

Fall 2019

Office: McComsey 229

Office Hours: M 1-2:50, T 2:30 – 4:30, W (on Zoom too) 1:30 – 2:50 & by appointment

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WSTU 220 Introduction to Women and Gender Studies (G3) – crn 9978

INTRODUCTION: In the United States, women of all racial/ethnic groups are a greater percentage of post-secondary education students compared with men¹, gay men and lesbians can marry (and divorce) their partners in any state², and transgender people are represented positively in the media³. Under these circumstances, one might ask why this course is important. In the same country, women’s reproductive rights are being overturned at the state level⁴, women and men are coming forward to expose the pervasiveness of sexual harassment and sexual assault⁵, trans women of color continue to be murdered in alarming numbers⁶, and the gender pay gap persists⁷. We recognize that experiences of discrimination and oppression are influenced by membership in other social categories (e.g., citizenship status, race, ethnicity, social class, disability, religion). Globalization has contributed to the exploitation of women while at the same time creating transnational social movements to end this exploitation. In this G3 (social science) general education course, we will examine these issues from a sociological perspective although I include contributions from other disciplines. This course is a pre-requisite to WSTU 330 Feminist Theory and the foundation for the Women’s and Gender Studies minor.

COURSE LEARNING OBJECTIVES: By the end of the course, the student will be able to:

- Define intersectionality, the various forms of feminism, reflexivity, transgender, intersex, LGBTQIA, cisgender, queer, gender-fluid, pansexual, asexual, hetero/homo-normativity, polyamorous, Latinx, indigenous, global south/north, transnational, globalization, multinational corporations, global commodity chains, privilege, essentialism, social constructionism, sex/gender system, homophobia, masculinities, race, class, social institutions, culture, ideology, gendered division of labor, objectification, hegemonic masculinity, emphasized femininity, symbolic annihilation, occupational segregation, emotional labor, feminization of poverty, neoliberalism, neocolonialism, social movements, identity politics, patriarchy, gender justice
- Distinguish the levels of analysis, agency and social structure, structures of power, social institutions, de facto versus de jure laws of racial/ethnic segregation, corporate and individual welfare, feminist movements by historical time period
- Explain the importance of person-first language
- Explain how bio-power is used to oppress people
- Describe the evidence of gendered institutions and their implications
- Identify and describe social movements related to gender and sexuality
- Describe gendered violence and its implications

¹ <https://nces.ed.gov/pubs2019/2019144.pdf>

² <https://www.law.cornell.edu/supremecourt/text/14-556#>

³ <http://pacificcenter.org/trans-representation-in-the-media>

⁴ <https://www.prochoiceamerica.org/laws-policy/state-government/>

⁵ <https://metoomvt.org/>

⁶ <https://www.advocate.com/transgender/2019/5/22/these-are-trans-people-killed-2019#media-gallery-media-8>

⁷ <https://www.pewresearch.org/fact-tank/2019/03/22/gender-pay-gap-facts/>

- Analyze one cultural event related to gender or sexuality for its relevance to our course content
- Participate in and reflect on a community engagement project that contributes to the improvement of women and/or LGBTQIA lives (this is a core requirement of the course as defined by the WSTU minor's learning outcomes)
- Using a PowerPoint format, collaboratively present contemporary data and information on social movements or non-governmental organizations that support gender justice

SHARED RESPONSIBILITIES: Teaching and learning are reciprocal parts of an interactive process. It is my responsibility to come prepared to class, share information with you in a comprehensible manner, direct you to resources which help you fulfill your tasks, provide you with opportunities to meet outside of class, ensure that the classroom is a place where we are free to respectfully acknowledge and express our differences, answer your questions, stimulate creative thought, facilitate discussions, evaluate your progress, and return your graded work in a timely manner (about 10 days). It is your responsibility to also come prepared to class, ask questions, participate in class discussions, think analytically, apply the concepts you will learn in class, be respectful of me and others in the classroom, and finish your assignments on time. If either one of us fails to live up to these standards, this interaction will break down and learning becomes more difficult. To maximize your learning, I expect that you will have the readings completed before class, you will attend class, and you will inform me when you are having difficulty meeting your obligations. Last, I value your comments regarding this class. I encourage you to speak with me if you are particularly pleased or dissatisfied with the class.

READINGS AND OTHER RESOURCES: These readings and video clips are required. Unless noted otherwise, the articles are located on electronic reserve for our class through the McNairy Library and Learning Forum website. See <http://www.library.millersville.edu/home>

Our primary text is an open source, free book: *Introduction to Women, Gender, and Sexuality Studies* <http://openbooks.library.umass.edu/introwgss/> It can be downloaded as a pdf document or read on your electronic device. Reading selections are identified on the course outline by topic headings from this book.

Alegria, Sharla. 2019. "Escalator or Step Stool? Gendered Labor and Token Processes in Tech Work." *Gender & Society* <https://doi.org/10.1177/2F0891243219835737>

Alfrey, Lauren and France Winddance Twine. 2017. "Gender-Fluid Geek Girls: Negotiating Inequality Regimes in the Tech Industry." *Gender & Society* 31(1):28-50.

Audr XY 2018. "My Intersex Body" video <https://www.youtube.com/watch?v=szsN51CFHK0>

Banjoko, Ajamu A. 2011. "Chapter 9: Adolescent African American Males and Hegemonic Aggressive Masculinity" in *Counterpoints*, Vol 392, the sexuality CURRICULUM and youth CULTURE, 136-148.

Bridges, Khiara M. 2019. "White Privilege, White Disadvantage." *Virginia Law Review* 105(2):449-482.

Brown, Robyn Lewis and Mairead Eastin Moloney. 2019. "Intersectionality, Work, and Well-Being: The Effects of Gender and Disability." *Gender & Society* 33(1):94-122.

Cole, C.L. and Shannon L.C. Cate. 2008. "Compulsory Gender and Transgender Existence: Adrienne Rich's Queer Possibility." *Women's Studies Quarterly* 36(3/4):279-287.

"Combahee River Collective's Statement." 1978. Available at <http://circuitous.org/scraps/combahee.html>

"Challenges and Opportunities Girls and Young Women Should Consider When Getting Involved in Social Movements" by Nancy Whittier Available at: <https://www.youtube.com/watch?v=21mO9i4Bc1M&feature=youtu.be>

Darwin, Helana. 2017. "Doing Gender beyond the Binary: A Virtual Ethnography." *Symbolic Interaction* 40(3):317-334.

Ecklund, Elaine Howard, Anne E. Lincoln, and Cassandra Tansey. 2012. "Gender Segregation in Elite Academic Science." *Gender & Society* 26(5):693-717.

Ide, Michael Enku, Blair Harrington, Yolanda Wiggins, Tanya Rouleau Whitworth, and Naomi Gerstel. 2018. "Emerging Adults Sons and Their Fathers: Race and the Construction of Masculinity." *Gender & Society* 32(1):5-33.

Jordan, Ana and Amy Chandler. 2019. "Crisis, What Crisis? A Feminist Analysis of Discourse on Masculinities and Suicide." *Journal of Gender Studies* 28(4):462-474.

Lira, Natalie and Alexandra Minna Stern. 2014. "Mexican Americans and Eugenic Sterilization: Resisting Reproductive Injustice in California, 1920-1950." *Aztlán* 39(2):9-34.

MADRE. n.d. "An Indigenous Women's Delegation to the U.S. – Mexico Border" available at <https://youtu.be/qalfdl7tarU>

Moghadam, Valentine. M. 2013. "Toward Human Security and Gender Justice: Reflections on Afghanistan and Iraq." Pp. 97-133 in *Globalization, Social Movements and Peacebuilding*, edited by J. Smith and E. Verdeja. Syracuse: Syracuse University Press.

Rich, Adrienne. 1980. "Compulsory Heterosexuality and Lesbian Existence." *Signs* 5(4):631-660.

Sampaio, Anna. 2004. "Transnational Feminisms in a New Global Matrix." *International Feminist Journal of Politics* 6(2):181-206.

Slater, Jen, Embla Ágústsdóttir, and Freyja Haraldsdóttir. 2018. "Becoming Intelligible Woman: Gender, Disability, and Resistance at the Border Zone of Youth." *Feminism & Psychology* 28(3):409-426.

For your assignments, consult related resources through the McNairy Library and Learning Forum: <http://library.millersville.edu/wgs> and <http://library.millersville.edu/WSTU220>

GRADING: All assignments are required. The written assignments and PowerPoint (PP) presentation must be uploaded to D2L's assignments folder by 11:59 pm ET on the date they are due. The exams are written, in-class, closed book exams. The group member evaluations will be done after the group has presented their work.

Two exams (10% for Exam 1 and 20% for Exam 2)	30%
Small group PP presentation (and group member evaluation @ 5%)	10%
Cultural event paper	20%
Community engagement project & paper	25%
Class participation w/two small group discussion board postings	15%

Note: I do not permit make up assignments, late work or extra credit assignments. Grade of incomplete are only allowed under extenuating circumstances. Certain criteria determined by the Registrar's office must be met before I will consider any request for an "incomplete" grade.

I use the following grading distribution. I round tenths place values ≤ 0.5 to the ones place below and tenths place values > 0.5 to the ones place above.

A = (93 - 100)	B = (83 - 86)	C = (73 - 76)	D = (63 - 66)
A- = (90 - 92)	B- = (80 - 82)	C- = (70 - 72)	D- = (60 - 62)
B+ = (87 - 89)	C+ = (77 - 79)	D+ = (67 - 69)	F = (below 60)

OTHER IMPORTANT POLICIES:

Attendance: We are required to monitor attendance and report students with chronic absences. For my class, if you miss more than 2 class sessions without a legitimate excuse (court document, doctor's note, obituary, athletic participation documentation, scheduled military activities or other means approved by me), you will be reported to the Registrar's office for absenteeism. I reserve the right to reduce your overall grade by 3 points for each unexcused absence.

Assignment Deadlines: Written assignments are due to the assignment folder on D2L by 11:59 pm ET. Confirm that you have actually submitted the assignment not merely "saved it." Timely completion of your assignments is imperative so that I can provide feedback and return your work in a reasonable amount of time (10 calendar days). I understand that emergency and unexpected situations do occur. Therefore, if you notify me in advance of the assignment's due date (not the day it is due), I will consider your request for an extension. Be sure to get the approval in writing from me with the extended deadline. Otherwise, I do NOT accept late work. Make up exams will only be given in the event of your medical hospitalization or other serious emergency. It must be documented. Make up exams differ from the exam given in class.

Inclement Weather Days or Other Unexpected Closures: If the University is closed and we have a test that day, the test will be held the next class session. If the University is closed and an assignment is due, send it to me through D2L's assignment folder. If the University is not closed but the weather is bad, use your discretion about coming to class. Any assignments due under those circumstances must be submitted through D2L to receive credit.

Academic Honesty: Please read the "Academic Honesty and Dishonesty at Millersville University" brochure for a detailed explanation of the university's policy. Briefly, if you

plagiarize, cheat, or misrepresent yourself or your work, I will assign you a zero (0) at the first offense and submit a written report to the Associate Provost. The second offense will result in an F in the class and being reported to the Associate Provost. Academic dishonesty includes but is not limited to: copying someone else's work, submitting someone else's work, working with someone else such that the "separate" works appear identical, making minor modifications to someone else's work, submitting work from another class for this class, or borrowing someone else's ideas. See https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/is_it_plagiarism.html for when to cite information. Use a style guide for your major when citing sources. <http://library.millersville.edu/WSTU220> (go to the very bottom of this link)

People with Physical or Learning Disabilities: Please speak to me within the first two weeks of class if you require accommodations. Written documentation from the Office of Learning Services is required. It is your responsibility to make arrangements for an alternate testing format. I am eager to assist, but I need Office of Learning Services alternate exam scheduling form (green sheet) at least one week before the exam is scheduled. Additionally, I will enable closed captioning and subtitles (when available) for any videos that I show.

Cell phones and Laptops: Turn your phones off during class unless you are using it to research information for our small group discussions. If I see your phone being used during other aspects of class, I reserve the right to take it and return it at the end of class. I permit the use of laptops and tablets in class as long as you are taking notes or researching information during our small group discussions. It is distracting and disrespectful to text, check social networking sites or play games during class. If I see you doing this, you may lose the privilege of having supplemental technology.

Title IX, Sexual Assault/Violence Mandatory Reporting: Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. sec.1681, *et seq*, and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University's Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.

I have completed the Green Dot bystander intervention training which aims to prevent power based violence. I believe that no one has to do everything, but everyone must do something to prevent stalking, sexual violence, and dating violence.

Calculating Final Grades: If you believe that the final grade you receive in this class is incorrect, you must do the following before contacting me. 1- Multiply each assignment/test grade by the weight listed on the syllabus. 2- Add those numbers. This is your total grade before absence penalties. 3- Multiply each day you missed class without documentation (beyond 2 classes) by 3 and subtract from your total grade. If your calculated grade does not match the equivalent letter grade shown on the syllabus' grading distribution, send me your calculations following this formula and the dates that you believe that you missed class. See the syllabus for the definition of an excused absence. I do not accept documentation for excused absences after the last day of class. Remember, it is your responsibility to ensure that I received all notes documenting excused absences.

TENTATIVE COURSE OUTLINE, FALL 2019

Date Topics, Assigned Readings and Assignments

8/27 Introductions and MADRE video clip

Unit I: Introduction to Women, Gender, and Sexuality Studies

8/29 Readings: Critical introduction through theorizing lived experience and watch the video clips embedded in the text

9/3 "Maquilapolis" film & discussion

9/5 Readings: Identity terms conceptualizing power structures and "Combahee River Collective Statement" (see link)

9/10 Readings: Social constructionism and intersectionality

9/12 Brown and Maloney article (e-reserve)

Unit II: Challenging Binary Systems and Constructions of Difference

9/17 Readings: Introduction to Binary Systems through Theorizing Sex/Gender/Sexuality and Alegria article (e-reserve)

9/19 Darwin article (e-reserve) and Readings: Gender and Sex – Transgender and Intersex, Audr XY video clip

9/24 Reading: Sexualities and Rich article (e-reserve)

9/26 Slater et al article (e-reserve)

10/1 **EXAM #1**

10/3 Reading: Masculinities and Jordan and Chandler article (e-reserve)

10/8 Reading: Race and Banjoko article (e-reserve)

10/10 **No class** – Readings: Class through Alternatives through Binary System and Cole and Cate's article (e-reserve)

****Post reading responses to discussion board**

10/15 **No Class – Fall Break**

Unit III: Institutions, Cultures, and Structures

10/17 Readings: Introduction: Institutions, Cultures, and Structures and Ecklund article (e-reserve)

10/22 Readings: Family and Media

10/24 Reading: Medicine, Health and Reproductive Justice; "La Operación" film and discussion

Cultural Event Paper Due by 11:59 pm ET to D2L Assignment Folder

10/29 Reading: State, Laws and Prison and Lira and Stern article (e-reserve)

10/31 Bridges article (e-reserve)

11/5 Readings: Intersecting Institutions Case Study, the Struggle to End Gendered Violence & Violence against Women

Unit IV: Gender and Work in the Global Economy

- 11/7 Readings: Introduction: Gender, Work and Globalization through Gender and Work in the US and Alfrey and Twine (e-reserve)
- 11/12 Readings: Gender and the US Welfare State through Transnational Production and Globalization
- 11/14 Readings: Racialized, Gendered, and Sexualized Labor in the Global Economy and Sampaio article (e-reserve)
Community Service Paper Due by 11:59 pm ET to D2L Assignment Folder

Unit V: Historical and Contemporary Feminist Social Movements

- 11/19 Readings: Introduction to Feminist Movements through 19th Century Feminist Movements
- 11/21 Readings: Early to Late 20th Century Feminist Movements and Third Wave and Queer Feminist Movements and watch video "Challenges and Opportunities..." (see link)
- 11/26 Moghadam article (e-reserve) and Group Presentations
 These presenters upload PP to D2L assignment folder by 11:59 pm ET
- 11/28 **No Class – Thanksgiving Break**
- 12/3 Group Presentations
 These presenters upload PP to D2L assignment folder by 11:59 pm ET
- 12/5 Group Presentation and Wrap Up
 These presenters upload PP to D2L assignment folder by 11:59 pm ET

Exam # 2 is Tuesday, December 10 from 8 – 10 am in class