

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

Fall 2019 | Midwestern State University | Dr. Coenen  
MWF | 1:00-1:50 PM | PY 202

Contact	Course Goals
<p><b>Professor:</b> Dr. Hillary Coenen <b>Email:</b> hillary.coenen@msutexas.edu <b>Phone:</b> 940-397-4058 <b>Office:</b> BW 203 <b>Office Hours:</b> MW 9-11 AM; M 2-3 PM; TR 9:30-11:30 AM (in PY 201B on Tues.) and by appointment</p>	<ul style="list-style-type: none"><li>• Display effective communication skills.</li><li>• Critically examine and analyze gender in contemporary society.</li><li>• Demonstrate an understanding of the importance of ethical decision making concerning gender in a contemporary society.</li><li>• Demonstrate a contextual understanding of one's place in the global community.</li><li>• Demonstrate an understanding of the historical and/or thematic perspectives informing research.</li><li>• Apply knowledge to address real-world problems.</li><li>• Communicate analyses, interpretations and significance of research.</li></ul>
Textbooks	
<ul style="list-style-type: none"><li>• <b>IWGS</b> - Melissa J. Gillis and Andrew T. Jacobs. <i>Introduction to Women's and Gender Studies: An Interdisciplinary Approach</i>. Oxford UP, 2017.</li><li>• <b>AFI</b> - Kate Harding. <i>Asking for It: The Alarming Rise of Rape Culture-and What We Can Do About It</i>. Da Capo, 2015.</li><li>• Additional Readings on D2L</li></ul>	
Course Overview	WGST Minor
<p>WGST 2503 introduces the philosophical and practical issues that arise from the study of gender in society. We will examine issues of women, gender, and sex from an interdisciplinary perspective and explore what happens when women's lives and their treatment in society are the focus of research.</p> <p>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.</p> <p>To accomplish these goals, this course combines interdisciplinary scholarship, court cases, film, lecture, and class discussion. We will critically examine gender in society and then work to apply that framework to a few issues that affect lives. This semester, we will develop frameworks for understanding gender issues and the breadth of the field of gender studies.</p>	<p>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 15 hours of gender-focused courses should be taken to complete the minor. Please see Dr. Linda Veazey for more information about the WGST minor.</p>

## Grades

Assignments	Summary	Due	Points
Midterm Exam	Cover IWGS 1-7 and other relevant material	10/9	150
Film Analysis	Write an analysis of a film or episode of a TV series that addresses a gender issue directly. Incorporate course readings and discussion in your analysis.	10/18	150
Resource Proposals (6)	Compose a brief proposal that shares a text or resource related to the topic of the week that you would like to share with the class.	X 6	180
Asking For It Analysis	Consider an issue discussed in AFI, and address how the reading (in conjunction with other readings and class discussion) has affected how you think about the issue.	12/2	200
Participation Log	Keep track of your participation in a Participation Log, described and attached below.	12/6	120
Final Exam	Cover IWGS 8-12 and other relevant material	12/9	200
Total			1000

Grade Scheme	Grade Policy												
<table border="1"> <thead> <tr> <th>Letter</th> <th>Numerical</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>90-100</td> </tr> <tr> <td>B</td> <td>80-89</td> </tr> <tr> <td>C</td> <td>70-79</td> </tr> <tr> <td>D</td> <td>60-69</td> </tr> <tr> <td>F</td> <td>0-59</td> </tr> </tbody> </table>	Letter	Numerical	A	90-100	B	80-89	C	70-79	D	60-69	F	0-59	<p>According to MSU’s Undergraduate Catalogue, “letter grades have the following significance:</p> <ul style="list-style-type: none"> <li>• A indicates excellent work</li> <li>• B indicates good work</li> <li>• C indicates satisfactory work</li> <li>• D indicates passing work</li> <li>• F indicates failing work” (73).</li> </ul>
Letter	Numerical												
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B	80-89												
C	70-79												
D	60-69												
F	0-59												
<p><b>Grade Formula</b></p> <p>Total Points Earned /1000 = Course Grade</p>	<p>Consequently, essays that meet the basic requirements earn a C, not an A or B. If you wish to earn As and Bs, you will have to work harder to produce better than satisfactory, or average, writing.</p>												

### Midterm Grades

To help students keep track of their progress, I will provide a Midterm Progress Report through each student’s WebWorld account. I will submit a grade for all students. Midterm grades will not be reported on the students’ transcript; nor will they be calculated in the cumulative GPA. Students earning a C or below at the midway point should make an appointment with me and visit the Writing Center.

## Course Practices

### Submission Format and Policy

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All formal assignments are to be typed and formatted – and outside sources documented - according to MLA or APA style. Additionally, all formal papers must be printed and submitted in your folder and uploaded into the D2L Dropbox folder.

Note: You may not submit a paper for a grade in this class that already has been (or will be) submitted for a grade in another course, unless you obtain the explicit written permission of me and the other instructor involved in advance.

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### Late Assignments

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Late assignments, defined as work not submitted by the start of class on the designated due date, will be accepted, but they will lose 10% of the final grade. Additionally, no late work will be accepted more than 48 hours after the original deadline. If you are unable to come to class on the day an assignment is due, you should still upload it into the D2L Dropbox folder on time to avoid late paper deductions.

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### Academic Dishonesty

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Plagiarism is the use of someone else's thoughts, words, ideas, or lines of argument in your own work without appropriate documentation (a parenthetical citation at the end and a listing on the Works Cited page)–whether you use that material in a quote, paraphrase, or summary. All formal papers will run through the Turnitin for an originality report. At the very least, plagiarism will result in an F on the assignment; at worst, the consequence will be an F in the course. Offenders will be reported to the Chair of Political Science and/or the Director of Student Conduct.

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### Assessment and Revision

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I will provide written or oral feedback on drafts prior to submission as needed, and I will inquire about your writing progress regularly. If you request the opportunity to revise, you should meet with me to make a revision plan. You may revise and resubmit any coursework within 3 weeks of receiving a grade and prior to finals week for additional feedback. Grade revisions will be negotiated on a case-by-case basis. I will be happy to work with you on revisions of coursework after the course ends if you would like to develop the project further.

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### Conferences

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You should schedule two conferences with me during the semester prior to the last week of class. You may use these meetings for any course-related discussion, especially writing projects.

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### Contacting Your Instructor

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Email is the best way to contact me. In the body of your email, indicate the course and section number you're in. Please allow at least 24 hours for a response during the week and 48 hours over the weekend. If you need a response more urgently, please indicate that your question is "Urgent" in the subject of your email.

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### D2L

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Our class has an active D2L site to which I will post the syllabus, grades, timeline updates, assignment sheets, PowerPoints, and other course materials. There you will submit formal assignments and use the Discussion Board. I will also make announcements over D2L, so please check it daily, especially before our class meets.

## Course Policies

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### Attendance Policy

It is important that you attend class and be on time. If you have more than six (6) absences excused or not, you will likely fail the class. When you miss class meetings, you miss the instruction for which you pay tuition. In the unfortunate event that you accrue six or more absences before the last day to withdraw, you have the responsibility of withdrawing from the class. Please don't feel you have to explain or justify absences to me; I respect your privacy, but you must accept the consequences. If you miss class, you miss any writing assignment or group work done during that period, and you miss any announcements regarding future assignments. Notify me via email in advance if you will not be able to make class. As stated above, if you miss class on a due date for an assignment, upload the assignment to the Dropbox or it will lose points. Consider it your responsibility to be here, prepared for class, or you will not do as well as you wish, nor gain as much as you could.

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### Accessibility & Technology

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 you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, 940-397-4140.

In addition to complying with the ADA, I want to ensure that this course is accessible as possible to all students, including but not limited to those who have the support of Disability Services. If you have problems accessing campus sites or learning materials (physical or digital), please don't hesitate to talk with me about how we might improve that. I will often refer to uses of technology that I have not covered during class, and I am happy to provide one-on-one or workshop based support for students who are unfamiliar with platforms or programs I reference as needed.

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### 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 MSU Texas's Campus Carry page (<https://msutexas.edu/campus-carry/>).

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### Writing Proficiency Requirement

All students seeking a Bachelor's degree from Midwestern State University must satisfy a writing proficiency requirement once they have 1) completed 6 hours of Communication Core and 2) earned 60 hours. Students may meet this requirement by passing either the Writing Proficiency Exam or English 2113. If you have any questions about the exam, visit the Writing Proficiency Office website (<https://msutexas.edu/academics/wpr/>) or call 397-4131.

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### Writing Center

Begin drafting papers as early as possible and take advantage of the MSU Writing Center, located off the 2nd floor atrium of Prothro-Yeager. Tutoring is available Monday through Thursday from 9am to 4pm. You can also find a tutor at the satellite location in Clark Student Center Commuter Lounge, Sunday and Thursday from 6pm to 9pm. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading. Additionally, I will hold office hours in the Writing Center in PY on Tuesdays from 9:30 to 11:30 starting the second week of class.

## Course Community

### Equity, Inclusion, and Accessibility

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As a professor who conducts social justice research and community advocacy, my commitment to equity, inclusion, and accessibility in this classroom and on this campus begins with acknowledging the ways that our institutions (academic and otherwise) have excluded, neglected, and marginalized many community members based on race, religion, gender expression, sexual orientation, immigration status, national origin, language, ethnicity, sex, ability status, socioeconomic status, age, body type, and other aspects of identity, and continues with seeking to understand and resist those failures.

Because our community members and we have diverse bodies, experiences, and needs, and because language helps shape our world, as a community, we must reject language that denigrates others based on any identity category. We should seek to critique and counteract both individual and structural oppression to create a safer, more just community. This means educating ourselves about systems of oppression and marginalization, fostering conversation and community learning around those topics, developing professional and academic practices that respond to the needs of historically marginalized communities and individuals, and holding ourselves accountable to the ongoing process of learning and becoming more equitable, inclusive, and accessible.

### Learning with Generosity

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This course encourages the discussion and consideration of topics that may be uncomfortable. We can work through discomfort, and this class should be a brave space for learning and exploration. I will provide content warnings as needed, and if you have a need for warnings before particular kinds of content, please let me know.

We will demonstrate respect and consideration of perspectives that differ from our own. Realize that there is much you don't know about your colleagues, and our choice of words in discussing social, political, and economic issues matters a great deal. As a group, we should acknowledge that, while ignorance is not an excuse for cruelty or dismissiveness, we all make mistakes as we learn, so we should be willing to forgive & learn from these situations.

### Courtesy and Hospitality

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The college classroom should be a vibrant environment that fosters creativity, discussion, and intellectual growth. You have the freedom to create the kind of intellectual community you desire. Included here are behaviors that I believe will help foster a generative community:

- *Pay attention.* This means when the instructor or classmates are addressing the class you are (1) not talking, (2) not using electronic devices for unrelated tasks, and (3) not sleeping. If emergencies or mitigating circumstances mean that you may need to do one of these things, please be considerate by quietly excusing yourself.
- *Be respectful.* You are expected to be respectful to your instructor, your classmates, and yourself. If you witness behavior that is less than respectful, you are welcome to hold the community accountable by calling us in.
- *Be prepared & responsible.* Know what is happening in class by checking the schedule and your emails. Bring materials and assignments to class when needed. Submit work on time, and communicate with me in mitigating circumstances.
- *Participate.* Since you are working to become an expert in your field, the class and our scholarly community stand to benefit and learn from your contributions. Practice now.
- *Communicate.* Come by or call me during office hours if you have issues with course material or want feedback on your writing. You can also email me.

## Participation Log

This class works better, is more fun, and passes more quickly when everyone participates. Simply coming to class and being prepared is not participation. You will keep track of your own participation in a Participation Log, attached to the back of the syllabus. (You can also find a digital version on D2L.) When you contribute in a meaningful way to the course community, you will record it in your log with the date, the form of contribution, and a summary. The four required categories are described below:

Meaningful Contributions (MC)	MCs can take many forms [Abbreviations in ( )]: comments (C) or questions(?) in class, relevant social media posts with the hashtag #CoenenWGST (#), excellent group work in or outside of class (GW), volunteering to read aloud or report group work (V).
Peer Review (PR)	PR records summarize the 2 or 3 main suggestions for revision that you gave your PR partner in at least 2 PR sessions.
Writing Conferences (WC)	At least 2 WCs with me or the writing center should be recorded in your log and documented well in your own notes. You can meet with me during designated conference times or office hours, or you may visit the writing center and ask that they send me an email to verify your visit.
Homework & Tasks (HT)	Tasks will be indicated when they are assigned and may include homework, brainstorming, or discussion board posts as needed.

## Participation Log Rubric

Criteria	Complete (3)	Adequate (2)	Incomplete (0-1)
MC	10+ MCs are recorded & summarized	At least 7 MCs are recorded & summarized or all 10 are recorded but adequately not summarized.	Few to no MCs are adequately summarized.
PR	2 PRs are recorded and summarized	PRs are recorded but not adequately summarized, or only 1 is summarized.	No PRs are adequately summarized.
WC	2+ WCs are recorded and summarized	WCs are recorded but not adequately summarized, or only 1 is summarized.	No WCs are adequately summarized.
HT	All or most HTs are recorded & marked as complete	Some HTs are recorded & marked complete.	Few to no HTs are marked complete.

## Class Schedule Fall 2019

Wk	Date	Do This Before Class	Do This In Class
1	M 8/26		Introductions, Syllabus
	W 8/28	<b>Last day to add/drop w/o Dean's permission</b> <b>Read:</b> <i>IWGS</i> Ch 1: Sex, Gender and Social Construction (1-26)	Discuss reading; Resource Proposals
	F 8/30	<b>Read:</b> Resource 1 on D2L (Gay, "Bad Feminist: Take One, Take Two")	Discuss Resource Discuss Film Analysis
2	M 9/2	<i>Labor Day</i>	
	W 9/4	<b>Read:</b> <i>IWGS</i> Ch 2: Language & Communication (27-50)	Discuss reading
	F 9/6	<b>Read:</b> <i>IWGS</i> Ch 3: Gender and In/Equality (51-80) <b>Write:</b> Resource Proposal (RP 1)	<b>RP 1 Due</b> Discuss reading; Begin watching <a href="#">Makers: Part I</a>
3	M 9/9	<b>Read:</b> <a href="#">Feltman, "Gender Gap"</a> Kimmel, "The Three Cultures of Guyland"	Discuss readings; Finish <a href="#">Makers: Part I</a>
	W 9/11	<b>Read:</b> Eveleth, "Group Projects and the Secretary Effect" Kimmel, "The Gendered Classroom"	Discuss readings
	F 9/13	<b>See D2L for Resource Selection</b>	Share Resource highlights, Synthesize readings
4	M 9/16	<b>Read:</b> <i>IWGS</i> Ch 4: LGBTQIAA Identities and Challenges (81-115) <a href="#">Carey-Mahoney, "RuPaul's Drag Race' is more"</a>	Discuss readings
	W 9/18	<b>Read:</b> <i>IWGS</i> Ch 5: Constructions of Homosexualities (117-47)	Discuss readings
	F 9/20	<b>Write:</b> Resource Proposal (RP 2)	<b>RP 2 Due</b> Share Resource highlights
5	M 9/23	<b>Read:</b> <i>IWGS</i> Ch 6: Beyond the Mythical Norm: Considering Race, Class, and Gender (149-81)	Discuss readings <b>Watch:</b> <a href="#">Standing on My Sisters' Shoulders</a>
	W 9/25	<b>Read:</b> Collins & Bilge, "Getting the History of Intersectionality Straight?" from <i>Intersectionality</i> (63-87)	Discuss readings <b>Watch:</b> <a href="#">Standing on My Sisters' Shoulders</a>
	F 9/27	<b>Read:</b> Gay, "The Solace of Preparing Fried Foods" (207-17)	Share Resource highlights, Synthesize readings
6	M 9/30	<b>Read:</b> <i>IWGS</i> Ch 7: Embodiment, Beauty, and The Viewer (183-217) <b>Write:</b> Draft Film Review	Discuss reading; Watch <i>Tiny Shoulders</i>
	W 10/2	<b>Read:</b> Gay, "I Once Was Miss America"	Discuss reading; Watch <i>Tiny Shoulders</i>

Wk	Date	Do This Before Class	Do This In Class
	F 10/4	<b>Read:</b> Hidalgo, " <a href="#">National Identity, Normalization, and Equilibrium: The Rhetoric of Breast Implants in Venezuela</a> " <b>Write:</b> Resource Proposal (RP 3)	<b>RP 3 Due</b> Watch <i>Tiny Shoulders</i> ; Share Resource highlights
7	M 10/7	<b>Write:</b> Film Analysis draft – <b>bring 2 copies of your rough draft to class</b>	<b>Peer Review #1</b> Discuss Midterm & Review
	W 10/9	<b>Review Ch. 1-7</b>	<b>Midterm Exam</b>
	F 10/11	<b>Write:</b> Resource Proposal (RP 4)	<b>RP 4 Due</b> Watch <i>Killing Us Softly</i>
8	M 10/14	<b>Write: Revise Film Analysis</b>	Writing Conference (BW 203 or WC)
	W 10/16	<b>Read:</b> <i>IWGS</i> Ch 8: Work, Inequality, and Neoliberalism (219-50)	Discuss reading Watch <a href="#">This Changes Everything</a>
	F 10/18	<b>Revise:</b> Film Review Draft	<b>Film Review Due</b> Watch <a href="#">This Changes Everything</a>
9	M 10/21	<b>Read:</b> <i>IWGS</i> Ch 9: Gender-Based Violence (251-82)	Discuss reading
	W 10/23	<b>Read:</b> Gay, "The Trouble with Prince Charming"	Discuss reading, Share Resource highlights
	F 10/25	<b>See D2L for Resource Selection</b> <b>Write:</b> Resource Proposal (RP 5)	Share Resource highlights, Synthesize <b>RP 5 Due</b>
10	M 10/28	<b>Last day to drop with W</b> <b>Read:</b> <i>AFI</i> (1-46)	<b>Introduce AFI Analysis</b>
	W 10/30	<b>Read:</b> <i>AFI</i> (47-77) MSU Student Code of Conduct, Title IX	Discuss Readings
	F 11/1	<b>See D2L for Resource Selection</b>	Discuss reading, Share Resource highlights
11	M 11/4	<b>Read:</b> <i>AFI</i> (81-102)	Discuss Readings
	W 11/6	<b>Read:</b> <i>AFI</i> (103-24)	Discuss Readings
	F 11/8	<b>Read:</b> <i>AFI</i> (125-38) <b>Write:</b> Resource Proposal (RP 6)	<b>RP 6 Due</b>
12	M 11/11	<b>Read:</b> <i>AFI</i> (141-82)	Discuss Readings
	W 11/13	<b>Read:</b> <i>AFI</i> (183-222)	Drafting Workshop
	F 11/15	Work on analysis drafts	<b>NO CLASS – out for conference</b>
13	M 11/18	<b>Write:</b> Rough draft – <b>bring 2 copies of your rough draft to class</b>	<b>Peer Review #2</b>
	W 11/20	<b>Read:</b> <i>IWGS</i> Ch 10: Human Rights & Global Activism (283-316) <b>Revise:</b> Work on analysis draft	Discuss Readings
	F 11/22	<b>Read:</b> <i>IWGS</i> Ch 11: History of Women's Activism in the U.S. (317-351)	Writing Conference (BW 203 or WC)

<b>Wk</b>	<b>Date</b>	<b>Do This Before Class</b>	<b>Do This In Class</b>
14	M 11/25	<b>Revise:</b> Work on analysis draft	Writing Conference (BW 203 or WC)
	W 11/27		
	F 11/29	Holiday	
15	M 12/2	<b>Read:</b> <i>IWGS</i> Ch 12: Feminisms: Theories & Practices (353-390) <b>Revise:</b> Work on analysis draft	<b>AFI Analysis Due</b> Discuss Readings
	W 12/4	<b>See D2L for Resource Selection</b>	Discuss reading, Share Resource highlights
	F 12/6	Review for Exam	Final Exam Prep
16 Fin.	Mon. 12/9	Review for Exam	<b>FINAL EXAM @ 3:30 PM</b>





