

WMG 1100: Introduction to Women's and Gender Studies – Fall 2021

Professor: Maribel Morales

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Classroom: Lentz Hall 411

Office: Lentz Hall 420

Class Hours: MWF 9:15-10:20 Phone: 551-5866

Student Hours: Mondays 12:00-2:30 meet me in my office LH 420, or via Zoom <https://carthage-edu.zoom.us/j/97066331481>

I am also available by appointment: Send me an email and we will set up a time that works for you, to meet in person or via Zoom.

Course Description

This course offers an introduction to Women's and Gender Studies, an interdisciplinary academic field that explores critical questions about the meaning of gender in society. The primary goal of this course is to familiarize students with key issues, questions and debates in Women's and Gender Studies scholarship. Gender scholarship critically analyzes themes of gender identity and power in a range of social spheres, such as law, education, work, medicine, and the family. In this class, you will become acquainted with many of the critical questions and concepts feminist scholars have developed as tools for thinking about gender. Through successfully completing this course, students will be better prepared to participate in and contribute effectively to the larger public conversation about the role of gender in society; to apply the critical tools of Women's and Gender Studies in their academic, personal and occupational lives; and to take more advanced classes in this field.

Student Learning Outcomes

By the end of the semester:

1. Students will be able to define key terms such as feminism, sexism, homophobia, heterosexism, misogyny, patriarchy, oppression, privilege and prejudice.
2. Students will be able to examine and explain the social construction of gender in the United States and around the world.
3. Students will be able to identify contributions of feminism and the women's rights movement to women's existing rights, and identify struggles for equality that exist in the world today.
4. Students will be able to describe the complex ways in which gender intersects with class, race, and sexuality within various spheres and institutions of society.
5. Students will be able to evaluate the ways in which the concepts of the course affect our own lives.

Required text

- Gillis, Melissa J. and Andrew T. Jacobs. *Introduction to Women's and Gender Studies: An Interdisciplinary Approach*. SECOND EDITION, Oxford University Press, 2020.
- Student website with resources: https://learninglink.oup.com/access/gillis-jacobs2e-student-resources#tag_chapter-01

Land Acknowledgement Statement: We acknowledge and are mindful that Carthage College stands on lands that were originally occupied by the first people of this area, the **Potawatomi**, and we recognize their distinctive spiritual relationship with this land and the waters that run through campus. We are humbled that our campus resides upon sacred lands that once sustained the **Potawatomi** people for centuries.

Statement of Inclusive Excellence: Education is transformative, and open intellectual inquiry is the foundation of a college education and a democratic society. In the spirit of shared humanity and concern for our community and world, we celebrate diversity as central to our mission and affirm our solidarity with those individuals and groups most at risk. We disavow all racism, xenophobia, homophobia, sexism, Islamophobia, anti-Semitism, classism, ableism, and hate speech or actions that attempt to silence, threaten, and degrade others.

We affirm that language and texts, films and stories help us to understand the experiences of others whose lives are different from ours. We value critical reasoning, evidence-based arguments, self-reflection, and the imagination. Building on these capacities, we hope to inspire empathy, social and environmental justice, and an ethical framework for our actions. We advocate for a diverse campus, community, and nation inclusive of racial minorities, women, immigrants, the LGBTQ+ community, and people of all religious faiths.

Learning Accessibility Service Information: Carthage College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders and chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services (dschowalter1@carthage.edu).

Tutoring and/or Academic Coaching is available to assist you with any aspect of the class, including understanding readings, preparing for quizzes, and studying for exams. These resources are not engineered especially for struggling students; they are for everyone to maximize their academic growth potential. Please take advantage of them. For information and to book a one-on-one appointment visit carthage.edu/tutoring

General Policies and Expectations: Dialogue-based Learning

Our classes rely heavily on participation and discussion; therefore, students are expected to attend class regularly, have the textbook with you, and be prepared to share thoughts, opinions, and ideas. Homework will be posted on Schoology on a regular basis. It is your responsibility to pay attention to announcements in class and to find out what information you missed if you are late for class or miss class. If you join the class after attendance has been taken, it is your responsibility to see me after class to make sure you have been marked present.

At the end of each class meeting I will always offer to stay a couple of minutes to see if any student would like to talk to me about the class, the course, or anything else. Please remember I am here for you to help you in any way I can. You can also stop by my office (Lentz Hall 420) or we can set up a Zoom meeting.

My goals for the semester:

1. **Build a learning community:** Creating a sense of belonging within a classroom is increasingly recognized as a critical element to learning. Students learn best when they feel connected, cared for, and their perspectives are valued. I also aim for collaborative “professorstudentlearning” in which we all learn together.
2. **Prepare for and welcome difficulty:** All students enter the course with different preconceptions, knowledges, and experiences. You may be challenged in your beliefs which will lead to a discomfoting process, which can also be a sign of intellectual growth.
3. It is important to acknowledge that discomfort is possible, therefore this class will be a **“Brave and safe space”** to explore new ideas and opinions. All students should expect to be able to make mistakes and work through complex concepts without any pressure or fear of embarrassment. This class will be

respective of identities and experiences. You each have different backgrounds and perceptions of the world, and your differences will be a great asset to the learning we do in our class together.

4. **Encourage Reflexivity:** I encourage student reflexivity, broadly understood as the ability to consider one's own feelings, reactions, and motives and how they impact behaviors. For instance, in the context of racial justice education, reflexivity suggests the ability to critically evaluate one's own social location and racial socialization, to become increasingly aware of racial biases, and to be willing to investigate the ways internal perspectives about race inform our interactions and relationships.

Ideas taken from: Thurber, A., Harbin, M.B., & Bandy, J. (2019). Teaching Race: Pedagogy and Practice. Vanderbilt University Center for Teaching. Retrieved [8/16/21] from <https://cft.vanderbilt.edu/teaching-race/>

Discussion Guidelines:

Class discussion serves a lot of aims:

- It's a place to talk over and also help you clarify concepts.
- It's a place to express your delight in the reading, or your disagreement with it.
- It's a place to ask questions about stuff you don't understand, and also to ask questions about the things you think you do understand and want to push to the next level.
- It's a place to explore ideas, and collaborate, and also to disagree in ways that are ethical and safe.

To make this work, you must – we must – on the most deep-down level, respect every person in this class through our words and our actions. Keep in mind that others may be of a different class, race, gender, religion, sexuality, or ability set than you, and make a pact with yourself to refuse to hurt others through your words or actions.

Note: Gender is not just a social concept; like any identity, it can also be very personal. As we explore gender throughout this course, please be mindful of your peers' multiple and intersecting race, class, gender, and sexual identities – particularly in relation to your own positionality. Critical perspectives are encouraged in this course, which includes any challenges to the course material.

Treat the classroom space and your colleagues with the respect our common project deserves.

Statement of Respect: Students in this class are encouraged to speak up and participate during class meetings. Because the class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.

Ground Rules of Discussion: Rules for respectful classroom conduct

Think about what rules you would like to include, we will establish a contract to outline the rules together in class:

1. Always keep an open mind. RESPECT!
2. Eye contact.
3. Don't take things personally.
4. It is okay to mess up here, this is the place to mess up!
5. Listen, rather than trying to be heard.

#StaySafeCarthage

We will follow the guidelines of the college: <https://www.carthage.edu/carthage-covid-19/>

Masks: In order to enact proactive safety measures, effective Wednesday, Aug. 11, all students, employees, and visitors, regardless of vaccination status, will be required to wear masks when inside campus buildings.

This new measure will include the following:

- Classrooms: Students and faculty members will be required to wear masks in classrooms, labs, studios, and all indoor teaching spaces.

Mask Policy

The face covering must conform to CDC guidelines and must cover both the nose and mouth at all times. Note that bandanas, neck gaiters, and masks with exhalation or external valves are not acceptable and are not sufficient for protection of others or yourself. Acceptable masks tie behind the head or loop behind the ears, fit snugly over the nose and chin, and can include cloth masks, medical/surgical masks, and N95s or KN95s. Eating and/or drinking are prohibited while in the classroom (because those activities interfere with consistent mask wearing).

- Any student who refuses to wear a mask or consistently forgets one will be dismissed from the class and not be given an opportunity to make up missed work. The student will also be referred to the Dean of Students, as outlined by the process on Carthage’s Stay Safe website.

Grading criteria

Class Participation/Attendance	25%
Assignments	20%
Quizzes	20%
Final project Presentation	10%
Teaching Presentations/Discussion Leader	10%
Interview assignments	10%
Final Exam: Reflection Essay	5%

Class Participation/Attendance – 25% of final grade: Points will be given for attendance and participation in class. Everyone is expected to participate regularly. You are also expected to come to class prepared. This means, doing the reading, and watching any video assigned for that day. Coming to class prepared will allow you to participate effectively.

Class participation will be based on:

1. your active contributions to group work and class discussion
2. your focus and attentiveness in class
3. your conscious, active, and respectful engagement with the work and ideas of others (this includes listening as much as responding)
4. your punctuality and attendance
5. your preparation for class as reflected in your facility with assigned reading – and, when you are still struggling to understand, your preparation to pose informed questions about the reading.

Absences:

If you are not in class, you cannot participate, therefore, if you are absent, you are expected to excuse your absence by sending an email to mmorales@carthage.edu **before** the class starts. This email is also an opportunity for you to ask about the information missed in class and what work you would need to complete to make up the

participation for that day. Students with more than four unexcused absences will be dropped a full letter grade from the final grade for each missed class succeeding four absences.

Because you may feel sick or need to quarantine, I will create alternative assignments for those unable to join the Zoom class for those reasons. Also, because you may have technical issues, this make up work will also be available for you in case you cannot join a class.

Ideally, we will all be in class every day, but I understand that there may be circumstances out of your control that might prevent you from joining a class meeting. Therefore, it is important that you remember to email me to let me know. Also, if I am unable to teach the class due to the same reasons mentioned above, I will email you to let you know. We are in this together and communication is very important. Let's stay connected!

Assignments – 20% of final grade: There will be written assignments online (Schoology). Written assignments will be due at the beginning of the class. In order to make the most out of our time in class for discussions, you will be asked to watch videos in addition to the daily reading to prepare for class. It is important that you watch these videos because we will be talking about them in class. The same is true for the readings. You will be able to learn new terms and important data and content in general that will help you be more informed as you participate in class discussions. Another important reason to come to class prepared and doing the preparation work (reading, videos, etc) is that there may be topics that might be a trigger for you, emotionally due to an experience in your life, and I don't want you to be surprised about something that might make you feel uncomfortable or upset. Therefore, I ask you to please always check the topics and contents of the class for any triggers, and to please inform me so that I can make any accommodations needed for that class.

Quizzes – 20% of final grade: There will be a series of quizzes covering the materials assigned in the different chapters.

Final Project Presentation – 10% of final grade: Each student will have the opportunity to explore in-depth one particular topic of interest and present their research with a class presentation.

Teaching Presentations/Discussion Leader – 10% of final grade: Each student is responsible for a section of the material covered in class. You will provide a summary of your section, accompanied by a power point presentation providing images that will enhance your presentation. You will also prepare discussion questions in order to lead the discussion for that day. You will receive a google doc to sign up for one of the sections.

Interview assignments – 10% of final grade: There will be opportunities to interview people to learn about their perspectives on certain topics. Testimonies are a powerful tool to learn and connect with friends and family, and they are a great way to start conversations that may be difficult or never really happen otherwise. You will receive more instructions during the semester.

Final exam – 5% of final grade. The final exam will include a reflection essay as well as an evaluation of the material learned in class.

This is a tentative schedule subject to change:

Tentative Schedule – The following schedule is subject to change. Our schedule is likely to change as we move through the term. The best way to know when the homework assignments are due is to check Schoology.

		Readings
1	Wed. Sept. 8	Introduction. Getting to know each other. Review Syllabus. Key themes and concepts. Adichie “We Should All Be Feminists”
	Fri. Sept. 10	Key themes and concepts. Introduction to “Gender Revolution: A Journey with Katie Couric” Adichie “The Danger of a Single Story”
2	Mon. Sept. 13	CHAPTER 1: SEX, GENDER, AND SOCIAL CONSTRUCTION Pages 1-5 Sex, Intersex
	Wed. Sept. 15	Pages 5-12 The Social Construction of Sex, Sex Identity, Revised Definition of Sex, Gender, Gender Expression and Gender Identity, The Concepts of Sex and Gender Blur, Gender Polarization, and Androgyny
	Fri. Sept. 17	Pages 12-14 Gender Roles, Doing Sex and Gender Across Cultures, Hua Society
3	Mon. Sept. 20	Pages 14-19 Gender Ideology, Sex and Gender as Cognitive Schemas, Multiple Femininities and Masculinities, Transgender, Revised Definition of Gender, and Baby X: The Conclusion.
	Wed. Sept. 22	Pages 19-25 Intersectionality, Sexual Orientation, Third Sex/Third Gender, and Conclusion.
	Fri. Sept. 24	Quiz 1: Chapter 1 CHAPTER 2: LANGUAGE AND COMMUNICATION Pages 27-38 What language reveals, conceals, and imposes, The primacy of males and masculine terms, The sex and gender of things, parallel language, Mr., Miss, Mrs., and Mx.
4	Mon. Sept. 27	Pages 38-41 Language, Communication, and Semantic Change, Appropriation of Stigmatized Names, Communication and Reception Theory. Pages 41-51 Sex, Gender, and Communication: Gender, Class, and Speech; Performativity; Women, Men, and Communities of Practice, and conclusion (Reflection)
	Wed. Sept. 29	Quiz 2: Chapter 2 CHAPTER 3: GENDER AND IN/EQUALITY

		Pages 53-60 The Social Construction of Gender, Gender construction in children, Throw like a girl. Children's Books.
	Fri. Oct. 1	Pages 60-67 The social costs of traditional femininity and masculinity (hegemonic masculinity, hegemonic femininity, patriarchal bargain, double bind, double standards, Sexism, hostile sexism and benevolent sexism, misogyny and homophobia. <i>Women in leadership positions Project (instructions).</i>
5	Mon. Oct. 4	Pages 67-73 Political and Economic Inequality, Patriarchy, and Feminism
	Wed. Oct. 6	Pages 73-83 The "Mythical Norm", Intersectionality. Oppression, What about the oppression of men? Not all discrimination is oppression, and Conclusion. (Reflection) <i>Masculinity Project (instructions)</i>
	Fri. Oct. 8	<i>Women in leadership positions Project presentations.</i>
6	Mon. Oct. 11	Quiz 3: Chapter 3 CHAPTER 4: LGBTQQIA IDENTITIES AND CHALLENGES Pages 85-91 Measuring Sexual Orientation, Kinsey Scale, Klein Grid, Storm Scale, Looking Back, Looking Forward.
	Wed. Oct. 13	Pages 91-102 LGBTQQIA Identities, L/Lesbian, G/Gay, B/Bisexual, T/Transgender, Q/Queer, Q/Questioning, I/Intersex, A/Asexual (also, Ally)
	Fri. Oct. 15	<i>Masculinity Project presentations.</i> Pages 102-118 The problem of heterosexual focus, Pansexual, The lesbian continuum and marriage resistance in Southern China. Anti-LGBT Attitudes, LGBTQ+ Community and Social Support and Conclusion. (Reflection)
7	Mon. Oct. 18	Quiz 4: Chapter 4 CHAPTER 5: CONSTRUCTIONS OF HOMOSEXUALITIES Pages 121-142 Ancient Greece, Ancient Rome, Male same-sex sexual relations in Latin American cultures, The emergence of the Modern Homosexual, and Boston Marriage. The Stonewall Uprising and LGBTQ Liberation in the United States.
	Wed. Oct. 20	Pages 142-150 Homosexualities in Africa, India's Hijras: Troubling Same- and Opposite-Sex Schemas (pages 146-149)

	Fri. Oct. 22	<p>Midterm grades due</p> <p>Quiz 5: Chapter 5</p> <p>CHAPTER 6: BEYOND THE MYTHICAL NORM: CONSIDERING RACE, CLASS, AND GENDER</p> <p>Pages 153-163 Examining Race: Essentialism, Biology and Racial Classification, Abandoning the Race Concept, Keeping the idea of race to aid activism (pages 155-159)</p> <p>Ethnicity, Us and Them; Gender, Race and Ethnicity are Socially Constructed; Stereotypes, Socioeconomic Status in America (pages 159-163)</p>
8	Mon. Oct. 25	Fall break – no class
	Wed. Oct. 27	Group 1: Asian Americans and Pacific Islanders in America (pages 164-167)
	Fri. Oct. 29	Group 2: Black People in the United States (pages 167-173)
9	Mon. Nov. 1	Group 3: Latinas/os (pages 173-178)
	Wed. Nov. 3	Group 4: American Indians (pages 178-182)
	Fri. Nov. 5	Group 5: Multiracial America, Discrimination, Whiteness and White Privilege, and Conclusion. (182-187)
10	Mon. Nov. 8	Anti-Racism Project “Privilege Walk” activity
	Wed. Nov. 10	<p>Quiz 6: Chapter 6</p> <p>CHAPTER 7: EMBODIMENT, BEATY, AND THE VIEWER</p> <p>Pages 189-199 Fat Studies and Activism, History of Women’s Body Shape and Clothing in the United States, 1890s , 1900s-1920s, 1930s, 1940s-1950s, 1960s-1970s, Race, Colorism, and Beauty, 1980s, 1990s, 2000s-2010s, The significance of female body shape and fashion, Class</p>
	Fri. Nov. 12	<p>Pages 208-216 History of Men’s Body Shape and Clothing in the United States, 1666-1800s, 1890s, 1907-1950s, 1960s, 1970s, 1980s, 1990s, 2000s-2010s, The significance of male body shape and fashion</p>
11	Mon. Nov. 15	<p>Quiz 7: Chapter 7</p> <p>CHAPTER 8: WORK, INEQUALITY, AND NEOLIBERALISM Pages 225-237</p>

		Introduction, Examining unequal pay, Starting out behind, Staying behind, Paid Work and Parenting, Women's Work, Men's Work Pages 238-248 Fewer Women and People of Color at the Top, Women leaders in a bind, The politics of housework, Work, Family, and Social Policy.
	Wed. Nov. 17	Quiz 8: Chapter 8 and 9 CHAPTER 9: GENDER-BASED VIOLENCE Pages 257-290 (Re)Defining Gender-Based Violence, Intimate Partner Violence, Sexual Violence, Know your Title IX, Violence Against Members of the LGBT Community, Stalking, and Conclusion. (Reflection) Understanding Title IX at Carthage.
	Fri. Nov. 19	CHAPTER 10: HUMAN RIGHTS AND GLOBAL ACTIVISM Pages 316-327 The United Nations, Human Rights, and Activism <i>The Moment of Lift: How Empowering Women Changes the World</i> (2019) Melinda Gates. Understanding Poverty and Family Planning.
1 2	Mon. Nov. 24	CHAPTER 11: HISTORY OF WOMEN'S ACTIVISM IN THE UNITED STATES: STRUGGLES AND SOLIDARITIES Pages 329-345 Rethinking the Waves, The roots of feminist organizing in the United States, Seneca Falls, Suffrage, and Beyond, There is no break in the waves.
	Wed-Fri Nov 24-26	Thanksgiving Recess
1 3	Mon. Nov. 29	Pages 345-365 The 1950s: Emerging movements, pivotal moments; U.S. Feminist Organizing from 1960, Equality Feminism, Difference Feminism, Multiracial Feminism, Feminist Advocacy: 1960-1990, The 1980s, Conservatism, and Backlash in the United States, The Third Wave, Transfeminism, Hip-Hop Feminism, Riot Grrrlz, and DIY Feminism, Gaga Feminism. The Second Wave is to Third Wave as Mother is to Daughter?
	Wed. Dec. 1	CHAPTER 12: FEMINISMS: THEORIES AND PRACTICES Pages 367-371 Advantages of Feminist Theoretical Analysis, Understanding forms of feminism, Understanding Antifeminism.
	Fri. Dec. 3	Pages 371-404 Liberal Feminist Theory, Radical Feminist Theory, Marxist and Socialist Feminist Theory, U.S. Intersectional Feminist Theory, Transnational Feminist Theory, Postmodern Feminist/Queer Theory. Appendix C: Feminisms in Brief (Pages 422-435)
1 4	Mon. Dec. 6	Final Project Presentations
	Wed. Dec. 8	Final Project Presentations
	Fri. Dec. 10	Final Project Presentations
1 5	Mon. Dec. 13	Final Project Presentations Conclusions

Final Exam, due Thursday, December 16 by 10:00am (uploaded to Schoology).

