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 2-3307292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/.

Course Description
This course is an introduction to the interdisciplinary scholarship of Women’s Studies. As a survey course, this class is designed to give students from diverse backgrounds and disciplines a basic understanding of debates and perspectives discussed in the field of Women’s, Gender and Sexuality Studies. Throughout the quarter, we will learn to use gender as critical lens to examine some of the social, cultural, economic, scientific and political practices that organize our lives. We will focus on the ways in which gender impacts our everyday lives, paying particular attention to the ways that ideas about gender shape our attitudes and inform public policies and social institutions in the U.S. We will explore a multitude of feminist perspectives on the intersections of gender, race, sexuality, class, physical ability, nationality, age and other categories of identity. In this course, we will interrogate these categories as socially-constructed while acknowledging that these constructions have real effects in subordinating groups, marking bodies and creating structural, intersectional inequalities.

This course is required for the major and minor in Women’s, Gender and Sexuality Studies. It also can fulfill the following University GE requirements:

- **GE Cultures and Ideas**- by engaging students in critical listening, reading, seeing, thinking, writing and experiencing the arts and reflecting on that experience
- **GE Social Science: Individuals and Groups**- by helping students understand human behavior. The course focuses specifically on how gender structures human societies, cultures and institutions.
- **GE Diversity Social Diversity in the U.S. GE**- by fostering an understanding of the varied ways gender, race, class, sexuality, physical ability, and age impact the nature of institutions, society and culture in the United States.
- **GE Open Option** - WGSST 1110 can fulfill the Open Option GE in many major programs. Check with your advisor!
Course Learning Objectives:
1. Understand the range of feminist theories/perspectives and develop a basic working knowledge of concepts including: power, privilege, oppression, intersectionality, and the social construction of gender
2. Understand the ways in which gender, race, class, sexuality, disability and other categories of identity mutually inform and constitute one another
3. Recognize the importance of gender in shaping and organizing societal values, institutions and women's experiences in the U.S.
4. Discover the importance of feminist activism in the struggle for women’s liberation and evaluate past and present attempts at dissolving systems of domination
5. Understand how ideas influence the character of human beliefs, perceptions of reality, and norms that guide human behavior.
6. *Learn to use gender as a lens for critique and analysis* of social, cultural, political, economic and scientific assumptions/practices
7. *Demonstrate critical thinking through critical writing*
8. *Participate boldly and actively in the creation of knowledge in the classroom*

Required Texts
Course Readings will be posted and or/linked in CARMEN under ‘Content’. No textbook purchase is required. Print out/download your articles and bring them to class!

Course Requirements/ Grading

**Participation – 20%**
Active participation is a critical part of the learning experience in this course. Active participation in this course includes ALL of the following: attendance, in-class dialogue, participation online where indicated and reading the assigned material prior to the start of class. You are expected to attend every class session this summer. For our purposes, you can’t participate actively if you’re not in class. Thus, there is no such thing as an ‘excused’ absence- there is simply a day you didn’t participate. If you arrive late or leave early (before 4:30pm), your participation grade will be affected. **Please talk to me ahead of time if you expect to arrive late or have to leave early.** If you must miss a class meeting, it is your responsibility to get any notes from a classmate and to make arrangements to turn in your assignments on time.

**Pop Quizzes:** I reserve the right to give periodic, unannounced pop quizzes. Quiz grades will count as the attendance grade on the day that they are given.

**Response Assignments (RAs)- 25%**
During select weeks you will be required to submit 4 Response Assignments **(TWO Mandatory and TWO Option RAs of your choice). You must be present in class on the day RAs are discussed to receive full credit.** Please consult our CARMEN site for detailed RA descriptions and due dates.

Complete 2 Mandatory RAs from this list
- Unpacking the Knapsack
- Current Media Analysis

PLUS Complete Any 2 Option RAs from this list
- Theory Is Everywhere
- Repro Justice Scavenger Hunt
- Politics of Safety
- Social Change: Remedies & Resistance
**Positionality Paper - 15%**  
This essay assignment asks you to reflect on your identity in terms of race, class, gender, sexual orientation, nationality, ability, educational status and other social categories. 5 page minimum. Detailed assignment guidelines will be posted on CARMEN.

**Midterm Test- 15%**  
This in-class test is designed to help you take stock of what you have learned by the midpoint of the term. Tests may not be rescheduled.

**Feminist Remix Final Project- 25%**  
For this assignment, you will create a feminist ‘remix’ of a pop culture artifact: a popular song, music video, newscast, book, commercial, tv show, film, magazine, advertisement, etc. Detailed assignment guidelines will be posted on CARMEN.

**Grades***

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<thead>
<tr>
<th>Requirement</th>
<th>Percentage of Final Grade</th>
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<tr>
<td>Participation</td>
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<td>Positionality Paper</td>
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<td>Midterm Test</td>
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<td>Response Assignments</td>
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<tr>
<td>Feminist Remix</td>
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*Please note that this is NOT a point system. Points on Carmen Grade Center are not equally weighted.

**Course Policies**

**Children in the Classroom**  
Sometimes, people who are parents or caregivers for children will need to have their academic and child-rearing lives combine. Those people are welcome to bring children to class and we, as a learning community, will welcome the input of our younger colleagues. Please give me notice when possible, as I will try to adjust my instruction to accommodate and welcome all people in the classroom. Please contact me with questions or concerns- being a part of a community that raises a child should never be a reason not to participate in one of my classes.
Classroom Conduct
We will explore a variety of issues in this course, some of them quite controversial and complicated. Personal opinions play a role in class dialogues but do not substitute them for a concerted effort to grasp the scholarly material in the course. Understanding the material does not mean you have to embrace all or any of the viewpoints represented. However, it does require that you read it, think about it, and discuss it. If at any time anyone is disrespectful to any other individual in the class, I reserve the right to ask them to leave.

Electronic Use Policy
To ensure respectful participation in this course, you will be asked to leave the class for the day or just simply counted absent if you are: sleeping or resting your head, doing other work in class, instant messaging, browsing the internet, and/or using your cell phone for ANY REASON (including talking, text messaging, checking voicemail/email, or browsing the web). Before entering the classroom, please turn off all cell phones and any other device that may disrupt the class.

Extra Credit Policy
Extra credit is designed to augment your grade, not replace missed assignments. Students who have not completed their regular class assignments by the due date will not be eligible to receive any extra credit. You may submit up to TWO extra credit assignments, each of which can add up to 1.5% to your final course grade for a max bonus of 3%. I offer two ways to earn extra credit:

- **Attend an Event:** Students may attend approved extracurricular events for extra credit. To receive credit, students must attend an approved event, bring a handout or item from the event and write and submit a 2-page reflection paper that draws connections between the event and course readings. I will announce extra credit events as they arise. Students may also petition me to add events for extra credit.
- **Revise Your Positionality Paper:** Students are required to consult with the instructor before revising. Due on the last regular class period of the term.

Late Policy/ Make-Up Assignments
In order to get full credit for assignments, they must be turned in on time. Late assignments will only be accepted for full credit with prior permission from the instructor. Otherwise, late assignments will be penalized a grade step for each day they are overdue (for example, an A would become an A-). Many assignments require you to be present on the day they are discussed to receive credit- and thus are ineligible for an extension for any reason. **Tests and exams may not be rescheduled.** I DO NOT ACCEPT ANY ASSIGNMENTS VIA EMAIL WITHOUT PRIOR APPROVAL.

Name/Gender Preferences
If you have a name or gender preference that differs from what appears on the class roster, please inform me before our second class meeting so that I can address you correctly. I may also ask the entire class to state their name preferences in class so that we can all respectfully address everyone with the correct names and pronouns.
Academic Integrity/Plagiarism Policy

Proper citation is required for all assignments whether they are formal or informal—always cite your sources. Citation resources are available on our CARMEN page and through various programs/offices in the University. Always ask questions before you turn in an assignment if you are uncertain about what constitutes plagiarism. See me if you are having difficulty with any assignment and 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. 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!

Learning Enhancement/ How to Succeed in this Course

Students are expected to submit college-level work and take initiative in their own learning. The most successful students in this class will think broadly about the assignments, ask for help, complete ALL of the readings, contribute extensively to class discussions and demonstrate a solid grasp of language and composition in their writing assignments. As such, I encourage voluntary conferences over course materials and assignments. I will be happy to look at assignment drafts prior to due dates, to answer any questions and provide guidance on how to complete assignments. If there is any ambiguity in your understanding of a particular assignment (including proper citation standards), it is your responsibility to ask for clarification and assistance prior to the due date. In addition to my support and assistance this quarter, I recommend the following services as a means to enhance your learning and academic performance:

OSU WRITING CENTER
475 Mendenhall Laboratory (by appointment)
Science and Engineering Library, 3rd Floor (walk-ins)
The OSU Writing Center offers one on one tutoring sessions on any portion of the writing process
http://cstw.osu.edu/writingcenter

PURDUE ONLINE WRITING LAB (OWL)
An excellent online resource for MLA and APA citation styles!
http://owlenglish.purdue.edu/

DENNIS LEARNING CENTER
250 Younkin Success Center, 1640 Neil Ave.
Workshops, podcasts and advising services on time management, test-taking and note-taking skills, active reading and more: http://dennislearningcenter.osu.edu/index.asp

Phone: 688-4291

Phone: 688-4011
# DAILY SCHEDULE

## Readings:
All readings are due on the days that they are listed in the schedule.  
*All students should read all the articles listed in italics*

## Assignments:
*Assignments are in BOLD* and listed on the day they are due.
Remember that the Current Media Analysis RA has a [floating deadline](#) and some assignments are due on non-class days.

## Critical Questions:
The questions in BLUE are provided to help guide you in your readings. If you can answer these questions after reading your assigned articles, you’ll be in good shape to participate in class discussion.

## WEEK 1  What is Women’s, Gender & Sexuality Studies? What is Feminism?

**T 11-Jun**  
**Feminism & Women’s, Gender and Sexuality Studies**  
What is feminism? How does our culture typically characterize feminists? What is the difference between Women’s Studies and feminism?

*Readings:  
*I’m Not a Feminist, But… - Penny Weiss  
Declaration of Sentiments***

**Th 13-Jun**  
**The Many Women’s Movements/ Theorizing Difference**  
How do feminist activists analyze social inequality in their own particular historical and cultural settings? How does feminist activism inform the kind of theoretical work we do in Women’s, Gender and Sexuality Studies? In what ways are identity categories useful for the feminists in these readings? In what ways are they problematic? How do we come to understand our own identities?

*Readings:  
*Women’s Movements Overview  
A Black Feminist Statement- Combahee River Collective  
Heartbroken: Women of Color and the Third Wave- Rebecca Hurdis  
Plus, choose one of the following additional readings:  
*Ain’t I A Woman?- Sojourner Truth  
RedStockings Manifesto (1969)  
Preface to ‘Borderlands’- Gloria Anzaldua***

*Recommended:  
First Women’s Rights Movement- E. DuBois  
Nothing Distant About It- A. Ehols  
Multiracial Feminism- Becky Thompson*
**WEEK 2  Privilege, Inequality & Socialization**

**M 17-Jun**  
**T 18-Jun**  
**DUE: Unpacking the Knapsack RA (Mandatory!) – By 9pm on Monday night**

Inequality and Privilege
What is the ‘mythical norm’? How do the authors define ‘privilege’ and ‘oppression’? Why is it important to consider privilege when discussing systemic inequality? How might the theory of intersectionality impact our understanding of privilege and oppression?

Readings:  
*White Privilege: Unpacking the Invisible Knapsack*- Peggy McIntosh  
*Oppression-Marilyn Frye*  
*Age, Race, Class, and Sex - Audre Lorde*  
*Plus, choose one of the following additional readings:*  
*Able-Bodied Privilege Checklist- Wonda Baugh*  
*Heterosexual Privilege Checklist- Judith Katz*  
*Male Privilege Checklist*  
*Christian Privilege Checklist*

**Th 20-Jun**  
**The Social Construction of Gender, Bodies & Desires: Part 1**
What is the difference between sex and gender? What messages do we receive from dominant U.S. culture about ‘normative’ femininity and masculinity? How are gender norms constructed in relation to ideas about race, class, age, sexuality and ability? In what ways do we perform our gender?

Readings:  
*Night to His Day: The Social Construction of Gender*- Judith Lorber  
*The Five Sexes Revisited*- Anne Fausto-Sterling  
*My Son is Gay - Sarah*  
**DUE:**  
*Theory is Everywhere RA- Due on Discussion Board by 12noon*

Recommended:  
*Toward a Theory of Disability & Gender*- T. Gerschick

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**WEEK 3  GENDER, SEX & POWER: Body Politics & Desire**

**Tu 25-Jun**  
**The Social Construction of Gender, Bodies and Desires: Part 2**
How are gender and sexual norms constructed in popular media? In what ways are violence and domination ‘sold’ as a part of gender & desire? How is the body understood as a site of oppression? What messages do women receive about ideal notions of beauty? How do these images contribute to the expectation that a woman’s body is her primary project?

Readings:  
*The More You Add, The More You Subtract*- Jean Kilbourne  
*The Body Politic*- Abra Chernik  
*Arroz Con Pollo*- Linda Delgado

Recommended:  
*Making the Cut – Martha Coventry*  
*Ethnic Difference in Plastic Surgery- NY Times*
Th 27-Jun  Challenging Gender & Sexual Binaries
What relationship does dominant U.S. culture construct between gender, sex and sexuality? How is this relationship variable? What is compulsory heterosexuality? What does it mean to be sexually empowered?

Readings:  
*The Myth of the Vaginal Orgasm* - Anne Koedt
*Bite Me, Or Don’t* - Christine Seifert
*Skirt Chasers: Why the Media Depicts the Trans Revolution in Lipstick and Heels* - Julia Serrano
TBA Reading

Recommended:  Homophobia, Weapon of Sexism - Suzanne Pharr

F 28-Jun  DUE: Positionality Paper - Submit via CARMEN Digital Dropbox by 5pm

WEEK 4  MIDTERM

T 2-Jul  MIDTERM

Th 4-Jul  NO SCHOOL - Fourth of July!

WEEK 5  THE PERSONAL IS POLITICAL: GENDER-BASED VIOLENCE

T 9-Jul  Gender-Based Violence
What myths surround the issue of violence against women? What ‘counts’ as gender-based violence? How is violence against women related to other systemic social, political and economic inequalities?

Readings:  
*The Scope of the Problem* - Bohmer and Parrot
*Cultural Issues in Violence Against Women* - Fontes and McClosky
DUE:  Feminist Remix Artifact/Proposal

Th 11-Jul  Gender-Based Violence
What myths surround the issue of violence against women? How is violence against women culturally legitimated?

Readings:  
*The NOT Rape Epidemic* - Racilious
*How Sexual Harassment Slaughtered, Then Saved Me* - Kiini Ibura Salaam
*I Am NOT a Rapist* - John Stoltenberg
DUE:  Politics of Safety RA – Due in class
**WEEK 6**  
**THE PERSONAL IS POLITICAL: GENDER AT SCHOOL, WORK & HOME**

**T 16-Jul**  
Marriage, Parenting and The Politics of Reproduction  
Readings: TBA  
**DUE:** Reproductive Justice Scavenger Hunt RA- Due in Class

**Th 18-Jul**  
Women & Work  
Readings: TBA

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**WEEK 7**  
**THE PERSONAL IS POLITICAL: CREATING SOCIAL CHANGE**

**T 23-Jul**  
Creating Social Change Through Policy and Activism  
Readings: TBA  
**DUE:** Social Change: Remedies & Resistance RA- Due in Class

**Th 25-Jul**  
Critical Feminist Analysis: Men & Masculinity/ Course Wrap-Up  
Readings: TBA  
**DUE:** Last Day to turn in Current Media Analysis RA

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**WEEK 8**

**T 30-Jul**  
Feminist Remix Projects Due

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***Disclaimer: I reserve the right to alter this syllabus and schedule.***