



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Course Prefix, Number and Title: WGST 285 Introduction to Women's and Gender Studies

Course CRN # and Section: 20353 (01)

Semester Taught: Spring 2019

Credit Hours: 3

Prerequisites: None

Course Time: TR 2:00-3:15p

Building and Room Number: Admin 301

Professor: Courtney B. Ross

Office Location: Admin 117

Office Hours: HEC W 11-1 and Athens TR 11-12, 3:30-4:30, and by appointment

Email: cross@concord.edu

Phone: 304-384-5227

Office Fax: 304-384-6094

College/Department Website: <https://www.concord.edu/women-gender-studies/>

Contact Details:

Email is the best way to contact me – I will respond within 24 hours through the week. I can be reached by phone during office hours or you may leave a message. If you do *only* leave a voice message, please note that I am off campus usually two days a week so response time will vary.

Course Description/Rationale:

This course offers students an introduction to Women's and Gender Studies, an interdisciplinary academic field that asks 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, both historical and contemporary. This course provides a foundation for further study in the field of Women's and Gender Studies. Gender scholarship critically analyzes themes of gendered performance and power in a range of social spheres, such as law, culture, work, leisure activities, and the family. This course is a three (3)-credit course offered every spring semester.

Course Management System: Blackboard

Text Requirements:

Saraswati, L. Ayu, Shaw, Barbara L., and Rellihan, Heather. 2018. *Introduction to Women's, Gender, and Sexuality Studies: Interdisciplinary and Intersectional Approaches*. New York: NY: Oxford University Press.

Tong, Rosemarie and Botts, Tina Fernandes. 2017. *Feminist Thought: A More Comprehensive Introduction*, 5d ed. New York: NY: Westview Press.

*Additional readings will be provided in class and/or on Blackboard

Specific Learning Outcomes:

1. Understand and engage with central debates in the field of Women's and Gender Studies;
2. Define and utilize basic terms and concepts central to this field;
3. Apply a variety of methods for analyzing gender in society, drawing upon both primary and secondary sources;
4. Apply concepts and theories of Women's and Gender Studies to life experiences, cultural production, and historical events and processes;
5. Communicate effectively, both orally and in writing, by drawing upon Women's and Gender Studies scholarship to address a public audience.

Course Requirements:

This class explores a range of issues regarding the complex interrelationships of individuals and collectives in countries around the world. The exchange of ideas among all students is an important element of the course, and open discussion is a necessary element of sociological studies. You will have the opportunity to discuss and respond to course materials that include assigned readings and other. Therefore, you must be prepared when you get to class. Read the assignments ahead of time, so you and your classmates can fully analyze content and context of the readings.

Scholarly exchange of ideas requires maturity and open minds. You may encounter issues and concepts in our discussion that you have not explored before. Every student must respect the viewpoints and comments of every other student in this class, even though we differ in our standpoints, opinions and experiences. Some topics we explore may be uncomfortable and/or unfamiliar. However, if you approach the subjects from an academic viewpoint, you will be able to analyze and evaluate sensitive material in an objective manner.

A Note about the Course Readings:

An ability to read college level material with good comprehension and ability to remember that information are the most important factors affecting how well you do on exams in this class. I advise you to take notes on the material in a separate notebook or in a special section of your notebook.

When you read and study articles and chapters, ask yourself (and answer) these questions:

- What is the author's purpose or goal in writing this article/chapter?
- How did the author get the information used in this article/chapter? What research method, if any, was used?

- How current is this information? Does it appear to be valid/accurate or biased? What evidence or facts support the author's generalizations or conclusions? Do some have little or no supporting evidence?
- What hypothesis, theory, or argument, if any, is the author trying to test, prove, or demonstrate?
- What are the key concepts and variables (if any) used in this article/chapter? How are the variables defined and measured?
- What are the most important and interesting findings or conclusions of the article/chapter?
- How does the material in this article/chapter relate to other things we've studied in this course?

Course Evaluation (375 total points available):

1) Attendance/Participation (50 total points or 13% of total grade)

Learning is not just reading, although that is a major part of the process. Becoming critical thinkers means engaging in intellectual exchanges.

Attendance and Participation – is taken/noted every class meeting. You can miss FIVE classes without penalization. Because two-and-a-half weeks of class is more than generous, absences can NOT be excused for any reason including official university business.

Perfect attendance will earn you +6 (1.5%) to your final score in the course. The only excused absences for this is official university business.

2) Reflection Essay's (Worth: 130 total points or 34% of total grade)

We learn best when what we are studying can be related to our own life course and the historic moment in which we ourselves live. With this in mind you are expected to compose several Reflective Essays on the course readings, class discussions, film(s), guest lectures, campus events, etc. over the course of the term.

The main purpose of the essays is to give you an opportunity to focus intently on the reading material being discussed in class; to prepare notes for class discussion; to critically reflect on the readings, lecture, and discussion; and to compose a permanent record of your thoughts related to the course.

#1 Reflection – on material from weeks 1-2. Exact details will be given in class and available on blackboard. (Worth: 15pts)

As part of Women's History month, Concord University students will be performing the Vagina Monologues for the campus community as well as hosting a Panel Presentation on the Glass Ceiling. You are required to attend the event as well as submit a reflection essay. Exact dates/times are to be determined at this time.

#2 Vagina Monologues – Attendance to Campus Presentation (25pts) and Reflection Essay (25pts) (Worth: 50 total pts)

#3 Panel Presentation, "How I Broke the Glass Ceiling": Women Leaders in Male Dominated Occupations - Attendance (25pts) and Reflection Essay (25pts) (Worth: 50 total pts)

#4 Reflection – see syllabus schedule. Exact details will be given in class and available on blackboard. (Worth: 15pts)

The grading of the essays will be based on the quality of reflections, with attention to: 1) evidence of close reading and reflection on the texts; 2) demonstrated capacity to build on class discussions; 3) critical

thinking and imagination; 4) the emergence of a coherent perspective, reflected in the essay's as a whole; and 5) the capacity to relate the materials to your own experience of contemporary events.

I will accept late submissions of the Reflection Essays. However, I do not accept "excuses" for late submissions. If you miss turning in, you have up to ONE hour past the time the paper is due to turn in the paper and receive a 5% reduction in total score. Thereafter, you lose one letter grade per day of the late submission (weekdays and weekends are counted the same). Extenuating circumstances are taken into consideration.

3) Topic Proposal and Research Paper (120 total points or 32% of total grade)

For this project you will use library sources to construct an argument about a topic related to the broad subject of women's, gender, and sexuality studies. Your argument must be supported by sources you find. You will be graded on your ability to find and evaluate sources, and how well you integrate those sources into your paper to produce a strong argument. You will present this argument in a 6-8 page paper. Assignment details will be made available on Blackboard.

You are asked to submit a Topic Proposal (Worth: 120 points) for the Researched Argument. Once the topic is approved and you decide to change, you must get it approved by submitting another proposal. As you conduct your research and learn more about your topic, the topic of your paper will become more focused. It may even shift to another aspect of the topic. That is fine. However, sudden major changes in topic within a few days/weeks of the due date are not permitted. For this assignments, you can use single-space formatting.

The proposal must include the following:

- 1) What is the question (argument) you propose to investigate?
- 2) Explain your reasons for wishing to answer this question.
- 3) Explain how this question is connected to the broader topic of women's, gender, and sexuality studies.

4) Oral Presentation and Presentation Self-Reflection Essay (75 total points or 20% of total grade)

In the final unit of the course you will learn to adapt an aspect of your argument into an oral presentation appropriate for a specific audience (your classmates and me). Specifically, you will choose some aspect of the argument you made in your Researched Argument and construct a five to seven minute persuasive speech. Additionally, you will use Visual Aids to enhance your presentation and turn them in for grading the day of your speech. You will also write a Reflective Essay assessing the effectiveness of your own speech; details will be provided in class and on Blackboard. Lastly, you are required to attend each of your classmate's speech and will earn points for doing so.

As with your paper, your speech will be evaluated on whether you present an argument that adequately supports your conclusion, but there are many other elements of persuasive speaking that I will consider when grading your speech. For example, a good persuasive speech needs to be well-organized so that the audience can easily follow and remember your argument. Persuasive speeches should also use strong emotional appeals (pathos) and you should use your credibility to enhance the persuasive impact of your argument (ethos). You can enhance your credibility by demonstrating your competence to talk about your topic and by showing your audience that you have their best interests in mind. You can also enhance your credibility by using effective, engaging delivery.

Technical Suggestions:

Please note that when you write the papers for this course and others for that matter, try not to use direct quotes. If you must directly quote, then limit yourself to one-two sentences at a time and 1-2 quotes per page. If you direct quote, thereafter or before, you must ALWAYS explain the quotes in your own words!! Also when directly quoting, be sure to use the correct format. Rather than direct quotes, it is best to paraphrase and/or summarize in your own words. Over quoting will result in asking you to re-do the paper or receive a zero.

Material must be properly referenced/cited in your paper when: 1) someone else is being quoted directly, 2) someone else's ideas or concepts are being used, 3) someone else's examples are being used or referred to, and 4) when someone else's facts or statistics are being used. Failure to reference such material is considered PLAGARISM. Remember, if in doubt, it is always preferable that you reference too much rather than too little.

Formatting:

All papers must be double-spaced, 1" margins on all four sides, Times New Roman 12 point-font or Arial 10 point-font, page numbered, stapled or paper-clipped, and black ink. Printing on front and back of the paper is acceptable. You do NOT need to include a title page. Single-space your name, course section #, and assignment title in the upper Left Hand corner. Please follow this format verbatim; I take points off for incorrect formatting.

Assignment Due Dates: SEE course schedule

Grading Policy and Scale, Make-up Policy, Late Work:**Grading Scale:**

375-336 = A	260-224 = D
335-299= B	223-0 = F
298-261= C	

Make-up Policy:

- The Reflection Essays, Topic Proposal, Research Argument, Oral Presentation Reflection Essay will all be accepted late. However, I do not accept "excuses" for late submissions. If you miss turning in, you have up to ONE hour past the time the paper is due to turn in the paper and receive a 5% reduction in total score. Thereafter, you lose one letter grade per day of the late submission (weekdays and weekends are counted the same). Extenuating circumstances are taken into consideration.

Classroom Courtesy: This is an inclusive and safe classroom. Racist, sexist, classist, homophobic, or other negative, pejorative, and/or discriminatory language will not be tolerated and students who insist on such behavior or who disrespect folks in the classroom will be asked to leave the classroom. Certain things that we discuss in class may make you feel uncomfortable, because many of the topics are controversial. I expect and encourage you to disagree with some perspectives. Your disagreement is welcome. But, your argument needs to be supported with reason and evidence. We are concerned with the scholarly, rather than emotional. If you continue to feel uncomfortable with class material and/or discussion and/or have any other problems in the course, please contact me.

A valuable tool for successful learning is listening to other's perspectives and experiences. Following some ground rules, establishes a good learning environment: 1) We will respect others and their ideas, even when we disagree, 2) We will create a safe atmosphere in the classroom, 3) No one will dominate class discussions, 4) No one will discriminate, harass, or intimidate other students, 5) NO CELLPHONES, 6) We will respect the role of the instructor as moderator and facilitator, 7) We will observe common sense courteous behavior in the class, and 8) If you bring food to class do not let it be a distraction.

Computers: Laptops are permitted every class.

Extra Credit: There is NO extra credit of any kind worked into the total class points.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

WGS = Saraswati, Shaw, and Rellihan's *Introduction to Women's, Gender & Sexuality Studies*

FF= Tong and Botts's *Feminist Thought*

BB = reading(s) available on Blackboard

WEEKS 1-2 Introductions to the course and the field of study

READ:

WGS:

Preface

Introduction to Section 1

#1 hooks

#3 Fausto-Sterling

#8 Frye

#9 McIntosh

#10 Lorde

DUE, Thursday 1/24: Reflection #1 @ the beginning of class

WEEKS 3-5 Historical Perspectives and Feminist Thought

READ:

FF:

Introduction

Chapters 1, 2, 4

WGS:

Introduction to Section 2

#14-18 (Grimke, Seneca Falls Convention, Truth, Anthony, Wells)

#24-27 (Koedt, Radicalesbians, Chicago Gay Liberation Front, Combahee River Collective)

#34 Vasquez

DUE, Thursday 2/7: Research Topic Proposal @ beginning of class

WEEKS 6-8 Cultural Debates: Family, Reproductive Politics, and Gendered/Sexual Violence

Family

READ:

BB: Harding, Sandra. *Feminism, Science, and the Anti-Enlightenment Critiques*

FF:

Chapter 7

WGS:

#38 Beyond Same-Sex Marriage

#70 Martin

Sexuality and Reproductive Politics

READ:

FF:

Chapter 10

WGS:

#42 DelValle

#43 Ferguson

#44 Twine

Violence

READ:

WGS:

#46 Perry

#32 Katz

**We will be viewing the documentary, *Tough Guise 2* in class during week 8

**DUE: Attendance (2/20, 2/21, 2/22 = time is TBA) and Reflection #2 (date TBA) –
Vagina Monologues**

WEEKS 9-10 Gendered Work and Occupational Sex Segregation

READ:

BB:

Howe, Barbara J., *Urban Wage-Earning Women in a Rural State*.

FF:

Chapter 4

WGS:

#39-41 (Kim, Spade, Brennan)

**DUE: Attendance (date/time TBA) and Reflection #3 (date TBA) – Panel Presentation: “How I
Broke The Glass Ceiling”: Women Leaders in Male Dominated Occupations**

Thursday, 3/28 = NO CLASS

WEEKS 11-13 Epistemologies of Bodies

READ:

BB:

Taylor and Rupp, *Learning From Drag Queens*

FF:

Pgs. 243-250 Poststructuralism and M. Foucault

WGS:

#54 Wilchins

#62 Steinem

#64 Sabo

#65 Saraswati

#67 Dark

#72 Jen

DUE, Tuesday 4/9: Reflection #4, Option A @ the beginning of class

DUE, Thursday 4/18: Research Argument @ the beginning of class

WEEKS 13-15 Activism and Ecofeminism

READ:

FF:

Chapter 8

WGS:

*We will decide as a class on the readings.

DUE, Tuesday 4/30: Reflection #4, Option B @ the beginning of class

FINALS WEEK:

Presentations – Tuesday 5/7 @ 2:00p-4:15p.

Reflection of Presentation – Thursday 5/9 @ 4pm via Blackboard

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty:

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including

but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code:

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy:

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System:

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information:

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:
<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy:

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct:

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault:

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services:

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer:

"This syllabus is subject to change based on the needs of the class. Please check it regularly."