INTRODUCTION TO WOMEN, GENDER, AND SEXUALITY STUDIES  
Fall 2019

Prof. Catherine Mros  
Office: Duncker 14A  
MW 2:30P-3:50P  
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Course Description
This discussion course provides an introduction to some of the major topics and concepts in the interdisciplinary field of Women, Gender, and Sexuality Studies. We begin with an exploration of the historical foundations and evolution of feminisms in the United States. We then examine debates and critical conversations surrounding contemporary feminist issues, including the social construction of gender and sexuality, ideals of beauty, gender-based violence, LGBTQ movements, and intersectional feminist paradigms.

Course Text

The course text is available at the Washington University Bookstore. All other required reading will be posted online or distributed in class. Our course website is accessible via Canvas.

Assignments
- Participation/Attendance 10%
- Quizzes 10%
- Event Analysis 10%
- Midterm Exam 25%
- Feminist Analysis 20%
- Final Exam 25%

Course Objectives
At the end of this class, students will be familiar with the following: 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. The ability to perform a feminist analysis
2. The ability to use gender as an analytic category
3. The ability to think critically, construct an argument, and write coherently

Course Requirements

Attendance
This course depends upon your regular attendance and participation for its success. Chronic absences and tardiness will affect your grade; if special circumstances cause you to be habitually
late or absent, please make an appointment to see me. Washington University is a secular institution and does not officially observe religious holidays; however, if you know that you will miss class during a religious holiday, please let me know within the first two weeks of class. Similarly, if you anticipate accruing absences for events sponsored by the university or for relevant external events, please notify me about these dates within the first two weeks of class.

**Participation**

Good participation should be understood as consistent and thoughtful contribution to the classroom community, an engagement with course materials and conversations, and a general responsiveness to and respect for one’s fellow students. This isn’t an accounting of how often you speak in class, although you should read and think critically about the assigned texts before coming to class and be prepared to engage with them. Instead, it’s about what you offer to the intellectual life of the classroom. We will work together to make our classroom as inclusive as possible for the different perspectives and backgrounds we all bring.

**Quizzes (frequent and unannounced)**

You will be given short (5-minute) quizzes at various times throughout the semester during the first 5 minutes of class. These are designed to keep you up to date on the readings, make sure you understand the material, and prepare you for the kinds of questions you will see on the midterm and final exam. **Quizzes cannot be made up.** Your lowest two quiz grades (including grades of zero for absences during quizzes) will be dropped from your final quiz average.

**Campus Event Attendance and Analysis (2 due during the semester)**

You will attend 2 approved events on campus and complete an event worksheet for each one. Approved events can be found on the WGSS website: [http://wgss.artsci.wustl.edu/events](http://wgss.artsci.wustl.edu/events). The event worksheet can be found and submitted on Canvas. Please note that the Women, Gender, and Sexuality Studies Colloquium Series is not open to undergraduate students. **To receive credit for this assignment, you must turn in your worksheet within 1 week of the event you attended. The last day that event worksheets will be accepted is Monday, December 16th at the final exam.**

**Midterm Exam (Wednesday, October 9th in class)**

The midterm exam is **in class.** You will be tested on terminology used in feminist scholarship, your understanding of the history of feminist movements, the main arguments of all readings, and your ability to demonstrate an introductory understanding of feminist scholarship. Material from in-class discussions will also be included on the exam.

**Feminist Analysis (due Wednesday, November 20th by 11:59 PM)**

This is a 5-to-6-page paper in which you demonstrate your ability to perform feminist analysis. I will circulate a prompt and we will discuss the specific requirements for the paper in more detail in class. You will workshop a draft of your paper on Wednesday, November 6th in class.

**Final Exam (Monday, December 16th, 3:30P-5:30P)**

The final exam will focus on material covered after the midterm but may refer back to some of the concepts you learned during the first half of the course. **You must attend the final as scheduled to complete the course, so consider this in your choice to take this class.**
Course Policies

Accessibility
We may all need some form of accommodation in this class, because we all learn differently, and we are all subject to ongoing issues and sudden emergencies of various kinds and degree. Your ability to engage and participate fully in this course is important to me. If there are circumstances that may affect your ability to meet certain requirements as assigned in the course and/or if you have had specific accommodations approved by the Disability Resources Office (http://cornerstone.wustl.edu/DisabilityResources.aspx), please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. Whether or not you have a documented disability, resources exist on campus to support your education, and I am happy to help direct you to them.

Laptops, Tablets, and Cell Phones
I know laptops, tablets, and other technologies can be very helpful in the classroom. However, because our course is collaborative and discussion-based, and because I ask you to be active and engaged readers (e.g., mark up your readings!), please come to class with a hard copy of the course text and hard copies of the Canvas readings. Additionally, please turn off your cell phone during class. That said, I understand that emergencies happen. If you need to keep your phone on during a class period due to an ongoing family or medical emergency, please simply notify me at the start of class, sit close to the door, and be as discreet as possible during the class itself.

Email
You are more than welcome to contact me via email, but please be aware that I may take up to 24 hours to respond and plan accordingly.

Submission and Late Work
All assignments will be submitted to our Canvas site. Late work will usually not be accepted; please contact me if you have an unusual situation to discuss.

Food and Drink
Drinks are permitted in class, but please do not bring in food: it can be distracting, as well as dangerous to students with food allergies.

Course Content and Civility
This semester, we will read texts that may be emotionally difficult. I acknowledge that each of you has her or his own life history, family, identity, and body, and that these realities have an impact on how you understand and interact with texts. Therefore, I ask that you familiarize yourself with the content of our course texts ahead of time, and if for any reason you believe you will be unable to participate in a discussion of certain themes or elements, please contact me beforehand and/or seek the support of any of the formal or informal resources available to you on campus, some of which are included in this syllabus. Further, it is essential in this course that students feel comfortable expressive views, exploring alternatives, raising challenges, and asking questions in an atmosphere of open but respectful dialogue and debate, so please be respectful of your classmates’ views. I look forward to creating a safe learning environment together this semester.
Academic Integrity
Please reacquaint yourself with the university’s policy on Undergraduate Academic Integrity: http://www.wustl.edu/policies/undergraduate-academic-integrity.html. When completing assignments, ensure all work is your own, and give credit where it is due in your citations.

Mental Health Resources
Washington University’s Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. See: shs.wustl.edu/MentalHealth.

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: brss.wustl.edu.

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 Relationship and Sexual Violence Prevention Center. 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. 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 I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

Basic Needs Security
Any student who faces challenges affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course is encouraged to contact Dr. Lori White, Vice Chancellor of Student Affairs (314-935-4526), and/or Dr. Jen Smith, Dean of the College of Arts & Sciences (jensmith@wustl.edu). If you feel comfortable doing so, you may also disclose to me, and I will work with the administration to provide useful resources.
Schedule of Readings

Week One: Setting the Terms
M 8/26  Introduction to the course
W 8/28  Dorothy Sue Cobble, Linda Gordon, and Astrid Henry, “Prologue” from Feminism Unfinished [course text]
        Marilyn Frye, “Oppression”
        Peggy McIntosh, “White Privilege and Male Privilege”

Week Two: Early U.S. Feminisms (First Wave)
M 9/2   NO CLASS: LABOR DAY
W 9/4   Elizabeth Cady Stanton, “Declaration of Sentiments”
        Sojourner Truth, “Ar’n’t I a Woman?”
        Angela Davis, “Working Women, Black Women, and the History of the Suffrage Movement”

Week Three: Mid-Century U.S. Feminisms (Second Wave)
M 9/9   Dorothy Sue Cobble, “More Than Sex Equality: Feminism after Suffrage,” from Feminism Unfinished [course text]
W 9/11  Linda Gordon, “The Women’s Liberation Movement,” from Feminism Unfinished [course text]
        Betty Friedan, “The Problem That Has No Name”

Week Four: Black Feminisms and Gay Liberation
M 9/16  Combahee River Collective Statement
        Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House”
        bell hooks, “Black Women Shaping Feminist Theory”
W 9/18  Tommi Avicolli Mecca, “Introduction”
        Merle Woo, “Stonewall Was a Riot—Now We Need a Revolution”
        “The Woman Identified Woman Manifesto”
        Liz Highleyman, “Sylvia Rivera: A Woman Before Her Time”
**Week Five: The Social Construction of Gender**

M 9/23  Laurel Richardson, “Gender Stereotyping in the English Language”

Deborah Tannen, “There is No Unmarked Woman”

Gloria Anzaldúa, “How to Tame a Wild Tongue”

Gloria Anzaldúa, “Towards a New Consciousness”

W 9/25  Joanne Meyerowitz, “From Sex to Gender”

Carole Vance, “Social Construction Theory”

Kate Bornstein, “Solving the Gender Puzzle”

**Week Six: Sexuality**

M 9/30  Michel Foucault, from *The History of Sexuality, vol. 1* [excerpt]


Audre Lorde, “The Uses of the Erotic, the Erotic as Power”

**Week Seven: Sexuality cont.**

M 10/7  Gayle Rubin, “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality”

W 10/9  **MIDTERM EXAM**

**Week Eight: Biology**

M 10/14  NO CLASS: FALL BREAK

W 10/16  Emily Martin, “The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles”

Anne Fausto-Sterling, “Of Gender and Genitals”

**Week Nine: Feminist Analysis**

M 10/21  Gloria Steinem, “Sex, Lies, and Advertising”

Jennifer L. Pozner, from *Reality Bites Back: The Troubling Truth about Guilty Pleasure TV* [excerpt]

**Week Ten: Contemporary U.S. Feminisms (Third Wave)**

M 10/28  Astrid Henry, “From a Mindset to a Movement,” from *Feminism Unfinished* [course text]

Rebecca Walker, “We are Using This Power to Resist”

Rebecca Walker, “Becoming the Third Wave”


Kathleen Guidroz and Michele Tracy Berger, “A Conversation with Founding Scholars of Intersectionality: Kimberlé Crenshaw, Nira Yuval-Davis, and Michelle Fine”

**Week Eleven: Masculinity**

M 11/4  C. J. Pascoe, “What Do We Mean by Masculinity?”

Robyn Wiegman, “Unmaking: Men and Masculinity in Feminist Theory”

Judith Halberstam, “An Introduction to Female Masculinity”

W 11/6  **FEMINIST ANALYSIS WORKSHOP**

**Week Twelve: Gender Violence**

M 11/11  Jackson Katz, “Facing Facts”

Jackson Katz, “It Takes a Village to Rape a Woman”

Fred Pelka, “Raped: A Male Survivor Breaks His Silence”

Ann Jones, “Why Doesn’t She Leave Him?”

W 11/13  Watch *Elle*

**Week Thirteen: Queer and Trans Studies**

M 11/18  John D’Emilio, “Capitalism and Gay Identity”


W 11/20  **FEMINIST ANALYSIS DUE**

Dean Spade, “Rights, Movements, and Critical Trans Policies”

Dean Spade, “Mutating Gender”
Week Fourteen: Disability Studies


W 11/27  NO CLASS: THANKSGIVING BREAK

Week Fifteen: Global Feminisms
M 12/2  Chandra Talpade Mohanty, “Under Western Eyes: Feminist Scholarship and Colonial Discourses”

Lila Abu-Lughod, “Do Muslim Women Really Need Saving?”

W 12/4  Last class

FINAL EXAM: Monday, December 16th, 3:30P-5:30P