

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

Midwestern State University
Fall 2023

Monday/Wednesday/Friday 12:00 — 12:50 PM
PY 209

Dr. Linda Veazey

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Office Hours: Wednesdays 1-3:00 PM, Thursdays, 1:30-3:30 PM, Fridays 10-11:00 AM

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 and gender 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 gender and this course explores what happens when gender 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 for all people in our society.

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 gender in society. 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 gender 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.

Sonya Renee Taylor. *The Body Is Not an Apology: The Power of Radical Self Love*, 2nd ed. Berrett-Koehler Publishers: 2021.

Additional Readings on D2L

Grades:

Breakdown of Grades:

Grade Category	Grade Percentage
Exam 1	15%
Exam 2	15%
Reading Reflections	10%
Writing Assignments	15%
Book Response Paper	15%
Participation and Engagement	10%
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
80	4

Engagement Grade	Unexcused Absences/Non-Engagement Days
75	5
70	6
65	7
60	8
55	9
0	10+

Reading Reflection Grading Scale:

Reading Reflection Grade	Submission Type
10	Full submission
8	Good, but partial submission
5	Poor submission, missing more than 1 section
0	No submission

Content and Trigger Warning:

Material for this class may be triggering due to discussions of sexual violence and other topics. Students should know that by taking this class, you will be reading and discussing this material.

Class Policies:

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 9 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. To excuse an absence, I must be notified in advance of the class meeting.

Engagement:

Engagement during class is as important as attendance. Students are expected to engage in the class and be fully present with their engagement. 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 10 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 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 and 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. **No late work** will be accepted late without an 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. My email address and office hours are listed on the first page of the syllabus.

Exams:

Exams:

Exams will be given in person during class time. Now materials including notes, a book, websites, apps, etc., may be used during the exam.

Make-Up Exams

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 utilize D2L.

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.

Academic Dishonesty:

The MSU Honor Creed applies in this course, and students are expected to abide by it. Student work in this course expected to be original and produced only for this course. Students may not use the textbook, chapter summaries, notes, PowerPoints, lectures, or any online material during quizzes and exams. Students may not collaborate with each other during quizzes or exams or to create substantially similar responses to writing assignments.

In addition, students **may not** copy the textbook or websites, such as Wikipedia pages, for written response questions. Every written assignment or written response is expected to be in your own

words. Submitted work that replicates the textbook or a webpage will be considered academic dishonesty.

Students **may not** copy the textbook or websites, such as Wikipedia pages, for written response questions. Students **may not** memorize and write on in-class response questions material copied or substantially copied from textbook materials or webpages. Each written assignment or written response is expected to be in your own words. Submitted work that replicates the textbook or a webpage will be considered academic dishonesty. In addition, students may not submit work from previous courses or use AI tools, such as Chat GDP. AI Detection Detectors, such as Turnitin, will be used in this course.

In other words, all submitted work is expected to be fully your own thoughts and words and created for this course.

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

Monday, August 28:
Introduction to Course

Learning and Practicing Gender and Inequality

Wednesday, August 30:
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/khuis/59.240/Gould_XaFabulousChildsStory.pdf

Friday, September 1:

Reading Reflection 1 (In Class Assignment)

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

Monday, September 5: Labor Day – No Class

Wednesday, September 6:
Chapter 1 Continued

Chapter 1 Reading Reflection Due

Friday, September 8:
Chapter 2

Monday, September 11:
Continue Chapter 2

Chapter 2 Reading Reflection Due

Wednesday, September 13:
Chapter 3: Gender and In/Equality, *Introduction to Women's and Gender Studies*, pp. 51-80.

Friday, September 15:

Chapter 3 continued

Reading Reflection Due

Monday, September 18:

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

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

Reading Reflection Due

Wednesday, September 20

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, pp. 57-64

Reading Reflection Due

Friday, September 22:

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

Writing Assignment 1 Due

Sexuality and Gender Identities

Monday, September 25:

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

Reading Reflection Due

Wednesday, September 27:

Chapter 4 continued.

Friday, September 30: Exam 1

Monday, October 2:

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

Reading Reflection Due

Systems of Privilege and Oppression

Wednesday, October 4:

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

Friday, October 6:

Chapter 6 continued.

Reading Reflection Due

Monday, October 9:

Audre Lorde. "There is No Hierarchy of Oppression." 1983. 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, p 76.

Reading Reflection Due

Wednesday, October 11:

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.

Reading Reflection Due

Friday, October 13:

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.

Writing Assignment 2 Due

Monday, October 16:

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.

Reading Reflection Due

Wednesday, October 18:

Alison Kafer. "Introduction," *Feminist, Queer, Crip*.

Reading Reflection Due

Friday, October 20: Exam 2

Gender, Beauty, and the Body

Monday, October 23:

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

Reading Reflection Due

Wednesday, October 25:

Chapter 7 continued.

Friday, October 27:

Chapter 7 Continued

The Body Is Not An Apology

Monday, October 30:

Prologue – Part 2

Reading Reflection Due

Wednesday, November 1:

Part 3 – Part 4

Reading Reflection Due

Friday, November 3:

Part 5

Reading Reflection Due

Gender-Based Violence and Rape Culture

Monday, November 6:

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

Wednesday, November 8:

Chapter 9 continued.

Reading Reflection Due

Friday, November 10:

Christian Miller and Ken Armstrong. "An Unbelievable Story of Rape." ProPublica: 16 December 2016.

Reading Reflection Due

Gender and Healthcare

Monday, November 13:

Aisha Wagner. Doctors Need to Talk Openly about Race – Our Patients Depend on It."

The Pain Gap

Reading Reflection Due

Wednesday, November 15:

The Retrievals, Episode 1

Reading Reflection Due

Gender and Work-Life Balance:

Friday, November 17:

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

Reading Reflection Due

Monday, November 20:

Writing Assignment 3 Due

Wednesday, November 22 and Friday, November 24: No Class

Monday, November 27

Chapter 8 continued

Wednesday, November 29:

AAUW Salary Calculator

Reading Reflection – In Class

Friday, December 1:

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

Reading Reflection Due

Towards the Future and Wrapping Up

Monday, December 4:

Book Analysis Paper Due

bell hooks. *Feminist Politics: Where We Stand. Feminism Is for Everybody: Passionate Politics.*

Wednesday, December 6 and Friday, December 8:

Wrapping up

Final Exam

Wednesday, December 13: 3:30-5:30 PM