

WGST 2503-201: Introduction to Women's and Gender Studies

Midwestern State University
Spring 2022
Monday/Wednesday/Friday 12:00 —12:50 PM
PY 209

Dr. Linda Veazey

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Office Hours:

Monday/Wednesday 1-2:00 PM

Tuesday/Thursday 10:00 – 11:30 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 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:

Brittney Cooper. *Eloquent Rage: A Black Feminist Discovers Her Superpower*

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.

Additional Readings on D2L

Grades:

Breakdown of Grades:

Grade Category	Grade Percentage
Exam 1	15%
Exam 2	20%
Short Writing Assignments	20%
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

Engagement Grade	Unexcused Absences/Non-Engagement Days
80	4
75	5
70	6
65	7
60	8
55	9
0	10+

Class Policies:

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.

COVID-19 Specific Policies:

Course Modality Statement:

- This course has been planned as a fully face-to-face course for Spring 2022.
- This course will also use D2L. Course communication, course schedule, attendance, several readings, assignments, and the gradebook will be in D2L.
- 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.
- As the course instructor, I reserve the right to move the course online, either partially, or in full, in the event of a personal emergency that prohibits me from delivering the course fully in-person. More instructions will be given at that time.

Classroom Procedures:

- **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 encouraged, but are not required.
- **Vaccinations:** vaccinations are encouraged. If you would like more information, please contact the Vinson Health Center.
- **COVID Reporting:** According to MSU Texas policy, students with a positive COVID test must use the MSU covid-reporting form and isolate. Unvaccinated students identified as a close contact to a positive case will be required to quarantine.

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 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.

Writing Assignments:

All 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 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. 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:

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

Monday, January 10:
Introduction to Course

Learning and Practicing Gender and Inequality

Wednesday, January 12:
Class Introduction continued.

Friday, January 14:
Chapter 1: Sex, Gender and Social Construction, *Introduction to Women's and Gender Studies*, pp. 1-26.
(1st Reading Log Due)

Monday, January 17: Martin Luther King Day – No Class

Wednesday, January 19:
Chapter 2: Language and Communication, *Introduction to Women's and Gender Studies*, pp. 27-52.

Friday, January 21:
Meredith Broussard. "When Binary Code Won't Accommodate Nonbinary People." *Slate*. October 23, 2019.

Monday, January 24:
Chapter 3: Gender and In/Equality, *Introduction to Women's and Gender Studies*, pp. 51-80.

Wednesday, January 26:
Chapter 3 continued.

Friday, January 28:
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.

Writing Assignment 1: Gendered Messages

Monday, January 31:

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

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

Sexuality and Gender Identities

Wednesday, February 2:

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

Friday, February 4:

Chapter 4 continued.

Monday, February 7:

LGBTQ Media Representation

Wednesday, February 9:

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.

Friday, February 11: Exam 1

Systems of Privilege and Oppression

Monday, February 14:

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

Wednesday, February 16:

Chapter 6 continued.

Friday, February 18:

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.

Writing Assignment 2

Monday, February 21:

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.

Wednesday, February 23:

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.

Friday, February 25:

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.

Monday, February 28:

Eloquent Rage, 1-68

Wednesday, March 2:

Eloquent Rage, 69-146

Friday, March 4: Exam 2

Monday, March 7:

Eloquent Rage, 147-200

Wednesday, March 9:

Eloquent Rage, 201-275

Friday, March 11:

Eloquent Rage Discussion

Spring Break

Gender, Beauty, Health, and the Body

Monday, March 21:

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

Wednesday, March 23:

Excerpt from Roxane Gay, *Hunger*

Friday, March 25

Chapter 7 continued.

Monday, March 28 and Wednesday, March 30
Gender and Health
Readings TBA

Friday, April 1
The Bechdel Test

Monday, April 4:
Out-of-Class Assignment: *Killing Us Softly 4*

Gender-Based Violence and Rape Culture

Wednesday April 6 and Friday, April 8:
Chapter 9: Gender-Based Violence, *Introduction to Women's and Gender Studies*, 251-282.
(Lecture on D2L)

Monday, April 11
Christian Miller and Ken Armstrong. "An Unbelievable Story of Rape." *ProPublica*: 16 December 2016.

Book Analysis Due

Gender and Work-Life Balance:

Wednesday, April 13:
Chapter 8: Work, Inequality, and Neoliberalism, *Introduction to Women's and Gender Studies*, pp. 219-250.

Friday, April 15:
Chapter 8 continued.

Writing Assignment 3

Monday, April 18:
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

Wednesday, April 20:
"Salary Calculator." AAUW

Friday, April 22:
Gender and Work in the time of COVID

Towards the Future and Wrapping Up

Monday, April 25:
Reading TBA

Wednesday, 27:
bell hooks. "Feminist Politics: Where We Stand." 2003.
<http://danawilliams2.tripod.com/aaarg/hooks.pdf>

Writing Assignment 4: Gender and Career Action Planning

Friday, April 29:
Wrapping up

Final Exam

Wednesday, May 4 3:30 PM