

WGST 2503-101: Introduction to Women's and Gender Studies

Midwestern State University
Fall 2020
Tuesdays and Thursdays, 12:30 —1:50 PM
PY 200

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Office Hours (via Zoom):

Monday/Wednesday 10 AM – 11:30 AM

Tuesday/Thursday 11 AM – 12 PM

Course Description and Learning Objectives:

The purpose of WGST 2503 is to give an introduction to the philosophical and practical issues that arise from the study of women in society. We will examine issues of women, gender, and sex from an interdisciplinary perspective. We could examine every aspect of our society through the study of women and this course explores what happens when women's lives and their treatment in society are the focus of investigation.

Starting from here, we may see many issues in a different light and find others that we may never have thought about before. There is no way to cover all the possible issues in one semester, so our topics in this class are not an exhaustive list. There will be key issues that connect all our topics such as the nature of ensuring equality in our society and the multiple and overlapping identities of women.

To accomplish these goals, this course will combine interdisciplinary scholarship, court cases, film, lecture, and class discussion. We will work to develop a critical eye for examining women in society and then work to apply that framework to a few issues that impact women's lives. Through the course of the semester, it is my hope that you begin to see how broad this topic is and develop a framework for considering issues of women in the future.

Women's and Gender Studies Minor:

WGST 2503 fulfills the core requirement for Cultural and Global Understanding. In addition, WGST 2503 is the required course for the **Women's and Gender Studies Minor**. An additional courses 15 hours of gender-focused courses should be taken to complete the minor. Please see me for more information about the Women's and Gender Studies minor.

Required Texts:

Melissa J. Gillis and Andrew T. Jacobs. *Introduction to Women's and Gender Studies: An Interdisciplinary Approach*, 2nd ed. New York; Oxford: Oxford University Press, 2020.

Kate Harding. *Asking for It: The Alarming Rise of Rape Culture and What We Can Do about It*. Da Capo Lifelong Books, 2015.

Additional Readings on D2L

Grades:

Breakdown of Grades:

Grade Category	Grade Percentage
Exam 1	15%
Exam 2	20%
Reading Logs	10%
Short Writing Assignments	15%
Book Response Paper	15%
Participation and Engagement	5%
Final Exam	20%

Grading:

On each exam and for the final grade, points will be assigned according to the following scale:

Letter Grade	Numerical Grade
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Course Engagement Grading:

Engagement Grade	Unexcused Absences/Non-Engagement Days
95	1
90	2
85	3
75	4

Engagement Grade	Unexcused Absences/Non-Engagement Days
65	5
55	6
0	7+

Reading Log Grading Scale:

Reading Log Grade	Submission Type
5	Full submission
3	Good, but partial submission
2	Poor submission, missing more than 1 section
0	No submission

Class Policies:

COVID-19 Specific Policies:

Course Modality Statement:

- This course has been planned as a fully face-to-face course for Fall 2020. We meet in our regularly scheduled room but will utilize social distancing and an assigned seating chart.
- When the university transitions to fully online after Thanksgiving, the last week of class and the final exam will be online.
- This course will also use D2L. Course communication, course schedule, attendance, several readings, assignments, exams, and the gradebook will be in D2L Office hours will be via Zoom through D2L. Please check D2L regularly for course announcements.
- In the event of increased incidence and risk of COVID-19 that results in the university moving back to a shelter-in-place mode, the course instruction will transition to fully online. More instructions will be given at that time.

Classroom Procedures:

- **Seating Chart:** We will use a seating chart in this class. This is for all of our safety. If it becomes necessary, the seating chart will be an important tool for contact-tracing.
- **Pre-Class Cleaning Procedures:** Each class day, you should use the cleaner and paper towels to wipe down your desk area and use the hand sanitizer to clean your hands.
- **Masks:** Face masks/coverings are required in this class. If you forget your mask, please go to the Dean's office for one. If you believe that you qualify for an exemption to this policy based on a disability, you must contact Disability Support Services (DSS). If you believe that you qualify for a religious exemption, you must contact Student Life. Students refusing to comply with the mask policy of this class will be removed from the class. This counts as disruptive behavior. This syllabus is your warning.

- **Illness and COVID-Related Absences:** If you are self-isolating or quarantining due to exposure or sick but able to engage in class, you will be expected to attend class via Zoom. You must notify me in advance of class, so that I know how to expect your attendance. This attendance will be dependent on the classroom technology working. Via Zoom, you can attend, but I may not be able to answer questions in real-time.

Attendance and Engagement:

Absences:

You should attend class. Students who do not attend class often have difficulty with the course and receive lower grades. Attendance will be taken at each class meeting and will be noted in Attendance and Engagement. **Students missing more than 6 course periods may be dropped from the course without notice.** Excused absences will be those as follows: illness, death in the family, legal proceedings occurring during class period, university-approved absence such as travel as member of a MSU sports team, or emergency situation as determined by me. If you are isolating or quarantining, you should attend via Zoom.

Engagement:

Engagement during class is as important as attendance. Students are expected to engage in the class and be fully present with their engagement whether in person or via Zoom. Students observed using mobile phones, reading non-class materials, or otherwise not fully engaged in class, will not receive engagement credit for that class period. Distracting behavior will also constitute non-engagement for the class period. This syllabus serves as the notice of the above policies; students will receive no further alert if engagement points are not earned during a class meeting.

Lateness:

I will take attendance at each class meeting. Students arriving after the role has been called will not be counted as on-time and will be marked as tardy. **Two tardies will be the equivalent to one absence.** Students arriving more than 15 minutes late to class either in-person or online will be counted as absent for that class meeting. Students who leave early without an excuse that meets the excused absence criteria for this course may be marked tardy or absent, depending upon how much time remains in the course meeting.

Leaving Class/Disruptions:

Students are expected to be present for the entire class period. Excessively leaving the classroom during the class period is defined in this syllabus as more than 2 times during one class period or leaving 1 time for more than 10 minutes in one class period. **Excessive trips outside of the classroom during a class period will be the equivalent to 1 absence.** This is a form of disruptive behavior. If a student requires an accommodation to this rule (e.g. due to illness or medical condition), please let me know in advance.

Safe Zone Statement:

This classroom is to be a place where students will be treated with respect. We will work together to be create an inclusive space that respects equality and diversity in terms of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, gender identity, gender expression, political beliefs, culture, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the expectation that all students consider the classroom a

safe environment. Harassment, sexual misconduct, violence, bullying, and disruptive behavior will not be tolerated will result in removal from the classroom and reporting to the appropriate university authority. This syllabus is your warning.

Disruptive Behavior:

Furthermore, disruptive behavior, including but not limited to raising one's voice to the instructor or classmates, threatening the instructor or classmates, excessive noise or behavior that disrupts the class will not be tolerated. This syllabus serves as the warning that disruptive behavior will not be tolerated. Students committing disruptive behavior will be removed from the class.

Classwork and Homework:

Classwork and Notes:

If you do miss class, you are responsible for all material missed. Students are responsible for obtaining notes from a classmate for any missed material. In-class activities may be graded. **Classwork cannot be made up.**

Reading Logs and Writing Assignments:

All reading logs, homework, and writing assignments are due on D2L. Reading logs can be submitted as one-page summary and reflection on the reading or through a short video. **No late work** will be accepted late without an approved medical or emergency excuse that has been approved by me.

Communication:

Outside of class time, please email me through my MSU email (not D2L) or visit me in my office hours via Zoom. I will not have in-person office hours this semester. There is a Zoom link in D2L so that you can reach me during my office hours. My email address and office hours are listed on the first page of the syllabus.

Exams:

Exams:

Exams will be given online in this class. Students will have a 48-hour window in which to take all tests. The time allotted for the exam will be approximate to that of an exam given during a class period. Now materials including notes, a book, websites, apps, etc., may be used during the exam. Students will have to use the Respondus Lockdown Browser and Respondus Monitor in order to take the exams.

Exam Availability and Make-Up Exams

The exams will always be available during a class period, but will additionally be available for the longer 48-hour window. Because of this exam window, it would be rare for a request to take an exam early or a request for a make-up exam to be approved.

. A make-up exam will only be given if the following criteria are met: If a student has a course-approved excuse and the instructor is notified **in writing, prior** to the examination, and the instructor approves the excuse and make up exam, arrangements for a make-up exam will be made. If a student fails to notify the instructor, the student will receive a zero for the exam. **Unless arrangements have**

already been made in accordance with this policy, no exam may be administered after the graded exam is returned to the class.

If the final exam is missed and arrangements for a make-up exam have not been made with me, the final exam cannot be made up.

Technology Requirements:

This course will use D2L. It will utilize the Respondus Lockdown Browser and Respondus Monitor for testing. In order to install these programs, you will need the following:

- A desktop computer or laptop other than a Chromebook.
 - Chromebooks **are not** compatible with the Respondus Lockdown Browser and Monitor.
 - Apple iPads may be used for quizzes and exams, but these are not advised for any assignment with a written component.
 - Mobile phones and similar devices are not compatible with the required programs.
- A working webcam on the computing device used for the exam.
- Microsoft Office or a compatible program for written assignments. Access to Microsoft Office 365 available through the Office 365 for Students on the Microsoft website.

Please note: a limited number of webcams and laptops with cameras are available for check-out through the MSU Texas Moffett Library. For more information about MSU Texas technology requirements:

https://msutexas.edu/it/_assets/files/basic-software-and-hardware-list.pdf

Academic Dishonesty:

All work submitted in this class is expected to be the student's own and original to this course. Otherwise, the MSU Honor Creed has been violated and academic dishonesty has occurred. Using the work of another person as one's own is theft of intellectual property. Submitting work to this course that was produced for another course without permission of both instructors, is also academic dishonesty. Any violation of MSU academic honesty policy will result in an automatic ZERO on the assignment, quiz, or exam in question. Assisting another student in academic dishonesty will also result in a ZERO on that assignment. A second instance of academic dishonesty will automatically result in an F for the course. All instances of academic dishonesty may be turned over to the University for sanction.

Accommodations:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring accommodation, please contact:

Disability Support Services (DSS)
Room 168, Clark Student Center
940-397-4140

Please note that instructors are not allowed to provide classroom accommodation until verification from DSS has been provided.

<https://msutexas.edu/student-life/disability/current-students.php>

MSU Campus Carry Statement:

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at <http://mwsu.edu/campus-carry/rules-policies>

Class Outline:

The following is a tentative outline of the semester. Students will be notified of any changes.

Introduction to Course and Women's and Gender Studies

Tuesday, August 25:
Introduction to Course

Thursday, August 27:
Lois Gould. "X: A Fabulous Child's Story." 1972. In Amy Kessler et. al (eds). *Women, Images, and Realities: A Multicultural Anthology*, 4th Edition. New York: McGraw Hill, 2008.
http://faculty.uml.edu/kluis/59.240/Gould_XaFabulousChildsStory.pdf

"Episode 576: When Women Stopped Coding." *Planet Money*. NPR. October 17, 2014.
<https://www.npr.org/sections/money/2014/10/17/356944145/episode-576-when-women-stopped-coding>

Learning and Practicing Gender and Inequality

Tuesday, September 1:
Chapter 1: Sex, Gender and Social Construction, *Introduction to Women's and Gender Studies*, pp. 1-26.

Reading Log 1 Due

Thursday, September 3:
Chapter 2: Language and Communication, *Introduction to Women's and Gender Studies*, pp. 27-52.

Meredith Broussard. "When Binary Code Won't Accommodate Nonbinary People." *Slate*. October 23, 2019.

Reading Log 2 Due

Tuesday, September 8:
Chapter 3: Gender and In/Equality, *Introduction to Women's and Gender Studies*, pp. 51-80.

Reading Log 3 Due

Thursday, September 10:
Michael Kimmel. "The Gendered Classroom." *The Gendered Society*. Oxford University Press, 2000, pp. 150-158.

Rachel Feltman, "Gender Gap: Women Welcome in 'Hardworking Fields,' But 'Genius' Fields Are Male-Dominated, Study Finds." *The Washington Post*: January 15, 2015.

Rose Eleventh. "Group Projects and the Secretary Effect." *The Atlantic*: January 7, 2015.

Reading Log 4 Due

Tuesday, September 15:

Michael Kimmel. "The Three Cultures of Guyland." *Guyland: The Perilous World Where Boys Become Men: Understanding the Critical Years Between 16 and 26*. New York: Harper, 2008, pp. 57-64.

CJ Pascoe. "Making Masculinity: Adolescence, Identity and High School." In L. Ayu Saraswati et al (Eds). *Introduction to Women's, Gender, and Sexuality Studies: An Interdisciplinary Approach*. New York; Oxford: Oxford University Press, 2017, pp. 43-51.

Gloria Steinem, "If Men Could Menstruate," pp. 209-210

Reading Log 5 Due

Writing Assignment Due: Learning Gender

Sexuality and Gender Identities

Thursday, September 17:

Chapter 4: LGBTQQIA Identities and Challenges, *Introduction to Women's and Gender Studies*, pp. 85-119.

Reading Log 6 Due

Tuesday, September 22:

Genny Beemyn and Susan R. Rankin. "Creating a Gender-Inclusive Campus." *Trans Studies: The Challenge to Hetero/Homo Normativities*. Yoland Martínex-San Miguel and Sarah Tobias. Eds. New Brunswick, New Jersey: Rutgers University Press, 2016, pp. 21-32.

Reading Log 7 Due

Thursday, September 24: Exam 1 on D2L

Systems of Privilege and Oppression

Tuesday, September 29:

Chapter 6: Beyond the Mythical Norm: Considering Race, Class, and Gender, *Introduction to Women's and Gender Studies*, pp. 149-181.

Reading Log 8 Due

Thursday, October 1

Peggy McIntosh, "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies." Working Paper 189, Wellesley Centers for Women. Wellesley, Massachusetts, 1988.

Evin Taylor, "Cisgender Privilege," Susan Shaw and Janet Lee (Eds). *Women's Voices, Feminist Visions: Classic and Contemporary Readings*, Sixth Edition. Boston: McGraw-Hill, 2015, 93-95.

Reading Log 9 Due

Tuesday, October 6:

Susan Wendell, "The Social Construction of Disability," Susan Shaw and Janet Lee (Eds). *Women's Voices, Feminist Visions: Classic and Contemporary Readings*, Sixth Edition. Boston: McGraw-Hill, 2015, 101-108.

Excerpt from Roxane Gay. *Hunger: A Memoir of My Body*. New York: Harper, 2017, pp. 209-212.

Jennifer Malia. "My Daughter and I Were Diagnosed with Autism on the Same Day." *The New York Times*, October 15, 2019.

Reading Log 10 Due

Writing Assignment: Privilege, Oppression, and Intersection

Gender, Beauty, and the Body

Thursday, October 8 and Tuesday, October 13

Chapter 7: Embodiment, Beauty, and The Viewer, *Introduction to Women's and Gender Studies*, pp. 183-217.

Reading Log 11 Due

Thursday, October 15:

Film: *Killing Us Softly 4*

Excerpt from Roxane Gay. *Hunger: A Memoir of My Body*. New York: Harper, 2017, pp. 178-182, 208.

Reading Log 12 Due

Tuesday, October 20:

Writing Assignment: "Testing" a Film

Thursday, October 22: Exam 2 on D2L

Gender-Based Violence and Rape Culture

Tuesday, October 27:

Chapter 9: Gender-Based Violence, *Introduction to Women's and Gender Studies*, 251-282.

Clip: "Consent and Tea"

Reading Log 13 Due

Thursday, October 29:
Asking for It, Part I

Reading Log 14 Due

Tuesday, November 3: Election Day! No Class

Thursday, November 5:
Asking for It, Part II

Reading Log 15 Due

Writing Assignment: Gender and Election Observations

Tuesday, November 10:
Asking for It, Part III

Reading Log 16 Due

Thursday, November 12:
Christian Miller and Ken Armstrong. “An Unbelievable Story of Rape.” *ProPublica*: 16 December 2016.

Vanessa Grigoriadis. “How the Women of the US Gymnastics Team Found Their Voice.” *Vanity Fair*. Summer 2018.

“Weinstein.” *Frontline*. PBS. March 2, 2018.

Reading Log 17 Due

Gender and Work-Life Balance:

Tuesday, November 17
Chapter 8: Work, Inequality, and Neoliberalism, *Introduction to Women’s and Gender Studies*, pp. 219-250.

Reading Log 18 Due

Thursday, November 19:

Tuesday, November 24:
Teryn Payne. “Black Hair Has Always Been ‘Professional’ – Now the Law is Finally Recognizing It.” *Glamour*. July 3, 2019.
<https://www.glamour.com/story/california-bans-hair-discrimination-crown-act>

Jodi Kantor. “Working Anything But 9 to 5.” *The New York Times*. August 13, 2014

Reading Log 19 Due

Thursday, November 26: Thanksgiving – No Class

Towards the Future and Wrapping Up

Tuesday, December 1:
***Asking for It* Paper Due**

“Salary Calculator.” AAUW

Reading Log 20 Due

Thursday, December 3:
bell hooks. “Feminist Politics: Where We Stand.” 2003.
<http://danawilliams2.tripod.com/aaarg/hooks.pdf>

Writing Assignment: Gender Refection

Final Exam