Women’s, Gender, and Sexuality Studies 1110: Gender, Sex, and Power
2013 Spring Semester | MWF 1:50 – 2:45 PM | Central Classrooms Bldg. 226

Instructor: Katelyn Hancock | hancock.147@buckeyemail.osu.edu
Office: Dullies Hall 30 | Hours: Tuesday 12 – 2 PM, or by appointment

Accommodation of students with disabilities
Students who have verification from the Office of Disability Services are responsible for contacting the instructor as soon as possible to make necessary arrangements. The Office of Disability Services (150 Pomerene Hall; 614 – 292 – 3307; http://www.ods.ohio-state.edu/) verifies the need for accommodations and assists in the development of accommodation strategies.

Required Text(s)
- Reading Women’s Lives. Pearson Custom Publishing. (The cover should say Hancock/spring 2013.)
- Additional readings on Carmen

Course description
1110 is an introduction to the inter-discipline of women’s studies. The course is intended to provide students of various academic and personal backgrounds a foundation of knowledges and perspectives generated by feminist scholars and activists. The course will center on an analysis of interpersonal and structural power, at all times complicated by intersections of gender, sex, race, class, sexuality, age, ability, and other axes of identity and experience.

The course is a pre-requisite for completing a major and minor in the department, and fulfills three GEC requirements: Culture and Ideas, Social Science Individuals and Groups, and Social Diversity in the United States. Students in 1110 will engage in critical readings of the ways in which gender intersects with race, class, sexuality and other experiences to organize human behavior, relationships, cultures, and institutions in the United States.

Learning Objectives
- To cultivate skills in writing, reading, critical thinking, and oral expression;
- To develop a language base to begin to thoughtfully articulate perspectives specific to women’s and feminist studies;
- To develop an intersectional feminist lens for analyzing power relations in the United States;
- To analyze the ways in which differently raced and classed women (and men) are affected by the norms, values, policies, and institutions of society and culture(s); and
- To appreciate the contributions of historically marginalized voices to knowledge bases and social movements.

Because this is a women’s studies course, all assignments are expected to reflect an understanding of feminist scholarship. This does not mean that you are expected to be or become a feminist, but it does mean that you will be expected to demonstrate the ability to apply a feminist lens in your coursework. We will practice looking through such a lens throughout the semester.
Requirements

1. Writing/Project Assignments (45%)
   You are expected to submit three (3) writing/project assignments throughout the semester (the details of which I will specify on a separate handout) resulting in each assignment counting towards 15 percent of your grade (for a total of 45 percent).

2. Examinations
   a. Midterm (15%): The exam will take place during a regular class period, and will consist of multiple choice and short essay questions.
   b. Final (15%): The final will be administered during the scheduled exam period at the end of the semester, and will consist of short essay questions.

Both exams will cover core concepts discussed in class and course texts. The final is comprehensive in terms of applying conceptual knowledge cultivated over the course of the semester. Make-up exams will be administered only in the event of sufficiently documented emergencies or prior permission from the instructor.

3. Group Presentation (15%)
   Working in groups of four or five, students are required to facilitate a 20 to 25-minute class presentation/discussion on a scheduled topic. Students will work together to design a handout that highlights key issues and ideas and poses critical questions related to the topic. Students should utilize the assigned texts to frame the discussion but are also encouraged to draw upon relevant current events and incorporate media to contextualize the topic. Further guidelines will be provided on a separate handout.

4. Attendance and Participation (10%)
   a. Attendance: You are permitted two (2) absences without penalty. Each additional absence will result in two (2) points deducted from your attendance and participation grade, except in sufficiently documented extenuating circumstances. I will pass around an attendance sheet at the beginning of each class meeting. It is your responsibility to sign in and, in the event of an absence, to speak to a classmate about what you missed.
   b. Participation: You are expected to come to class with the appropriate materials (including your book), having read the assigned texts by the dates indicated on the syllabus, and ready to contribute to small and large group discussions. I may periodically administer quizzes and/or ask you to pose and discuss questions on Carmen as part of your daily participation points. (Quizzes will be administered at the beginning of the period and cannot be made up.) The quality of the course largely depends on your willingness to engage with each other on an intellectual level to interrogate complex ideas. You are expected to be an active and informed participant in all classroom dialogues.

Grading Scale

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Policies

1. Late Assignments
   All assignments are due at the beginning of the period on the dates indicated on the syllabus. If an extenuating circumstance or emergency arises (ex. death in the family or an illness with sufficient documentation from Student Health and/or hospital), and you make pre-arrangements with me, I may agree to extend the deadline. If adequate documentation is not provided or if prior arrangements have not been made, you will receive a five-point deduction for each day the assignment is late.

2. Academic Misconduct
   You are expected to maintain complete academic integrity, and are responsible for familiarizing yourself 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 work that is not his or her own and plagiarism search engines make documenting the offense very simple.

   Always cite your sources (I can help you with this) and ask questions before if you are uncertain about what constitutes plagiarism. 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!

3. Syllabus
   While providing a general outline of the objectives and expectations of the course, the syllabus is nonetheless a living document. As such, it is subject to change at the instructor’s discretion to accommodate the unpredictable nature of the world in which we live.

Decorum and ground rules of engagement

- E-mailing the instructor
  I encourage you to e-mail me your questions and concerns pertaining to the course on an as-needed basis; you can generally anticipate a reply within 24 hours. However, when communicating with me via e-mail, you are expected to observe a degree of professional etiquette. This includes addressing your message with a proper salutation (ex. Dear Katelyn), using grammatically correct sentences and respectful language, and ending with a closing (ex. Regards, Jon Stewart or Best, Leslie Knope). Please note that, in order to promote the cultivation of professional skills, I will not respond to poorly crafted e-mails that do not adhere to appropriate decorum.

- In-class use of technologies
  Cell phones should not be seen, heard, or used during class time unless you have a compelling reason and have spoken to me in advance. Taping, filming, and photography are not permitted in class without my prior permission. Such activities are distracting and inhibiting and may infringe upon privacy or
copyright. The use of laptops, book readers, and iPads in class should be restricted to matters germane to the course.

- **Punctuality**
  Class begins at 1:50 and ends at 2:45 PM. Arrive on time, and be present and ready to work for the full 55-minute period. Wait until the period is completely over before you begin to pack up, stand up, or talk to friends.
Schedule

Week 1: Introduction to Women’s Studies and Feminism(s)

M January 7
W January 9
F January 11 1) “I’m Not a Feminist, But…’: Popular Myths about Feminism” (Weiss)

Week 2: Gender, Sex, Race, and Identity

M January 14 1) Theme Introduction: Gender Socialization (Burack)
W January 16 1) “Night to His Day’: The Social Construction of Gender” (Lorber)
F January 18

Week 3: The Politics of Difference

M January 21  No class (MLK, Jr. observed)
W January 23 1) Theme Introduction: Difference and Inequality (Fonow)
2) “Age, Race, Class, and Sex: Women Redefining Difference” (Lorde)
3) “The Other Body: Reflections on Difference, Disability, and Identity Politics” (King)
F January 25

Week 4: Power, Privilege, and Oppression

M January 28 1) “Oppression” (Frye)
W January 30 1) “White Privilege: Unpacking the Invisible Knapsack” (McIntosh)
2) “Something about the Subject Makes It Hard to Name” (Yamato) - Carmen
F February 1 1) “Homophobia: A Weapon of Sexism” (Pharr)

Week 5: The Many Women’s Movements

M February 4 1) “Declaration of Sentiments and Resolutions” (Seneca Falls 1848)
2) “The Class Roots of Feminism” (Sacks)
W February 6
F February 8  Iron Jawed Angels (film screening)

Week 6: The Many Women’s Movements

M February 11 1) “Nothing Distant about It: Women’s Liberation and Sixties Radicalism” (Echols)
Due in class: Essay #1
W February 13 1) A Black Feminist Statement (Combahee River Collective)
2) “In Search of Our Mothers’ Gardens” (Walker)

F February 15 1) “La conciencia de la Mestiza: Towards a New Consciousness” (Anzaldua)

**Week 7: The Body and Representation**

M February 18 1) Theme Introduction: The Body (Lee)

W February 20 1) “Reading the Slender Body” (Bordo)
2) “Love Your Fat Self” (Alderman)

F February 22 **Group Presentation**

**Week 8: The Body and Regulation**

M February 25 1) “The Cult of Virginity” (Valenti) – Carmen
2) “Women of Color and their Struggle for Reproductive Justice” (Silliman, Fried, Ross, and Gutierrez)

**Group Presentation**

W February 27

F March 1 **Midterm Exam**

**Week 9: Motherhood, Work, and Education**

M March 4 1) “Title IX: The Little Law that Could” (Kiernan)
2) “Rethinking the Nature of Work” (hooks)
3) “Bringing the Men Back In: Sex Differentiation and the Devaluation of Women’s Work (Reskin)

W March 6 3) “The Mommy Wars: How the Media Turned Motherhood into a Catfight” (Douglas and Michaels)

**Group Presentation**

F March 8 **No class (Instructor will be out of town.)**

**Due to Dropbox: Essay #2**

**Week 10: Spring Break** – No class

**Week 11: Women, Leadership, and the State**

M March 18 1) “Sex and the City Voters, My Ass” (Valenti) - Carmen

W March 20 1) “Fantasies of Power” (Douglas)

**Group Presentation**

F March 22 **No class (Instructor will be out of town)**

**Miss Representation** (film) - screen independently
Week 12: Gendered Violence

M March 25 Quiz on Miss Representation
1) “The Reality of Acquaintance Rape” (Warsaw)
2) “The Not-Rape Epidemic” (Peterson)
3) “I Want a 24-Hour Truce During Which There Is No Rape” (Dworkin) - Carmen

W March 27

F March 29 1) “Kicking Ass” (Cabreros-Sud)
2) “Violence” (Wolf) - Carmen
Group Presentation

Week 13: Feminism and Globalization

M April 1 1) “Bringing the Global Home” (Bunch)
2) “Global Politics and Transnational Feminisms” (Pettman)

W April 3

F April 5 Group Presentation

Week 14: Women, Art, and Expression

M April 8

W April 10 1) “‘Ladies Is Pimps Too’: Black Female Masculinity in Hip Hop” (Harris) - Carmen

F April 12 Group Presentation

Week 15: Women, Social Justice, and Activism

M April 15 1) “The Green Belt Movement: the Story of Wangari Maathai” (MacDonald) - Carmen
2) Nobel Lecture (Maathai) - Carmen

W April 17 Group Presentation

F April 19 Group Presentation

Week 16: Feminisms and the Future

M April 22 1) “A Day without Feminism & Third Wave Manifesta: A Thirteen Point Agenda” (Baumgardner and Richards)
Due in class: Essay #3

F April 26 Final Exam (4:00 – 5:45 PM)