Course Description

This course is an introduction to the interdisciplinary scholarship in women’s, gender, and sexuality studies. The course will engage students in diverse and controversial cross-cultural feminist perspectives on social, economic, cultural, and political practices. The topics covered by this course relate to feminisms and women’s movements, gender socialization, inequality and difference, labor and politics, the body, violence and sexualities, in which we will use scholarship, and political and social histories/events as context. We will explore the study of women and feminism by examining the intersections of race, class, sexuality, disability and gender across cultures and disciplines. We will also explore and interrogate the construction of identities and categories such as gender, race, sexuality, class, and nation, and how these socially-constructed marked and unmarked categories reinforce each other, and are used to oppress and subordinate groups and individuals, mark bodies, and create structural and institutional inequalities, privileges, and hierarchies.

This course is a prerequisite for the major and minor in Women’s Studies. The course fulfills three GEC requirements: Cultures and Ideas, Social Science Individuals and Groups and Social Diversity in the United States.
Course Learning Objectives

1. To see sex, gender, sexuality, race, class, nationality, and ability as categories of analysis, a social construction, performative identities, a power relation, and a lens for rethinking ideas that seem to be “givens” and natural.
2. To understand how identities are not fixed categories and at times intersect and contradict one another.
3. To understand the ways in which women and people in all their diversity are affected by society, culture, and its institutions.
4. To learn to use an intersectional lens for critique and analysis of social, cultural, political, economic and scientific assumptions/practices that produce and maintain relations of inequality.
5. To understand the ways in which gender, race, sexuality, class, nationality, geographic location, and ability are interconnected and inform theories and methods of inquiry.
6. To develop critical reading, writing, and thinking skills, as well as practice articulating your own supported ideas and arguments.
7. To connect the lessons learned in the classroom to the world outside of academia.

Course Policies

*Disclaimer:* Information on the syllabus should be accepted as accurate. The syllabus is subject to change by the instructor, in which change in dates, assignments, and policies will be revised in syllabus and stated on Carmen.

**Plagiarism & Academic Integrity**
Plagiarism is a serious offense. Plagiarism includes direct copying and paraphrasing from another author without acknowledging your source. **OSU’s policy 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 work that is not his or her own and plagiarism search engines make documenting the offense very simple.

There are ways to avoid plagiarism:

- **Always cite your sources.**
- **Always ask questions before** you turn in an assignment if you are uncertain about what constitutes plagiarism.
- **See instructor** 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!**

**Writing Center**
I am available to assist you with assignments and help you develop your work during my office hours or by appointment. 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) 688-4291 or http://cstw.osu.edu/writingcenter.

“There is no such thing as a single-issue struggle because we do not live single-issue lives.” –Audre Lorde
Class Dynamics Policies

**Attendance:** Prompt and regular attendance is necessary for your completion of this course. You are allowed two excused absences without penalty. Each additional absence will affect your attendance/participation grade. If you participate in athletics/university-sponsored involvement that will cause you to miss class, please let me know the first week of class. You must show proof of appointments, etc. for excused absences—this is university policy. Excessive tardiness and leaving class early will affect your attendance and participation grade. Students should not pack up until class is over.

**Participation:** You are expected to come to class on time, with the material assigned for that session read carefully and thoroughly. Readings should be completed by the date listed on the syllabus. Always bring your assigned reading and textbook to class. I expect you to have thought about what you’ve read, to have questions ready, and to have something to contribute to the class discussion of the material. As a student, you are expected to be an active participant in your own learning. Readings and assignments are intended to inform class discussion and course lectures, class discussions, and activities are all designed to supplement and contextualize the readings. Completing the assigned readings and coming prepared to engage in discussion is crucial to your success in this class.

**Best Practices for Success:** Take notes and summarize the readings in your own words, making note of any questions, unfamiliar terms that you can bring to the class for discussion. Resist the urge to skim the readings, as this will not adequately prepare you for class. Be able to answer questions such as: What is the author’s main point/argument in the text? What are the authors' supporting arguments/points for their claim(s)? Setting? Context? Audience? Why might the piece be important?

Some of the issues we will discuss are controversial; some people may be uncomfortable discussing some topics. This class addresses some of our most revered beliefs about gender, culture and power. Remember to assume best intentions. All members of the class are required to respect the opinions of their classmates and talk only in their turn. 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. Interruption and hostile remarks will not be tolerated, nor will clear statements of a racist, sexist, homophobic, ableist, classist, xenophobic, victim-blaming nature.

**Electronics Policy**
Cellphones must be silenced and put away for the entire class period. Electronics such as laptops, Ipads, and note-taking devices are allowed for note-taking and class online readings access. If students are caught partaking in any other activity on permitted electronic devices—social networks, chatting, doing work for other classes, privileges will be dissolved for the rest of the semester. Participation points will be deducted as well. All electronics should be closed during peer presentations. These rules are in place to guarantee utmost respect for the instructor and classmates’ learning.

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Course Requirements

Attendance and Participation (150 points) 20%
- Attendance and in-class participation = 80 points
- Weekly Carmen posts = 70 points

Your participation and attendance grade will be measured by your attending class and the extent to which you actively participate according to standards mentioned above. In-class participation points will be deducted for: sleeping, forbidden electronic use, Participation will also be assessed by weekly critical analysis Carmen posts. Carmen posts should respond thoughtfully and critically to discussion prompt, and include at least one question. Carmen posts will be in relation to the week’s readings, and will be due every Sunday at 9pm. Lack of participation will result in points being docked from your participation grade.

Late/Makeup Work Policy: In-class assignments and activities that count for in-class participation points cannot be made up. Late assignments will not be accepted.

Writing Assignments- 30%
There will be 2 4-page essays assigned for this course that will require students to critically engage in the course materials. You will be given paper prompts with instructions and a rubric for each paper. Papers should be submitted in hard copy at the beginning of class. Plan accordingly.

*Due Dates:
   - Paper #1- Friday, January 31st
   - Paper #2- Friday, April 4th

* Paper format: 12 point Times New Roman font, double-spaced, one-inch margins, page numbers on top right, in-text citations and bibliography page in MLA format. Papers must fully meet page length requirement. Successful essays will have an introductory paragraph with a thesis statement, body paragraphs that are clearly related to each other and to the thesis statement, a concluding paragraph that reiterates the thesis statement and the evidence provided in the body paragraphs and comes to a point of conclusion. Points will be deducted from not meeting all of these requirements.

Group Presentation- 10%
You will be split into groups of 4 and expected to present on one of the ‘Social Justice Today’ themes at the end of the semester. Each group will be expected to give a 10- minute presentation on the assigned topic. The group is welcome to video, handouts, and power point presentation in their presentation. In addition to presenting to the class, each group member will be expected to turn in the evaluation about their topic, their group presentation, and the dynamics of the group work. Group presentation guidelines and evaluation sheets will be provided.

Current Events Presentation & Reflection: 5%
Each student will sign up for one day to bring in one “artifact” - a news story, a video clip, a commercial, a book, blog article – that connects to the topic and readings discussed in that day’s class. The student will be expected to give a 5-minute presentation and facilitate a 5-minute discussion on how course materials could be used to shed light on this particular topic. A 1-page reflection will be due analyzing the artifact and explaining how course materials for that day are relevant to it.

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Midterm- 15% and Final Exams- 20%
There will be midterm and final in-class exams. Students will be given a study guide two weeks prior to each exam. There will also be in-class exam review sessions.

Extra Credit Policy:
Throughout the quarter, events will be announced as extra credit opportunities. Students must attend the event and submit a 2-page reflection paper within 1 week of the event that gives details of the event, and its’ connections to things in our course. Students may submit up to TWO extra-credit assignments, which can add an additional 2.5% to your cumulative essay grade, for a total of no more than 5%.

Course Schedule

Week 1: What is Feminism?

Wednesday, 1/8- Introduction to the Course

Friday, 1/10-What is Feminism?
• “I’m Not a Feminist, But…” Popular Myths about Feminism. Penny Weis (Carmen)
• Womanist. Alice Walker (Carmen)
• Watch “We Should All Be Feminists: Chimamanda Adichie TED Talk”
  http://www.youtube.com/watch?v=hg3umXU_qWc
• Excerpt from Actionable Postcolonial Theory in Education by Vanessa Andreotti (Carmen)

Week 2: Constructions of Sex and Gender

Monday, 1/13- Gender, Sex and Performance
• The Social Construction of Gender. Judith Lorber
• The Five Sexes Re-visited. Anne Fausto-Sterling

Wednesday, 1/15- Socialization and Performance
• Theme Introduction: Gender Socialization. Cynthia Burack
• X: A Fabulous Child’s Story. Lois Gould

*In-class Writing Workshop

Friday, 1/17-Troubling Gender Categories
• “12 Things Every Gender Non Conforming Child Wants You to Know”
  http://raisingmyrainbow.com/2012/06/30/12-things-every-gender-nonconforming-child-wants-you-to-know/

Week 3: Interrogating Race and Nation

Monday, 1/20-----MLK DAY; NO CLASS

Wednesday, 1/22- Race and Ethnicity
• Excerpt from Racial Formation in the United States. Omi and Winant (Carmen)
• Asian is not Oriental. Anonymous

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Friday, 1/24- Colonial, Imperial Legacies
  • Preface to Borderlands/La Frontera. *Gloria Anzaldua*
The Homeland, Aztlan. *Gloria Anzaldua*

**Week 4: Interrogating Race and Nation**
**Monday, 1/27- Colonial, Imperial Legacies**
  • Reflections on the Black Woman’s Role in the Community of Slaves. *Angela Davis* (Carmen)
  • The Filipina’s Breast: Savagery, Docility, and the Erotics of the American Empire. *Nerissa S. Balce* (Carmen)

**Feminisms and Women’s Movements**
**Wednesday, 1/29**
  • Declaration of Sentiments and Resolutions (1848). *The Seneca Falls Women’s Rights Convention of 1848*
  • Is Equality Indigenous? The Untold Iroquois Influence on Early Radical Feminists. *Sally Roesch Wagner*
  • Ain’t I a Woman? *Sojourner Truth*

Friday, 1/31-Politicizing Identity
  • Class and Race in the Early Women’s Rights Movement. *Angela Davis* (Carmen)
  • “The Myth of Shared Female Experience and How it Perpetuates Inequality” *Mia McKenzie.*

*Paper #1 due*

**Week 5: Feminisms and Women’s Movements**
**Monday, 2/3-Politicizing Identity**
  • A Black Feminist Statement. *Combahee River Collective* (Carmen)
  • Redstockings Manifesto. *Redstockings*
  • La Consciencia de la Mestiza: Towards a New Consciousness. *Gloria Anzaldua*

**Wednesday, 2/5-Politicizing Identity**
  • In Pursuit of Latina Liberation. *Elizabeth Martinez*
  • A Day Without Feminism and Third Wave Manifesta. *Jennifer Baumgardner & Amy Richards*

**Friday, 2/7-Politicizing Identity**
  • The Development of Feminist Consciousness Among Asian American. *Ester Ngan-Ling Chow* (Carmen)

*Receive Midterm Study Guides*

**Week 6: Theorizing Oppression, Privilege, Hierarchy and Social –Isms**
**Monday, 2/10- Oppression and Privilege**
  • Oppression. *Marilyn Frye*
  • White Privilege: Unpacking the Invisible Backpack. *Peggy McIntosh*
  • Owning My Advantage, Uncovering my Collusion. *Judith H. Katz*

**Wednesday, 2/12- Social-isms, Difference, and Resistance**

“There is no such thing as a single-issue struggle because we do not live single-issue lives.” -Audre Lorde
• The Uses of Anger: Women Responding to Racism. *Audre Lorde*
• Race, Class, and Sex: Women Redefining Difference. *Audre Lorde*

**Friday, 2/14 - Social -Isms**
• Feminist Class Struggles. *bell hooks*
• Homophobia: A Weapon of Sexism. *Suzanne Pharr*

**Week 7: Midterm Week**
**Monday, 2/17**
• Watch Pariah

*Midterm Evaluations*
**Wednesday, 2/19- Review for Midterm Exam**
**Friday, 2/21- MIDTERM EXAM**

**Week 8: Sexuality**
**Monday, 2/24- Rethinking Sexual Normativity**
• Compulsory Heterosexuality and Lesbian Existence. *Adrienne Riche* (Carmen)
• The Cult of Virginity. *Jessica Valenti* (Carmen)

**Wednesday, 2/26- Shame and Resistance: Reimagining Sexual Politics and Desire**
• “What is Slut Shaming?” -Finally, A Feminist 101 Blog
http://finallyfeminism101.wordpress.com/2010/04/04/what-is-slut-shaming/
• The Uses of the Erotic: The Erotic as Power. *Audre Lorde* (Carmen)

**Friday, 2/28- Topics in Pop Culture: Reimagining Sexual Politics and Desire**
Watch BEYONCE’ The Visual Album

**Week 9: Motherhood & Reproductive Rights**
**Monday, 3/3- Motherhood**
• Theme Introduction: Motherhood and Reproduction. *Sally Kitch*
• I Want a Wife. *Judy Syfers*
• Excerpts from Motherhood in Bondage. *Margaret Sanger*

**Wednesday, 3/5-Reproductive Rights**
• From Norplant to the Contraceptive Vaccine: The New Frontier of Population Control. *Dorothy Roberts*
• Bodily Integrity and Forced Medical Treatment: The Case of Angela Carder. *Cynthia R. Daniels* (optional)

**The Body and Representation**
**Friday, 3/7- Culture, Cultural Capital and Cultural Appropriation**
• “What’s the Difference Between Cultural Exchange and Cultural Appropriation?” by JARUNE UWUJAREN from the Good Men Project

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• Watch Paris is Burning

March 10- 14, SPRING BREAK! No classes! YAY!

Week 10: The Body and Representation Continued
Monday, 3/17-
• The Body-Power and Politics. Valerie Lee
• When Will the Media Start Portraying Black Women Without Betraying Them. Tracey Ross
  http://www.racialicious.com/2012/10/02/when-will-the-media-start-portraying-black-women-without-betraying-them/

Wednesday, 3/19-The Body
• The Beauty Myth. Naomi Wolf
• When I Was Growing Up. Nellie Wong (Carmen)
• Watch Miss Representation

Friday, 3/21- The Power of Representation
• Watch Dreamworlds

Week 11: Violence
Monday, 3/24-Rape Culture
• The Not-Rape Epidemic. Latoya Peterson
• I Want a 24 Hour Truce In Which there Is No Rape. Andrea Dworkin (Carmen)
• Raped: A Male Survivor Breaks His Silence

Wednesday, 3/26- Identity Politics and Violence Against Women
• Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women Of Color. Kimberle Crenshaw
• I am Annika, I am All. Annika Leonard http://www.reproductivejusticeblog.org/2012/10/i-am-annika-i-am-all.html

Friday, 3/28-Masculinity
• Confessions of a Recovering Misogynist. Kevin Powell
• Men Changing Men. Robert Allen and Paul Kivel
• Watch Tough Guise

Week 12: Women, Work, and Politics
Monday, 3/31- Politics
• Does Women’s Representation in Election Office Lead to Women Friendly Policy? Amy Caiazzo

Wednesday, 4/2- Work and Class
• Work, Poverty and Economic Policy. Mary M. Fonow
• Rethinking the Nature of Work. bell hooks

Friday, 4/4-Class, Sex and Citizenship
• The Feminization of Immigration. The National Council for Research on Women

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Week 13: Social Justice Today

**Monday, 4/7 - Prison Abolition, The War on Drugs, and Policing**
- The Caging of America. *Adam Gopnik* (Carmen)
- Chapters 1 & 2 of *Are Prisons Obsolete?* By *Angela Davis* (Carmen)

**Wednesday, 4/9 - Immigration**
- The Impact of Intended Consequences of the 1996 US Immigration Reform Act on Women. *Maria Gomes and Fariyal Ross-Sheriff* (Carmen)

**Friday, 4/11 - Faith, Xenophobia and Terrorism**
- Can I see Your Hair? Choice, Agency and Attitudes: The Dilemma of Faith and Feminism for Muslim Women Who Cover. *Halef Afshar*
- What is the Truth About American Muslims? *Interfaith Alliance* (Carmen)
- “Terrorism and Privilege: Understanding the Power of Whiteness.” *Tim Wise*

Week 14: Social Justice Today: Theory in Practice

**Monday, 4/14 - Globalization and Global Economies**

**Wednesday, 4/16 - Queer Politics**
- 7 LGBT Issues That Matter More Than Marriage. [http://www.buzzfeed.com/hfetter/7-lgbt-issues-that-matter-more-than-marriage-fk74](http://www.buzzfeed.com/hfetter/7-lgbt-issues-that-matter-more-than-marriage-fk74)
- Marriage Will Never Set Us Free. *Dean Spade and Craig Willse* (Carmen)

**Friday, 4/18 - The State of Education**
- **THE DIRTY DOZEN: HOW CHARTER SCHOOLS INFLUENCE STUDENT ENROLLMENT** *Kevin G. Welner.*

Last Day of Class, 4/21
No assigned reading. Final Review

Final Exam will be held Friday, 4/25 10:00am- 11:45am

“I’m a Feminist, now what?”

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