor in Women's, Gender, and Sexuality Studies, and fulfills three GE requirements: Cultures and Ideas, Social Science Individuals and Groups and Social Diversity in the United States.

## **COURSE OBJECTIVES:**

- To see **gender**, **sexuality**, **race**, **class**, **nationality**, and **ability** as a category of analysis, a social construction, a performative identity, a power relation and a lens for rethinking ideas that seem to be "givens"
- To understand the ways in which gender, race, sexuality, class, nationality, geographic location, and ability are interconnected and inform theories and methods of inquiry
- To understand how identities are not fixed categories and at times intersect and contradict one another.
- To understand the ways in which people in all their diversity are affected by society, culture, and its institutions.
- To connect the lessons learned in the classroom to the world outside of the university.

## **COURSE EXPECTATIONS:**

To receive a passing grade, you must do the following:

1. Post to Carmen Discussion Boards Weekly
2. Complete assignments in a timely manor.
3. Complete assigned readings and videos for that day prior to when they are assigned.
4. Demonstrate a working understanding of course content and terms in online discussions and assignments.

## **REQUIRED TEXTS:**

Carmen Readings: : There will be several supplemental readings on Carmen. Students will be expected to complete the assigned readings before class. If you have any problems downloading the document please notify me immediately via email.

Supplemental Reading: Blogs, Videos, and other online content. I will share these materials via Carmen and/or email, and you are expected review them as you would an assigned text.

## **COURSE POLICIES**

### **CLASSROOM DYNAMICS- INSTRUCTOR & STUDENT ROLES**

This is a classroom that values the experiences and expertise of all members. Many of you have been reading and thinking about the issues we will be discussing for quite some time. Some of you may be reading about these issues for the first time. You all have the ability to think deeply about them and contribute your knowledge to class discussion. My role as an instructor is to create a respectful and thoughtful online environment that stimulates and facilitates engagement for class activities. In order to do so, we as a class, will establish some “online ground rules” for class discussion that we will abide by in order to ensure a safe, stimulating, and respectful class environment.

As a student, you are expected to be an active participant in your own learning. Readings and assignments are intended to inform online class discussion. Completing the assigned readings and engaging in assigned online discussions and posts is crucial to your success in this class. Much of what we will cover in this class addresses some of our most revered beliefs about gender, culture and power. It is essential that we listen intently, respond respectfully and thoughtfully to each other, and challenge each other to acknowledge the complexities of our diverse lived experiences.

### **PARTICIPATION EXPECTATIONS**

#### **PARTICIPATION:**

Since this is an online course, online participation on discussion boards and the class Tumblr is necessary. I expect you to come to incorporate the materials assigned for that week in your posts and content. I expect you to have thought about what you’ve read, to have questions ready, to have something to contribute to the class discussion of the material.

**Please Note:** Some of the issues we discuss in this class are controversial and some people may be uncomfortable discussing these topics. In order to foster a respectful environment, you will treat your classmates and teachers with respect – and you will be treated with respect. Remember to assume best intentions. Critical thinking is challenging enough without adding insult.

### **NAME/GENDER PREFERENCES**

If you have a name that differs from the name that appears on the class roster, please inform me before our second week so that everyone can use your preferred name. I will also ask the entire class to state their names and pronoun preferences for class so that we can all respectfully address everyone with the correct names and pronouns. If you are in the process of changing your name at the University I am happy to assist any way possible.

### **LATE POLICY/ MAKE-UP ASSIGNMENTS**

In order to get full credit for assignments, they must be turned in on time. I do not accept late papers, posts, and any other assignments. Late assignments will only be accepted with prior permission from the instructor or with a verifiable health emergency.

### **EXTRA CREDIT**

Throughout the course, there will be a handful of extra credit opportunities. They will be announced periodically posted on Carmen and via email. Extra credit will be added to your Participation grade. Students are allowed to submit only four extra credit assignments during the term. The total points possible per assignment is 4/4 points. Again, this score will be added on to your final participation grade.

### **ACADEMIC INTEGRITY/PLAGIARISM**

Students are expected to maintain complete academic integrity. Please become familiar with the departmental statement on plagiarism:

As defined by University Rule 3335-31-02, plagiarism is "the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas." Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in works that is not his or her own and plagiarism search engines make documenting the offense very simple. You should always cite your sources (I can help you with this if you are unfamiliar with proper styles of documentation). Always ask questions before you turn in an assignment if you are uncertain about what constitutes plagiarism. Always see your TA or professor if you are having difficulty with an assignment. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

### **COURSE REQUIREMENTS:**

All course assignments and projects should be turned in prior to class via Carmen Dropbox or discussion forum. Late assignments will not be accepted.

<b>ASSIGNMENT/PROJECT</b>	<b>PERCENTAGE OF GRADE</b>
Participation/Discussion Posts	20%
Class Tumblr Posts	10%
Pop Quizzes	10%
Key Terms Assignment	15%
Midterm Exam	15%
Final Paper- Movie Review	15%
Transgressive Digital Art Project	15%

### **COURSE REQUIREMENTS DESCRIPTIONS**

#### **PARTICIPATION 20%**

**ONGOING- YOUR FINAL P&A GRADES WILL BE POSTED AT THE END OF THE TERM.**

Your participation grade will be measured by 3 things.

1. Students must write at least 50-100 words reflecting on the week's readings. Simply posting to the Forum will not count as participation. You are expected to be knowledgeable of the assigned texts for that week, and must reference them at least once during class discussion.

2. You must ask at least one question about each of the assigned readings. This can be included in your weekly reflection post.
3. You must respond to at least one of your classmate's posts for that week.

#### **CLASS TUMBLR POSTS- 10%**

##### **ONGOING**

To achieve the full points possible, you must do the following:

At the beginning of the semester, I will ask students to sign up for a week to post to the course Tumblr site. You may post a blog, video, vlog, image, etc. as long as it pertains to that week's topic. Please look over the weekly topics to get an idea of what you want to write about. I will give you more information on what an abstract looks like for class and online the second week of class.

#### **POP QUIZZES- 10% ONGOING**

Throughout the semester, there will be pop quizzes, designed to assess your understanding of the reading. They will be open-book. Failure to come to class and take the quiz will result in zero points for the quiz. If you have an excused absence (due to sports or documented illness), you will not be penalized for missing the pop quiz.

#### **MIDTERM EXAM- 15%**

##### **EXAM DATE: JULY 16, 2014**

This 30-question exam is a comprehensive test that assesses your understanding of the first half of the course materials. You will be given a review worksheet prior to the exam, and students are encouraged to post questions on the discussion forums and/or email me directly.

#### **FINAL- MOVIE REVIEW - 15%**

##### **DUE TUESDAY AUGUST 5, 2014 BY 12:00PM VIA CARMEN DROPBOX**

This is a review of a visual text (film) that pass the "Bechdel Test." The first week of class I will circulate a list of films and let each person pick which film they will review. The review should include a description of the storyline (250 words), some brief information about the director of the film (1 paragraph), and your analysis of the film itself (500-750 words). Some questions to consider in your analysis:

- How does the film connect to the concepts and histories we are learning about in this class? Does the film clarify some of those concepts/histories? Which ones and how? Is there anything about the film that might be problematic? What?

- Does the film seem to be speaking to a mainstream audience, or to an audience we might say is “in the know?” How might this film contribute to the formation of an alternative culture or community? Who might you recommend this film to, and why?

### **TRANSGRESSIVE DIGITAL ART PROJECT- 15%**

#### **DUE THURSDAY, JULY 31, 2014 BY NO LATER THAN 12:00PM VIA CARMEN DROPBOX**

“Sometimes we learn not just by reading and thinking about a subject but by *doing* and participating in it as well. Try your hand at creating some transgressive art. Create an art project in which you attempt to transgress a particular notion, idea, or norm. What norms would you choose to transgress? Gender norms? Sexual norms? Norms surrounding public and private behavior? Think of your art as an advertisement that would be posted around your local community. How would that community respond? What kinds of transgressive collages would be particularly provocative in your community? That is, what kinds of transgressive tactics would be politically useful without so alienating community members that they simply ignore your message?” (Meem, Gibson, & Alexander, 2010, p. 300).

You will be expected to submit a digital art project that challenges and transgresses a social norm regarding gender, race, sexuality, ability, nationality, desire and relationships, and/or citizenship status. In order to receive full credit you must submit a 50-100 word proposal describing what you plan on submitting to me two weeks before the deadline. You also must submit a 250-500 word reflection on the art piece and how it connects to the course. Finally, you must submit the paper and the art piece on the class Tumblr on the due date. Further instructions about the assignment will be posted on Carmen’s Assignments page.

### **KEY TERMS, 15%**

#### **DUE MONDAY JULY 7, 2014 BY 12:00PM VIA DROPBOX**

At the beginning of the semester, I will give you a list of key terms and you will be expected to synthesize the terms and fit them into the larger class context. Detailed assignment guidelines will be posted in the *Assignments* section of Carmen.

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## **COURSE SCHEDULE**

### **WEEK ONE: INTRODUCTIONS, FEMINISMS, WAVES, AND HISTORIES**

#### **Activities:**

- Please do a brief (15-20 minutes) Google image and news search of the word “feminist.” Please bring your findings to class. This will help us begin our conversation on feminism.
- Complete Class survey by Friday morning.

- Please read through the Power Point on Hegemonic feminism and U.S.-based women's histories (Document is below)

**Assigned Readings and Videos (Please complete by Friday, June 30th in the below order)**

1. WATCH: [The Danger of a Single Story by Chimamanda Adichie](#)
2. READ: [Fear of Feminism: Why Young Women Get the Willies](#) Lisa Maria Hogeland
3. WATCH: Kerry Washington reads Sojourner Truth's speech, "[Ain't I a Woman?](#)" (1851)
4. READ: Class and Race in the Early Women's Rights Campaign Angela Davis (PDF is below)

*Topics: A Single Story of Feminism, Feminism, U.S.-based women's history, feminist movements, hegemonic feminism, rights, discourse, slavery, sexism, and class in the United States*

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**WEEK TWO: TEASING OUT KEY TERMS: SEXUALITY, GENDER, AND VARIOUS FORMS OF RIGHTS**

**Assigned Readings and Videos (Please complete by Friday in the below order)**

1. Read Homophobia: A Weapon of Sexism, PAGE 1-26- Suzanne Pharr <http://www.csusm.edu/sjs/documents/homophobiaaweaponofsexismcondensed.pdf>
2. X: A Fabulous Child's Story Lois Gould [http://www3.delta.edu/cmurbano/bio199/aids\\_sexuality/babyx.pdf](http://www3.delta.edu/cmurbano/bio199/aids_sexuality/babyx.pdf)
3. Watch Video on Girl Culture: <http://thesocietypages.org/socimages/2009/04/28/girl-culture/>
4. Read [Not Your Mom's Trans 101](#) <http://tranarchism.com/2010/11/26/not-your-moms-trans-101/>
5. **READ and WATCH:** The Sylvia Rivera, Stonewall, and STAR story <http://kasamaproject.org/threads/entry/sylvia-rivera-stonewall-the-star-story>

**Activities:**

- Do a short Google search of local LGBTQ organizations in your area. Who are featured on their websites? What groups are missing? If so, who, and



why do you think they are missing? Please share your findings in your weekly forum post.

- **ASSIGNMENT-** BEGIN POSTING YOUR WEEKLY CARMEN DISCUSSION QUESTIONS AND RESPONSES- DUE EVERY FRIDAY BY 5:00PM VIA CARMEN. SEE CARMEN "ASSIGNMENTS" FOR FURTHER INSTRUCTIONS

*Topics: Understanding the difference between gender, identity, and expression. Constructing the "homosexual," same-sex intimacies, contexts and sexuality, figures in LGBT histories, lost histories*

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### **WEEK THREE: THEORIZING DIFFERENCE, NEW FRAMEWORKS AND LENSES**

#### **Assigned Readings and Videos (Please complete by Friday in the below order)**

1. Combahee River Collective statement- [Combahee River Collective Statement](#)
2. Read Feminist Class Struggles *bell hooks* (**below**)
3. Oppression- Marilyn Frye <http://zinelibrary.info/files/Frye.pdf>
4. White Privilege: Unpacking the Invisible Backpack- Peggy McIntosh

#### **Activities:**

- **ASSIGNMENT-** POST YOUR WEEKLY CARMEN DISCUSSION QUESTIONS AND RESPONSES- DUE EVERY FRIDAY BY 5:00PM VIA CARMEN. SEE CARMEN "ASSIGNMENTS" FOR FURTHER INSTRUCTIONS
- Privilege Activity and reflection.

*Topics: Theory and Theorizing- Dismantling Structural Hierarchies, privilege, racism, oppression, coalition, intersectionality, orientalism, colonialism*

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### **WEEK FOUR: NEW FRAMEWORKS AND LENSES- EMBODYING DIFFERENCE**

#### **Assigned Readings and Videos (Please complete by Friday in the below order)**

1. How to Tame a Wild Tongue *Gloria Anzuldúa* <http://wolfweb.unr.edu/homepage/calabj/282/how%20to%20tame%20wild%20tongue.pdf>

2. The Other Body: Reflections of Difference, Disability, and Identity  
Politics *Ynestra King* [http://acceleratedmotion.wesleyan.edu/primary\\_sources/texts/bodiesandmachines/other\\_body.pdf](http://acceleratedmotion.wesleyan.edu/primary_sources/texts/bodiesandmachines/other_body.pdf)
3. Watch clip from “Examined Life,” featuring a conversation between Judith Butler and Sunaura Taylor <https://www.youtube.com/watch?v=k0HZaPkF6qE>

### Activities:

- **ASSIGNMENT- Key Terms Assignment is due on Monday, July 7 by 12:00pm.**
- **ASSIGNMENT- POST YOUR WEEKLY CARMEN DISCUSSION QUESTIONS AND RESPONSES- DUE EVERY FRIDAY BY 5:00PM VIA CARMEN. SEE CARMEN “ASSIGNMENTS” FOR FURTHER INSTRUCTIONS**

*Topics: Marked and Unmarked differences, Privilege, Borderland, Language, Colonization, Theorizing disability/ability, Compulsory Able-bodiedness, movement, Space and the body*

## Week Five: Let’s Talk About Sex! Sex, romance, desire and the body

### Assigned Readings and Videos (Please complete by Friday in the below order)

1. Use of the Erotic: The Erotic As Power *Audre Lorde* <http://www.cds.hawaii.edu/sites/default/files/downloads/resources/diversity/SisterOutside.pdf>
2. Desire for Future: Radical Hope in Passion and Pleasure *Amber Hollibaugh* <http://ws301spring2008.wikispaces.com/file/view/Desire+for+the+Futur e.pdf>
3. Unmarry Me? *Jared Gardner* [http://www.huffingtonpost.com/jared-gardner/unmarry-me\\_b\\_1529734.html](http://www.huffingtonpost.com/jared-gardner/unmarry-me_b_1529734.html)
4. The Body Politic *Abra Fortune* <http://tinustuff.com/blog/wp-content/uploads/2009/03/chernik-body-politic.pdf>

### Activities:

- **MIDTERM EXAM on Wednesday July 16, 2014. You have all day to complete the exam on Carmen.**
- **ASSIGNMENT- POST YOUR WEEKLY CARMEN DISCUSSION QUESTIONS AND RESPONSES- DUE EVERY FRIDAY BY 5:00PM VIA CARMEN. SEE CARMEN “ASSIGNMENTS” FOR FURTHER INSTRUCTIONS**

*Key Topics: Romance, desire, stigmas, how race and sexuality are constructed and reified in relationships, the erotic as a site of power and resistance, the wedding industrial complex*

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## **WEEK SIX: POWER-BASED VIOLENCE AND WOMEN**

### **Assigned Readings and Videos (Please complete by Friday in the below order)**

1. The Scope of the Problem *Carol Bohmer and Andrea Parrot*
2. The Not-Rape Epidemic *Latoya Peterson*
3. Watch Jay Smooth Ill Doctrine Video on Intimate Partner Violence <https://www.youtube.com/watch?v=FPILdMTSlGg>
4. Men Changing Men *Robert L. Allen and Paul Kivel*

### **Activities:**

- **ASSIGNMENT**- POST YOUR WEEKLY CARMEN DISCUSSION QUESTIONS AND RESPONSES- DUE EVERY FRIDAY BY 5:00PM VIA CARMEN. SEE CARMEN "ASSIGNMENTS" FOR FURTHER INSTRUCTIONS
- Review The Green Dot Project website and reference it in your weekly forum post. <https://www.livethegreendot.com/>

*Topics: intimate-partner violence, green dot program, interventions in violence against women, power-based violence.*

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## **Week Seven: Feminism, Resistance, and Art**

### **Assigned Readings and Videos (Please complete by Friday in the below order)**

1. Watch The Punk Singer <http://www.thepunksinger.com/>
2. Transformation of Silence into Language and Action *Audre Lorde*
3. Coco Fusco TBD

### **Activities:**

**Digital Transgressive Art Project is Due August 1, 2014 by 12:00pm via Carmen Dropbox**

**ASSIGNMENT: FINAL PAPERS DUE WEDNESDAY AUGUST 6, 2014 VIA CARMEN DROPBOX BY 12:00PM.**

## OTHER RESOURCES

### **SUGGESTED FEMINIST-INFLUENCED BLOGS**

(For fun and TUMBLR-fodder!)

- Feministe- <http://feministe.com>
- Black girl Dangerous- <http://www.blackgirldangerous.org/>
- Racialicious - <http://www.racialicious.com/>
- Queers Without Borders - <http://www.queerswithoutborders.com/>
- Feministing- <http://feministing.com>
- Jezebel- <http://jezebel.com>
- Yes Means Yes- <http://yesmeansyesblog.wordpress.com/>
- Finally! Feminism 101- <http://finallyfeminism101.wordpress.com/>
- Colorlines- <http://colorlines.com>
- The Society Pages- <http://thesocietypages.org>
- The Crunk Feminist Collective - <http://crunkfeministcollective.wordpress.com/>
- TransGriot - <http://transgriot.blogspot.com/>
- Rookie Mag- <http://rookiemag.com>
- Evilslutopia- <http://evilslutopia.com/>
- That Cortnie Girl- <http://thatcortniegirl.com>
- Shakesville - <http://www.shakesville.com/>
- Sociological Images - <http://thesocietypages.org/socimages/>
- The Fat Nutritionist - <http://www.fatnutritionist.com/>

### My Office Hours

In order to be as accessible to you as possible, I will hold office hours online on Wednesdays 11:00AM-1:00PM via chat, email, skype, google hangout, or facetime.

If you cannot meet with me then, you are encouraged to set up an appointment with me.

Summer Email Response Hours- 11:00AM-8:00PM

assignments and help you improve your work. The university also provides an incredible writing resource with the University Writing Center. The Writing Center allows you to make appointments to get assistance from trained writing tutors!

To utilize this university sponsored service, contact the Writing Center at (614) 680-4291 or visit their website at <http://cstw.osu.edu/writingCenter/default.cfm>.

