INTRODUCTION TO WOMEN, GENDER & SEXUALITY STUDIES
L77 100, Section 1
Fall, 2019

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Pronouns: she/her/hers
Office Hours: Tuesday, 3:30-4:30; Thursday 12:00-12:50; or by appointment

REQUIRED TEXTS
There is a required course reader in which all readings, unless otherwise noted on the syllabus, can be found. Information about purchase will be discussed on class.

COURSE DESCRIPTION
This course will provide an introduction to the major topics and concepts in Women & Gender Studies and examine the ways in which sex and gender function in our society. We will explore the historical, social, cultural, and legal conditions under which women in America have lived and continue to live. After establishing the historical legacy, we will examine recent approaches that attempt to understand and explain men and women’s relationship in and to society. We will consider how cultural myths and institutions influence how men and women see themselves and determine the course of their lives. While the focus is on sex and gender in the U.S., we will spend some time looking at the lives and status of women in other countries.

Course objectives and Goals:
At the end of this class, students will be familiar with the following key concepts: the history of U.S. women’s movements, various feminisms, sexualities, masculinities, gender identity and expressions, oppression, intersectionality, social constructionism, gender violence, and global women’s issues.

In order to pass this class, students will need to demonstrate the following skills:
1) Ability to use gender and sexuality as analytic categories
2) Ability to perform feminist analysis
3) Ability to think critically, construct and argument, and write coherently

COURSE REQUIREMENTS

1. Attendance: Showing up to class is, of course, fundamental to your whole educational experience. Your presence is particularly important in a discussion-oriented class like this one, which, by definition, depends on your active engagement with the material and one another. In the event you are absent, you are accountable for material covered during class time and any announcements or changes made to the assignment and class schedule. In addition, you are responsible for getting any supplementary reading assignments or handouts
from your classmates.

I would appreciate knowing in advance that you're not able to come to class and genuinely want to know about illnesses or other conflicts so that I may help and support you; however, I do not distinguish between "excused" or "unexcused" absences. **An absence is an absence: you're either here or you're not. Everyone will begin with 100 possible attendance points. After your first absence, 5 points will be subtracted for each subsequent absence. Please try to come to class on time. Arriving to class five minutes after class begins may be considered an absence. **If you accrue more than 6 absences, you will fail the class.**

** Religious Holidays and student athletic obligations: Missing class for a religious holiday or for a required athletic event are the only excused absences and must be made up with a 3-4 page response paper to the assigned readings. To be eligible for making up the class, you must inform me at least one week in advance if you observe a religious holiday or have a team sport event that conflicts with the class.

2. Participation: Participation in the class should consist of active involvement in discussion and activities. Come to class prepared (e.g., read all the assigned articles, take notes you can reference, and jot down important concepts and questions).

During discussion, students will be evaluated on their ability to:
- Ask relevant and productive questions
- Express emotional and intellectual reactions to elements of a text and to the issues the text raises
- Recognize a text’s place within larger social, historical, and cultural contexts
- Engage with and respectfully respond to the comments/opinions of others

3. Quizzes (unannounced): You will be given eleven short quizzes at various times throughout the semester. These are designed to keep you up-to-date on the readings, to make sure you understand the material, and to prepare you for the kinds of questions you will see on the midterm and final exams. Quizzes cannot be made up. Your lowest quiz grade (including grades of zero for absences during quizzes) will be dropped from your final quiz average.

4. Midterm exam: There will be an in-class midterm exam that covers the content in the first half of the semester. This exam may include matching, multiple choice, short answers, and essays. There will be no make-up midterm exams.

5. Feminist analysis paper: In this paper, you apply the terms and concepts you have learned in class to an advertisement of your choosing, but subject to my approval. A proposal for your paper is due on Friday, 11/15. Upload to Canvas by 6 p.m. The final paper is due on Monday, November 25 by noon. See handout for more details.

6. Events: You will need to attend two approved campus events in which gender is a central concern and complete an event worksheet for each one. Approved events can be found on the WGSS webpage: http://wgss.artsci.wustl.edu/events. There will also be approved events
announced in class. **To receive credit for this assignment, you must post your worksheet within ONE WEEK of the event you attended.** Worksheets can be found on Blackboard, and completed worksheets posted to Blackboard under Events. The last day that event worksheets will be accepted is December 9, the last day of classes.

**8. Final exam:** The final exam on December 18 will cover material following the midterm, but may refer back to some of the sources prior to the midterm. The format will be similar to the midterm exam. You **must be** present on the scheduled exam date to take the exam; **no early or late final exams will be given.**

**LATE POLICY:** Each assignment and its due date are noted on the syllabus. Late work will be accepted up until one week after the due day, although **five points** will be deducted for each late day. Any work turned in more than one week after it is due will not be accepted and a grade of 0 will be recorded for that assignment.

**GRADE BREAKDOWN**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
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<tr>
<td>Participation</td>
<td>5%</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Midterm</td>
<td>25%</td>
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<tr>
<td>Events</td>
<td>10%</td>
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<tr>
<td>Feminist Analysis Paper</td>
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<td>Final</td>
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***Instructor reserves the right to change syllabus with proper notification to students. Look at the syllabus on Blackboard, which should always be up-to-date.***

**CLASSROOM POLICIES**

**Computers and cell phones**

Laptops and other technologies can be very helpful in the classroom, but your unmediated presence in class is essential to a collaborative, discussion-based course. Laptops will not be allowed for use in class, unless designated by me ahead of time in special circumstances. Cell phones are to be silenced and out of sight during class time. If you require certain accommodations regarding technology, please come talk to me. If you should need to keep your phone on you for a given class period in the event of an ongoing emergency, please notify me beforehand and take what actions you can to be as discreet as possible.

***Using unauthorized electronic equipment in class will be considered an absence and will adversely affect your grade.***

**Bathroom breaks**

Please keep bathroom breaks to truly dire circumstances. It is disruptive to the class when you leave and return. If you have a medical issue that requires you to leave class for any reason, please see me so you are not penalized for something that is out of your control. Otherwise, frequent violators will see a reduction in their participation grade.
**Academic integrity**
Washington University expects academic honesty and integrity from its students. All students are expected to be familiar and comply with the policy on academic integrity. The policy on plagiarism is as follows:

- You commit plagiarism by taking someone else's ideas, words, or other types of work product and presenting them as your own, **even if you do this unintentionally**. You can avoid plagiarism by using proper methods of documentation and acknowledgement.
- Enclose every quotation in quotation marks, and acknowledge its source.
- Cite the source of every summary, paraphrase, abstraction or adaptation of material originally prepared by another person, and any factual data that is not considered common knowledge. Include the name of author, title of work, publication information, and page reference.
- Acknowledge material obtained from class lectures and discussions, interviews, or other oral communication by citing the source (name of the speaker, the occasion, the place, and the date).
- Cite material from the internet (such as Wikipedia) just as if it were from more traditionally published sources. Follow the citation style or requirements of your instructor.

**(Material copied and/or adapted from: http://www.wustl.edu/policies/undergraduate-academic-integrity.html. See this site for further information.)**

**Disability resources**
Students seeking disability-related accommodations and guidance from the University must contact the Disability Resource Center in Cornerstone Center (http://cornerstone.wustl.edu/DisabilityResources.aspx). Eligibility for accommodations is determined on an individual basis, must be supported by professional documentation, and must be renewed each semester. The DRC will guide you through each step of this process.

**Accommodations for sexual assault**
The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Office of Sexual Assault and Community Health Services. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.
Bias reporting
The University has a process through which students, faculty, staff, and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: http://www.brss.wustl.edu.

Mental health:
Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrath Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4thfloor of Seigle Hall. See: RSVP Center

Center for Diversity and Inclusion (CDI)
The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Preferred name and pronoun policy
Washington University recognizes that many students prefer to use names other than their legal ones to identify themselves (although the policy is limited to first names and not surnames or family names), and this course affirms people of all gender expressions and gender identities. If you have a preferred name or gender pronoun not yet reflected in the enrollment system, please let me know so that I can refer to you in the proper manner.

Civility
It is essential to the objectives of this course that students feel comfortable expressing views, exploring alternatives, raising challenges, and asking questions in an atmosphere of open but respectful dialogue and debate. I expect the class discussion to be open and lively, and want
you to relate the specific topic to broader issues. All of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Please come to class with an open mind and a considerate voice. Lively debate is welcome; sexist, racist, homophobic and intemperate language is not.

Content warning and classroom climate
Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in the Women, Gender, and Sexuality Studies Program, course topics are often political and personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, and laughter. I would encourage you to carefully read through the syllabus and if you think a particular reading or topic might be especially challenging or unsettling, let me know and, if necessary, we can make adjustments.

READINGS
Introduction
8/27 Introduction

Feminism
Key concepts: sex, gender, oppression, social construction
8/29 Frye, “Oppression”
  McIntosh, “White Privilege”
  Hooks, “Feminist Politics”

The Women’s Movement in the US
Key concepts: first, second, and third wave feminism, Seneca Falls Convention
  The “Declaration of Sentiments” of the Seneca Falls Convention, 1848
  Truth, “Ain’t I a Woman”
  View One Woman, One Vote (109 minutes) (on ARES reserve)

9/5 Friedan, “The Problem That Has No Name”
  Schiffrin, “What’s Wrong With Equal Rights for Women?”
  “Combahee River Collective Statement”
  hooks, “Black Women: Shaping Feminist History”
  Lorde, “The Masters Tools Will Never Dismantle the Master’s House”

9/10 Henry, “From a Mindset to a Movement: Feminism Since 1990”

Biology, Sex, and Gender
Key concepts: sex, gender, intersexuality
9/12 Fine, from Delusions of Gender xv-xviii, xxv-xxix, 99-154**
  **Make sure to stop reading at p. 154

9/17 Fine, from Delusions of Gender 155-186
  Sapolsky, “Testosterone Rules”
  Jordan-Young and Rumia，“Hardwired for Sexism?”
Socialization/Social Construction of Gender

**Key concepts:** Social construction of gender, gender binary, hegemony, heterosexism, heterocentrism, heteronormativity, transgender, cisgender, gender queer, gender identity and expression

9/19 Kang, Lessard, Heston, and Nordmarken “Social Constructionism”
Renzetti, Curran, and Maier, “Growing Up Feminine or Masculine”

9/24 Pascoe, “What Do We Mean by Masculinity?”
Duckworth and Trautner “Gender Goals Defining Masculinity and Navigating Peer Pressure to Engage in Sexual Activity”
Sculos, “Who’s Afraid of ‘Toxic Masculinity’?”
Show Gillette ad

9/26 Taylor, “Cisgender Privilege”
Bettcher, “Intersexuality, Transgender, and Transsexuality”
Spade, “Mutilating Gender”

Communication/Language

10/1 Wood, “Gendered Nonverbal Communication”
Tannen, “Marked: Women in the Workplace”

10/3 Renzetti, Curran, and Maier, “The Great Communicators: Language and the Media”
Wood, “Gendered Verbal Communication” 122-137
Coates, “Conversational Dominance in Mixed Talk”

Intersectionality

**Key concepts:** intersectionality

10/8 Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against of Women of Color”
Crenshaw, Yuval-Davis, and Fine, “A Conversation with Founding Scholars of Intersectionality”

10/10 Midterm

Have a great fall break!!
Objectification

Key concepts: objectification

10/17  View Killing Us Softly 4 (46 minutes) (on ARES)
       Wade and Sharp, “Sex Sells”
       Read online: Heldman, Sexual Objectification, Part 1: What is it?”
       http://carolineheldman.me/2012/07/02/sexual-objectification-part-1-what-is-it/

Gender, Beauty Ideals, Disability

10/22  Calogero, Boroughs, and Thompson, “The Impact of Western Beauty Ideals on the Lives of Women and Men: A Sociocultural Perspective”
       Garland-Thomson, “Integrating Disability, Transforming Feminist Theory”

Sex and Sexuality

Key Terms: sexualities, heteronormativity, cisgender, gender queer

10/24  Lind, “Heteronormativity and Sexuality,” 1-10
       Foucault, “We the other Victorians,” and “The Repressive Hypothesis”

10/29  Rich, “Compulsory Heterosexuality and Lesbian Existence
       Lorde, “The Uses of the Erotic: The Erotic as Power

10/31  Rubin, “Thinking Sex”
       Vance, “Social Construction Theory”

Gender, Families, Economics, and Work

11/5   Gillis and Jacobs, in “Work, Inequality, and Neoliberalism” 219-235
       Williams, “The Glass Escalator, Revisited”

11/7   Fredrickson, “Bye-Bye, Baby”
       Douglas and Michaels, “The New Momism” 1-13, 24-27


Sexual Harassment and #MeToo

11/12  Renzetti, Curran, and Maier, “Sexual Harassment,” “Sexual Harassment in the Workplace”
       Anderson, “Sexual Harassment: Purely Academic?”
       Tambe, “Reckoning with the Silences of #MeToo”
       View: Tarana Burke,”MeToo is a Movement, Not a Moment”(16 minutes)
       https://www.youtube.com/watch?v=zP3LaAYzA3Q

11/14  No class (Instructor attending conference)
       Work on feminist analysis proposal

****Friday 11/15 Feminist Analysis proposals due on Canvas by 5 p.m.***
Sexual Assault
11/19  View *The Hunting Ground* (103 minutes) (on ARES)
Hutson, “A Horror Story”
Gersen, Assessing Betsy DeVos’s Proposed Rules on Title IX and Sexual Assault”

Gender Violence
11/21  View *Sin by Silence* (49 minutes) (on ARES)
Gillis and Jacobs “Gender -Based Violence, 252-266
Gonnerman, “The Unforgiven”
Watch Jackson Katz Ted Talk: Violence Against Women: It’s a Men’s Issue:
hhttps://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue/transcript?language=en (17:29 minutes)

****Monday 11/25  Feminist Analysis Paper Due by noon on Canvas****

11/26  No class: Happy Thanksgiving

Reproductive Rights
12/3  Joffe and Reich, “Reproduction and the Public Interest in Private Acts”

Global/Multicultural Feminisms
12/5  Mohanty, “Under Western Eyes”
Anzuldua, “La Conciencia de La Mestiza—Toward a New Consciousness”

******Tuesday, December 18, 1:00-3:00  Final Exam******