

**WOMS 2310-001: Introduction to Women and Gender Studies
Fall 2017**

Monday/Wednesday/Friday
10:00 – 10:50

SH 125

Instructor: Dr. Miller
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Description of Course Content

This course introduces students to the interdisciplinary field of Women's and Gender Studies. We begin the semester by exploring "roadblocks" to learning, particularly controlling images about feminism and feminists. We then take an issue-based approach to the historical study of US feminisms by identifying and exploring the social issues that promoted US feminist activism at specific moments in history.

Once we have a shared foundation in US activist histories, we begin to explore key concepts in the study of gender and sexuality, including: social construction theory, intersectionality, and feminist praxis.

Student Learning Outcomes

- Describe feminism and key concepts used in feminist scholarship
 - Apply feminist concepts to current events
 - Identify past and present feminist issues and activist responses
 - Identify and describe major strands of US feminisms
 - Describe the social construction of gendered identities
 - Analyze privilege, power, and oppression from an intersectional perspective
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Required Textbooks and Other Course Materials

Christie Launius and Holly Hassel's *Threshold Concepts in Women's and Gender Studies: Ways of Seeing, Thinking, and Knowing* (2015)

Descriptions of Major Assignments and Grading Policy

Exams 30% (10% per exam)

Three short multiple-choice exams are administered to assess student learning.

Feminist Praxis Group Project (FPGP) 35%

Students work in small groups to propose and develop a feminist praxis project. Students create project proposals (15%), portfolios documenting their project's development (60%), and in-class presentations outlining their project (15%). Sample projects include: zines, blogs, awareness tables, information guides about feminist organizations, issues, or topics, mentorships/volunteering, or facilitating a campus event. This list is not exhaustive. The instructor must approve all projects. Detailed directions are available on Blackboard.

Learning Journal 35%

Learning journal entries are approximately 500-word informal written reflections completed as homework. All journal entries are submitted through SafeAssign on Blackboard. Late papers are not accepted. Journal entries should demonstrate critical thinking and thoughtful reflection. Detailed directions are available on Blackboard.

Extra Credit

Extra credit may be earned by attending and reflecting on an event sponsored by the Women's and Gender Studies Program and other relevant campus organizations. Students may attend two pre-approved events and write a 2-page reflection paper for each event. Students may earn 0, 1, or 2 points for each reflection paper. Points will be applied to the student's final grade for a total of four possible extra credit points. Papers are due within 2 weeks of the event. A list of events will be available on Blackboard.

Class Policies

Attendance: Attendance is mandatory and lateness is not acceptable. Students are responsible for material covered in-class during their absences and should make it a point to get notes from another student.

Students who must miss an examination, work assignment, or other project because of an observance of a religious holy day (or other excused absence) will be given the opportunity to complete the work missed within a reasonable time after the absence (19 Texas Administrative Code §4.4).

The instructor must be notified in writing at least one week in advance of the absence and the student must arrange with the instructor to make up missed work or examinations. The instructor is under no obligation to accommodate students who are absent or miss work without prior

notification and make-up arrangements. Students who have properly notified the instructor will not be penalized for the absence.

Participation: Participation is expected. Students do not receive a grade for participating.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

University Policies and Services

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. Students may request grade explanations from the instructor, but any complaints and requests for a grade changes must follow the appropriate procedures.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. **Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.**

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not

required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located:

When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Course Schedule

“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Dr. Miller.”

Note on reading the syllabus: You are expected to have read the assigned texts by the date they will be discussed in class.

	Assigned Reading/Homework	Classwork
	Assignments should be <i>completed</i> by this date.	This is the content we will discuss on this date.
Friday, August 25		Introductions/Syllabus
Monday, August 28	<i>A History of US Feminisms</i> (1 – 20)	Lecture: Key Words and Ideas
Wednesday, August 30	Chimamanda Adichie, “We Should All Be Feminists” https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists Michael Kimmel “Why Gender Equality is Good for Everyone” https://leanin.org/education/ted-talk-why-gender-equality-is-good-for-everyone-men-included/	Discussion: The Case for Feminism
Friday, September 1	Learning Journal One	Discussion: Feminism in Popular Culture
Monday,		No Class Labor Day

September 4		
Wednesday, September 6	<p><i>A History of US Feminisms</i> (21 – 55)</p> <p>Learning Journal Two</p>	<p>Lecture: Key Figures, Institutions, and Issues</p> <p>Discussion: Past and Present</p>
Friday, September 8	<p>“Was Planned Parenthoods Founder Racist?” by Ellen Chesler http://www.salon.com/2011/11/02/was_planned_parenthoods_founder_racist/</p> <p>Digital Archives: The Margaret Sanger Papers Project</p> <p>Read: “Morality and Birth Control” (1918) http://www.nyu.edu/projects/sanger/documents/speech_morality_and_bc.php</p> <p>“No Healthy Race Without Birth Control” (1921) http://www.nyu.edu/projects/sanger/documents/speech_no_healthy_race_without_bc.php</p>	<p>Discussion: Sanger’s Work</p>
Monday, September 11	<p><i>A History of US Feminisms</i> (57 – 101)</p> <p>Learning Journal Three</p>	<p>Lecture: Key Figures, Institutions, and Issues</p>
Wednesday, September 13	<p>“The Problem that Has No Name” by Betty Friedan in <i>The Feminine Mystique</i> (1963)</p> <p>“The Founding of NOW,” “Highlighting NOW’s Forty Fearless Years,” and “The National Organization for Women’s 1966 Statement of Purpose” available at: http://www.now.org/history/</p>	<p>Lecture: Cultural Dimensions of Oppression and Resistance</p>
Friday, September 15	<p>Readings from <i>This Bridge Called My Back</i> (Available on Blackboard)</p>	<p>Discussion: Feminist Publishing and Women of Color Feminisms</p>

	<p>“A Black Feminist Statement” by the Combahee River Collective (Available on Blackboard)</p>	
Monday, September 18	<p>Adrienne Rich “Compulsory Heterosexuality and Lesbian Existence” (Available on Blackboard)</p>	Lecture: Feminist Theory – Rich
Wednesday, September 20	<p>Gayle Rubin “The Traffic in Women” https://genderstudiesgroupdu.files.wordpress.com/2014/08/the-traffic-in-women.pdf</p>	Lecture: Feminist Theory – Rubin
Friday, September 22	<p><i>A History of US Feminisms</i> (103 – 137)</p> <p>Learning Journal Four</p>	Lecture: Key Figures, Institutions, and Issues
Monday, September 25	<p>“Becoming the Third Wave” by Rebecca Walker http://www.msmagazine.com/spring2002/BecomingThirdWaveRebeccaWalker.pdf</p> <p>“Blame it on Feminism” by Susan Faludi in <i>Backlash</i> http://susanfaludi.com/backlash-chapter.html</p> <p><i>A History of US Feminisms</i> (139 - 157)</p>	Lecture: The Equality Myth
Wednesday, September 27	<p>Grrrl Zines “About” http://www.grrrlzines.net/about.htm</p> <p>Take a look at a couple of zines and be able to talk about specific content in class.</p> <p>This is a useful digital archive: Chapman University’s Feminist Zine Archive</p>	Discussion: Feminist Zines and Feminist Praxis

	http://digitalcommons.chapman.edu/feminist_zines/	
Friday, September 29	<i>Threshold Concepts</i> (153 – 180) Learning Journal Five	Lecture: Feminist Praxis Introduce Feminist Praxis Group Project (FPGP)
Monday, October 2	Come to class with a list of three feminist issues (and a one sentence explanation of what makes it a feminist issue) as well as a list of three types of praxis you are interested in.	Discussion: Feminist Praxis Form FPGP Groups
Wednesday, October 4		Workshop: Feminist Praxis Proposal
Friday, October 6		Exam One: Feminist Activist History
Monday, October 9	<i>Threshold Concepts</i> (24 – 42)	Lecture: Key Words and Ideas
Wednesday, October 11	<i>Threshold Concepts</i> (42 – 64) Learning Journal Six	The Bechdel Test for Women in Movies https://www.youtube.com/watch?v=bLF6sAAMb4s
Friday, October 13	Gender Socialization: Kid’s Culture Kerry Mallan “Gender Dilemmas in Children’s Fiction” (on BB) Feminist Praxis Proposal Due (Bring two copies to class)	Feminist Story Time: Cheryl Kilodavis’s <i>My Princess Boy</i> Marcus Ewert’s <i>10,000 Dresses</i> Leslea Newman’s <i>Sparkle Boy</i> Stacy David’s <i>Annie’s Plaid Shirt</i>
Monday, October 16	Rape Culture Readings: TBA	Guest Lecture by Ms. Riley
Wednesday, October 18		Workshop: Feminist Praxis Project
Friday, October 20		<i>Motherhood Manifesto</i> (Documentary)
Monday, October 23	<i>Threshold Concepts</i> 71 – 88	

Wednesday, October 25	<i>Threshold Concepts</i> 88 – 106 Learning Journal Seven	
Friday, October 27	EEOC “Overview” at: http://www.eeoc.gov/eeoc/ “Unlawful Discrimination Based on pregnancy and Caregiving Responsibilities Widespread Problem, Panelists Tell EEOC” at: http://www.eeoc.gov/eeoc/newsroom/release/2-15-12.cfm Kiki Peppard articles (Available on Blackboard)	Caregiver Discrimination
Monday, October 30		Workshop: Feminist Praxis Project
Wednesday, November 1 Last Day to Drop		Workshop: Feminist Praxis Project
Friday, November 3		Exam Two
Monday, November 6	<i>Threshold Concepts</i> 112 - 132	
Wednesday, November 8	<i>Threshold Concepts</i> 132 – 144 Learning Journal Eight	
Friday, November 10	“Dear Beauty Brands: Stop Using Feminism as Your Marketing Strategy” by Jessica Roy available at: http://newsfeed.time.com/2013/12/10/dear-brands-stop-using-feminism-as-your-marketing-strategy/	Guest Lecturer: Ms. Riley
Monday, November 13	Laverne Cox – Tumblr Post http://lavernecox.tumblr.com/post/120503412651/on-may-29-2014-the-issue-of-timemagazine Laverne Cox and the Politics of	Guest Lecturer: Ms. Riley

	<p>Transgender Beauty http://www.thedailybeast.com/lav-erne-cox-and-the-politics-of-transgender-beauty</p>	
<p>Wednesday, November 15</p>	<p>Selections from <i>Shattering the Stereotypes: Muslim Women Speak Out</i> (Available on Blackboard)</p> <p>Articles about Muslim Women in France</p> <p>Learning Journal Nine</p>	<p>Discussion: Controlling Images and the Limits of Acceptance</p>
<p>Friday, November 17</p>	<p>“I’m Here, but I’m There: The Meaning of Latina Transnational Motherhood” by Pierette Hondagneu-Sotelo (Available on Blackboard)</p> <p>“The Plight of Transnational Latina Mothers: Mothering from a Distance” by Rosa Maria Sternberg https://factsreports.revues.org/486</p>	<p>Discussion: Gender, Race, Class, Nation and Mothering</p>
<p>Monday, November 20</p>	<p>“The Price of Nice Nails” by Sarah Maslin Nir https://www.nytimes.com/2015/05/10/nyregion/at-nail-salons-in-nyc-manicurists-are-underpaid-and-unprotected.html</p> <p>“Perfect Nails, Poisoned Workers” by Sarah Maslin Nir https://www.nytimes.com/2015/05/11/nyregion/nail-salon-workers-in-nyc-face-hazardous-chemicals.html</p> <p>Learning Journal Ten</p>	<p>Discussion: Race, Class, and the Beauty Industry</p>
<p>Wednesday, November 22</p>		<p>No Class Thanksgiving</p>
<p>Friday, November 24</p>		<p>No Class Thanksgiving</p>
<p>Monday, November 27</p>		<p>Workshop: Feminist Praxis Presentations</p>

Wednesday, November 29		Exam Three
Friday, December 1		Presentations
Monday, December 4		Presentations
Wednesday, December 6		Presentations