

WGSS 263S- Social and Political Perspectives on Women, Men, and Sexuality

○ Tuesday/Thursday 12:30-1:50

○ ED 312

○ Autumn 2016

Instructor Information:

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Proctor Information:

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Required Texts:

1. *Women's Voices, Feminist Visions*. Eds. Shaw and Lee. 6th Edition. McGraw-Hill, ISBN 978007351232-7
2. Additional readings available on Moodle.

Course Description:

The course is designed to introduce students to the broad fields of women's, gender, and sexuality studies through an overview of a number of the theoretical and experiential perspectives of WGSS from a social science perspective. Students will analyze the history of feminism, women's studies, gender studies, and the growing field of queer studies; biological and psychological theories of gender; the social construction of gender as a product of history and culture; the relationship between gender and other categories of difference (race, sexual orientation, class, ethnicity); family and work; gender-based violence; the relationship between politics, economics, and gender; the representation of gender in popular culture; health and reproduction; and activism.

This course is one of the core requirements for the Major and Minor in Women's, Gender, and Sexuality Studies. If you enjoy this course and would like to know more about the Women's, Gender, and Sexuality Studies Program, please contact me or drop by the Women's Studies Office, LA 138A-B, or visit the [Women's, Gender, and Sexuality Studies website](#).

Methods:

This class is not a lecture course. It is a reading and discussion course. I will present certain background information to provide you with a context for your readings, discussions, and writings. I will propose my own interpretations of the texts we read and the topics we discuss, but you are not expected to accept these interpretations blindly. Each reader brings his or her own experiences to a literary text. If you disagree with my reading of a text, you should feel free to say so. Your active participation is essential and counts as part of your grade.

You will hear many different opinions and ideas during this course, some of which you may disagree with. I expect each student to respect the opinions and beliefs of his or her classmates and for the level of discourse in class to remain civil and academic. A failure to respect your classmates and/or the professor will have an adverse impact on your grade.

Classroom Etiquette:

Students should arrive on time and not leave until class is over. All cell phones must be turned off. Students may use laptop computers to take notes. Students should not text while in class, and internet use should be limited to topics related to class. First offense=tardy. Second offense=absence.

Trigger Warning:

This course deals with several difficult topics, including gender-based violence and sexual assault. I will not take attendance during the discussions about Chapter 10 Gender and Violence. All you need to do is send me an email stating that you are unable to attend class on that day. No details are needed. There are other topics in this class that may also trigger difficult memories for you. You should feel free to talk to me about any issues you have with the topics we are discussing and ask for excused absences.

Statement of Inclusivity and Diversity:

This classroom is a hate-free zone, and is part of WGSS's commitment to addressing and redressing racism, Islamophobia, sexism, xenophobia, homophobia, transphobia, anti-Blackness, and all systems of privilege and oppression in our classes, in our academic units, and in higher education.

WGSS 263S Learning Outcomes:

- 1) Students will learn about the history and theory of women's studies and feminisms in the United States and around the world.
- 2) Students will gain an understanding of how privilege and oppression work in our society through an analysis of categories of difference such as gender, race, sexual orientation, class, ethnicity, etc.
 - a. Students will learn how to analyze media representations of gendered bodies and sexualities.
 - b. Students will analyze the construction of sexuality and the body in our society.
- 3) Students will learn and construct inclusive definitions of home, parenthood, family, work, and marriage.
 - a. Students will analyze how institutions such as family, culture, work, and religion can be both empowering and oppressive to people of all genders.
- 4) Students will learn how gender and other identity positions impact how people interface with the criminal justice system, the military, and the government.
 - a. Students will learn how gendered and sexualized violence operates in our society and world.
- 5) Students will learn how to put theory and class work into action to make positive changes in their worlds.

Assessment:

- Preparation and Participation (inc. quizzes and attendance) 5%
- Moodle Discussions 20%
- Reading Journal 25%
- Media Literacy Presentation 5%
- McIntosh Article Assignment 5%
- Midterm Exam 20%
- Final Exam 20%

Grading Scale:

Percentage	Grade
93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
59% and below	F

Preparation and Participation:

This is not a lecture course. It is a course which requires your active participation. Coming to class prepared, i.e. having read all material, written your reading journal and questions and ready to participate in discussions, is essential and counts for a large percentage of your final grade. Participation does not merely mean responding when called upon but showing a willingness to raise your hand and enter discussions. Classroom work will include both general discussions and small group discussions. Quizzes on the readings and discussions may be given at the beginning of class as necessary. Attendance is required. You will be allowed two unexcused absences. Your final grade will be dropped one notch for each subsequent absence.

Moodle Discussions:

In addition to the reading journals, each week, by Thursday at midnight, you must post 1 question or issue raised by the readings for that week to your Moodle discussion group (the class will be divided into 4 rotating groups). By Sunday at midnight, you must also reply to 2 postings by your discussion group members. A reading is available on Moodle with information on how to write a good posting.

Reading Journal:

This course will raise many questions in your minds. It may challenge your personal opinions. Your reading journal is a place to share the questions, thoughts, and reactions you have to the readings. It will give you an outlet to express your personal opinions about the readings and discussions. You should write ½ page for each class session and include at least two questions raised in the readings for that session. The questions you write will guide our class discussions. Entries must be typed. Entries must be submitted in class, to my mailbox in LA 101, or uploaded to Moodle by Friday at 5pm unless otherwise indicated. The first two journal topics are assigned. The rest of the topics are your choice. Electronic files must be .doc, .docx, .pdf, .rtf. I will NOT accept emailed assignments.

Media Literacy Presentation:

One of the topics we will explore this semester is media literacy. You will be required to independently analyze either a selection of print/tv advertising OR a movie/tv show. You will write a two-page analysis which you will present to the class. Your analysis should focus on how your selection either upholds or subverts dominant discourses of gender, class, race, sexual orientation, etc. A more detailed handout will be provided.

McIntosh Article Assignment:

This course asks you to question your own privileges in our society. You will read an important article by the feminist scholar Peggy McIntosh (Reading 13 in Textbook). This assignment asks you to think about your own privilege and oppression. To receive credit, you must write 1.5 pages about one experience you have had or

witnessed in which you or someone you know experienced privilege as defined by McIntosh.

Exams:

The Midterm and Final Exams will be take-home exams comprised of a combination of short identifications and short essays. The Final Exam will not be cumulative.

Extra Credit:

Each chapter features a number of learning activities and ideas for activism. Any activity not completed in class is eligible for extra credit (up to 5% of your final grade depending on the quality of your work). You should submit a 1-page essay describing your experience. No more than 3 extra credit essays may be submitted. Other opportunities for extra credit will be announced throughout the semester.

Disability Accommodations:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Schedule of Readings and Assignments

Required Texts:

1. *Women's Voices, Feminist Visions* – abbreviation *WV* – each chapter of the textbook includes a selection of readings related to the topic of the chapter.
2. Electronic Coursepack – abbreviation *CP* –available on Moodle

Unit 1: Background and Theoretical Framework

Learning Objectives:

1. Students will learn about the history and theory of women's studies and feminisms in the United States and around the world.
 - a. Students will gain an understanding of how privilege and oppression work in our society through an analysis of categories of difference such as gender, race, sexual orientation, class, ethnicity, etc.

Date	Topic	Reading	Assignment
August 30	<ul style="list-style-type: none"> • Introduction to Course • I'm Not A Feminist But. . . Activity, Part 1 		
September 1	<ul style="list-style-type: none"> • History of Feminism and Women's Studies, Gender Studies, Queer Studies • I'm Not A Feminist But. . . Activity, Part 2 	<ul style="list-style-type: none"> • <i>WV</i> Chapter 1+3 Readings of your choice • <i>CP</i> --Valenti Excerpt • Feministing.com 	Journal topic: Read the Valenti excerpt and visit the website feministing.com . Revise the definition of "feminism" you wrote in class on Tuesday. <ul style="list-style-type: none"> • Moodle questions by midnight, Thursday • Moodle responses by midnight, Sunday • Journals due by Friday at 5pm
September 6	Systems of Privilege and Inequality	<i>WV</i> Chapter 2	Journal topic: why are you taking a Women's Studies course? How do your friends, families, and acquaintances react when you tell them you are taking this class? What do you hope to get out of this class?
September 8	Systems of Privilege and Inequality	<i>WV</i> Readings 9, 10, 11, 13 + 2 of your choice, pp 87-122	<ul style="list-style-type: none"> • Moodle questions by midnight, Thursday • Moodle responses by midnight, Sunday • Journals due by Friday at 5pm
September 13 September 15	Learning Gender	<i>WV</i> Chapter 3 + Readings 20-26	<ul style="list-style-type: none"> • McIntosh Assignment due (based on Reading 13); see syllabus for description of assignment

Unit 2: Bodies, Sex, and Sexuality

Learning Outcomes:

2. Students will learn how to analyze media representations of gendered bodies and sexualities.
 - a. Students will analyze the construction of sexuality and the body in our society.

Date	Topic	Reading	Assignment
September 20	Inscribing Gender on the Body Handout on Major Project and Media Literacy	WV Chapter 4	
September 22	Inscribing Gender on the Body	WV Chapter 4 Readings CP— Intersex, Genital Circumcision Readings	<ul style="list-style-type: none"> • Moodle questions by midnight, Thursday • Moodle responses by midnight, Sunday • Journals due by Friday at 5pm
September 27	<ul style="list-style-type: none"> • Media and Culture • Watch Jean Kilbourne, <i>Killing Us Softly 4</i> 	<ul style="list-style-type: none"> • WV Chapter 5 • CP—<i>Reviving Ophelia</i> Excerpt 	<ul style="list-style-type: none"> • Come to class prepared to talk about one piece of culture related to this chapter
September 29	Media and Culture	WV Readings Chapter 5	<ul style="list-style-type: none"> • Moodle questions by midnight, Thursday •Moodle responses by midnight, Sunday • Journals due by Friday at 5pm
October 4	Media Literacy Presentation		<ul style="list-style-type: none"> • Media Literacy Presentation
October 6	Sex, Power, and Intimacy	WV Chapter 6	<ul style="list-style-type: none"> • Moodle questions by midnight, Thursday •Moodle responses by midnight, Sunday • Journals due by Friday at 5pm
October 11	Sex, Power, and Intimacy	WV Readings Chapter 6	<ul style="list-style-type: none"> • No Moodle postings this week
October 13	Health and Reproductive Justice	WV Chapter 7 + Readings	<ul style="list-style-type: none"> • Journals due by Friday at 5pm • Midterm Exam due by Friday at 5pm
October 18	Health and Reproductive Justice	<ul style="list-style-type: none"> • WV Chapter 7+Readings • CP Readings 	

Unit 3: Gendered Spaces: Home, Family, Work, Religion

Learning Outcomes:

3. Students will learn and construct inclusive definitions of home, parenthood, family, work, and marriage.
 - a. Students will learn how institutions such as family, culture, work, and religion can be both empowering and oppressive to people of all genders.

Date	Topic	Reading	Assignment
October 20	Family	WV Chapter 8+Readings	<ul style="list-style-type: none"> • Moodle questions by midnight, Thursday • Moodle responses by midnight, Sunday • Journals due by Friday at 5pm
October 25	Family	WV Chapter 8+Readings	
October 27	Work	WV Chapter 9+Readings	<ul style="list-style-type: none"> • Moodle questions by midnight, Thursday •Moodle responses by midnight, Sunday • Journals due by Friday at 5pm
November 1	Work	WV Chapter 9+Readings	
November 3	No Class--DiverseU	You must attend one DiverseU event on Nov. 2-3 (EC for more than 1)	Journal topic: DiverseU <ul style="list-style-type: none"> • Moodle questions by midnight, Thursday •Moodle responses by midnight, Sunday • Journals due by Friday at 5pm
November 8	No Class –Election Day VOTE!		
November 10	Religion	<ul style="list-style-type: none"> • WV Chapter 12 • WV Readings Chapter 12 	<ul style="list-style-type: none"> • Moodle questions by midnight, Thursday • Moodle responses by midnight, Sunday • Journals due by Friday at 5pm
November 15	Religion	CP—Genesis, Judith, Song of Songs + “Is God Transgender”	

Unit 4: Violence, Security, and Politics

Learning Outcomes:

4. Students will learn how gender and other identity positions interface with the criminal justice system, the military, and the government.
 - a. Students will learn how gendered and sexualized violence operates in our society and world.

Date	Topic	Reading	Assignment
November 17	Gender and Violence	WV Chapter 10	<ul style="list-style-type: none"> • No Moodle postings this week • Journals due by Friday at 5pm
November 22	Gender and Violence	WV Readings Chapter 10	
November 24	Thanksgiving—No Class		<ul style="list-style-type: none"> • No Moodle postings this week
November 29	State, Law, and Social Policy	WV Chapter 11 and Readings	
December 1	State Law and Social Policy	WV Chapter 11 and Readings	<ul style="list-style-type: none"> • Moodle questions by midnight, Thursday • Moodle responses by midnight, Sunday • Journals due by Friday at 5pm (3 entries)

Unit 5: Activism and Change

Learning Outcomes:

5. Students will learn how to put theory and class work into action to make positive changes in their worlds.

Date	Topic	Reading	Assignment
December 6	Activism and Change	WV Chapter 13	
December 8	Activism and Change	WV Chapter 13 and Readings	<ul style="list-style-type: none"> • Last Day to Submit Extra Credit • Moodle questions by midnight, Thursday • Moodle responses by midnight Sunday • Journals due by Friday at 5pm
December 16	Final Exam		Due by Friday at 5:20