

Introduction to Women, Gender, and Sexuality Studies

WGSX 220 - 001

St. Mary's College of Maryland

Spring 2015

Tuesdays and Thursdays, 12:00 – 1:50 pm

Goodpaster Hall 198

Instructor

Mahri Irvine, PhD

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Phone: 240-462-6214 (mobile – no texting!)

Office Hours: by appointment

Communication Policies

I will do my best to respond to your emails or phone calls in a timely manner. However, please plan for at least a 24-hour response time. This means you need to plan ahead when you contact me. I do not answer phone calls or emails on the weekend. I communicate primarily through email. You are responsible for regularly checking your SMCM email for any emails I might send regarding our course, the syllabus, etc.

Course Description

This interdisciplinary class introduces students to the foundational issues, debates, and methodologies of feminist, gender, and sexuality scholarship. The course will consider biological, psychological, and cultural aspects of gender and sexual identity and development as well as the links among gender, sexuality, race, and class. In this course, students will explore material and theoretical aspects of these core dimensions of human experience across time and cultures. Given the gendered dynamics of power and oppression, the history, representation, and experience of traditionally disempowered groups — women and sexual minorities — will receive special attention. Not open to students who have received credit for both WGSX 200 and WGSX 210. This course satisfies the Core Curriculum requirement in Humanistic Foundations. *(From the SMCM College Catalog)*

Additional Information

This course is an introduction to the relatively new and diverse fields of women, gender, and sexuality studies. Building on a basic framework that establishes differences between sex, gender, and sexuality, we will learn about different cultural constructions of gender and sexual behaviors and identities. We will explore the history and trajectory of feminist philosophies and movements, and analyze how feminist thought has influenced various disciplines. Examining connections between sexuality, race, class, religion, and physical abilities, we will learn about theories of intersectional identities and oppressions. We will also learn about queer theory and cultural studies, and explore how politics and activism are intimately connected to many feminist and queer rights movements.

Our class readings will help us learn about topics related to gender and sexuality by using an intersectional, often global, lens. We will spend time learning about, and critically examining, gender and sexuality roles in the United States and in a variety of other cultures and countries.

This class focuses on five different categories over the semester: Foundations, The Body, The Family, The Workplace, and Representation. As we explore these different topics throughout the semester, several different SMC professors from various disciplines will lead us in a series of “methods” classes, as they show us how they apply feminist and/or queer theory to their areas of research. In these classes, we will see how theory becomes practice, as these scholars apply theoretical tools to their research. **Central to our course will be the guiding precept of *gender justice*** – that is, a core commitment to the study of gender and sexuality for the purposes of exposing and addressing gender inequity.

This is a discussion based, reading- and writing-intensive course. Be prepared to read a substantial number of pages each week. If you have difficulties reading or writing at the college level, please see me immediately.

Trigger Warning

We will discuss potentially sensitive topics during our time together, including topics like discrimination and violence. It is your responsibility to look through the syllabus *in advance* and notify me if you think you might become triggered or overly upset by certain topics. Please see me immediately if you feel that you will have difficulties attending class or completing assignments. If you do become triggered or experience psychological challenges during the semester, it is your responsibility to let me know ASAP so I can help you access appropriate resources.

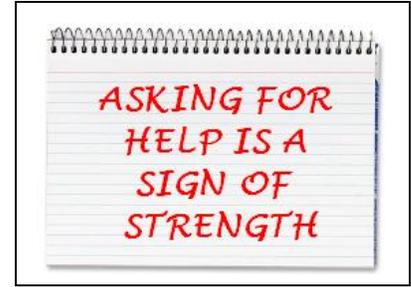
If you need to talk to somebody, you can call 1-800-656-HOPE at any time! (24/7!)

Family Obligations

If you face the choice of attending class, or staying home to provide childcare or care for someone who is dependent upon you, please contact me to make arrangements to bring your dependent family member to class with you, if this is a feasible option. I value your presence in the classroom and want to make sure that you are able to attend.

Campus Resources

I want you to succeed in this class! If you start feeling overwhelmed or anxious from this class or because of other life events, please consider contacting these resources:



Counseling Services

You can receive unlimited free counseling at SMCM! The Counseling Center also offers support groups and many other resources:

Chance Hall

240-895-4289

Walk-In Hours: Wednesdays, 1:00 – 4:00 pm

Appointments: Monday – Friday, 8:00 am – 5:00 pm

Disability Services

If you have a disability and would like to talk with someone about making arrangements for accommodations, or if you have questions, please contact Academic Support Services:

Glendening Hall, Suite 230

240-895-4388

academic_services@smcm.edu

If you have a disability documented with the Office of Academic Services, you should talk with me during the first two weeks of classes – even if you do not plan on using your accommodations. Any accommodations for exams (such as extra time or a separate location) must be arranged at least fourteen days prior to the exam.

Sexual Assault Resources

If somebody sexually assaults you, there are many people who can give you help and support:

SMCM's First Responder Network: 301-904-2015 (call or text)

Student Counseling Services: 240-895-4289

Public Safety: 240-895-4911

National Hotline: 1-800-656-HOPE (online chat: www.rainn.org)

Police and Hospital: 911

Writing Center

The Writing and Speaking Center, located in the Library Annex, offers free consultations in writing and speaking for students at all levels and in all disciplines. The peer tutors in the Center can assist you. These tutors are friendly students and also excellent writers with special training as writing consultants. They would not grade or correct your papers; instead, they'd coach you and help you become a better writer. You can make a one-time or repeating appointment with the Center by visiting their website, www.smcm.edu/writingcenter, and clicking 'Schedule an Appointment.'

Learning Objectives

By the end of this course, you should be able to:

1. Understand and explain the history of feminist theory in the U.S.
2. Understand and explain the history of the discipline of women's, gender, and sexuality studies, and its intersection with other disciplines and theoretical perspectives.
3. Describe various historical and cultural definitions of gender and sexuality and the benefits and weaknesses of these definitions.
4. Explain the gendered dimensions of violence and inequality.
5. Construct and defend arguments about gender or sexuality based upon theoretical perspectives and research in the field.
6. Define feminism and explain your preferred theoretical approaches to studying gender and sexuality.
7. Develop a greater recognition and understanding of how intersectional oppressions impact individuals and communities in different ways.
8. Synthesize information and knowledge from different sources, including articles, lectures, and films.
9. Think critically about cultural issues, including issues of power and inequality, and how culture influences you.
10. Acquire the analytical ability and language necessary to articulate and defend your own perspective, while also responding critically and respectfully to others' positions

At the end of this course, you will have improved critical thinking, speaking, reading, and writing skills through close readings of texts and films, classroom participation, self-reflection, and writing assignments.

Academic Honesty and Ethical Conduct

Please do not commit any acts of academic dishonesty, as outlined in your "To the Point" student handbook. Academic dishonesty includes cheating, plagiarism, falsification, and resubmission of work. All of these forms of dishonesty ultimately hurt you, because you will not actually be learning our course content or strengthening your writing or thinking skills if you just steal someone else's ideas or words. Additionally, when you act dishonestly, you will weaken other people's trust in your character and your abilities. Being dishonest will ultimately do you more harm than good: cheating isn't worth it! If you have questions about how to properly paraphrase other people's ideas or statements, if you do not know how to properly use citations/references, or if you do not know when to use quotation marks, please ask me, a librarian, or someone else for help. Please refer to your "To the Point" student handbook for more detailed information about academic honesty and your rights and responsibilities as a student.

<http://www.smcm.edu/tothepoint/policiesprocedures/Student%20Handbook%20August%202014.pdf>

Assignments and Due Dates

You will receive an assignment sheet and a grading rubric with detailed information about each assignment, including attendance and participation. Electronic copies of these assignments will be available on Blackboard in the “Assignments” folder.

Assignment	Due Date	Percentage of Final Grade
Participation <ul style="list-style-type: none">• Reading Quizzes• Class Discussion		20 20
Colloquium Report	April 2	10
Feminist Viewpoint Essay	April 23	20
Community Education Project	April 30	30
<i>Total</i>		<i>100</i>

Grading Scale

93% - 100%	A	(amazing!)	77% - 79%	C+	(okay)
90% - 92%	A-	(wonderful!)	73% - 76%	C	(adequate)
87% - 89%	B+	(very, very good!)	70% - 72%	C-	(meh)
83% - 86%	B	(good)	67% - 69%	D+	(very, very bad)
80% - 82%	B-	(pretty good)	63% - 66%	D	(something is terribly wrong)
			0% - 62%	F	(what a waste of tuition)

Automatic Course Failure

If you plagiarize or cheat on any type of assignment, you may automatically earn an F in the class, and I will report you to the administration. Please avoid earning an F! Plagiarism/cheating is *never* the appropriate way to deal with your challenges! If you are having problems with assignments or the class, it is your responsibility to come talk with me.

Late Policy

All assignments are due at the beginning of class (12:00 pm) on the day listed on the syllabus. Do not ditch part or all of class to finish an assignment, because I will not accept assignments past 12:00 pm on the day listed on the syllabus. If you have a printer emergency or some other type of emergency, you may email me the electronic copy of your assignment before 12:00 pm, and then bring me a hard copy of the assignment ASAP. I will only accept late assignments in the case of documented transportation or medical emergencies, at my discretion. This is because, in the “real world” outside of college, deadlines matter. While you are in college, you should learn to take deadlines seriously and organize your schedule to make sure that you can get your work done in a timely manner. If you start working on an assignment and realize you will have difficulties finishing it in time, you should talk to me *immediately* for advice. If you contact me just a few days before the assignment is due, it is extremely unlikely that I will give you an extension.

What you can expect from me

I will strive to:

- create a challenging and engaged learning environment
- encourage you to learn about new ideas and concepts, develop your intellectual abilities, and strengthen your critical thinking skills
- encourage you to critically think about how cultural values have influenced your life, your self-identity, and your perceptions of other people
- give you clear guidelines for how to succeed in this class, including grading rubrics for the assignments
- provide you with helpful feedback about your writing and your ideas
- meet with you to discuss your work when you request assistance or guidance

What I expect from you

During this course, you should:

- read the syllabus carefully and plan out your schedule to meet all deadlines
- refer to the syllabus and assignment sheets if you have questions about due dates or course requirements
- commit to following the course guidelines and meeting the course objectives
- interact with other students and the instructor in a respectful, mature, and thoughtful manner
- thoroughly read the assigned articles; be prepared to actively participate in discussions
- contact me immediately if you are having difficulties with the material, or other issues in life, which might negatively impact your grade or class participation
- avoid anxiety about your grades; instead, focus on doing the assigned work and actively participate in class
- prepare yourself for dealing with emotionally difficult subjects and practice self-care
- respect the privacy of our classroom environment: do not record class discussions or lectures and share them publicly, and do not forward class-related emails to other people. In other words, treat your classmates and professor with respect and professional courtesy.

Class as Community

This class is a community and a space for intellectual exploration and expression. Many of the topics we discuss are emotionally or politically charged. A diversity of opinions contributes to an intellectually challenging classroom environment. The success of the class as a whole depends on each person respecting other people in the class, even when people have very different opinions or life experiences. You are expected to behave in a professional manner in this class environment. See the Participation assignment sheet for more details about expectations for professionalism. Continuing discussion outside of class is highly encouraged, but please be mindful of the privacy of your peers; do not share your classmates' personal stories without their explicit permission.

Schedule of Class Meetings

Date	Topic	Activity	Readings Due	Assignments Due
January 20 (Tuesday)	Welcome Course Overview	Introductions		Feminist Viewpoint Zero Draft
January 22 (Thursday)	Foundations: Liberal Feminism	Lecture	Tong chapter 1	
January 27 (Tuesday)	Representation: Politics and Power	Film: <i>One Woman, One Vote</i>	Seneca Falls declaration Truth speech Wollstonecraft excerpt	
January 29 (Thursday)	Library Research	Meet in library room LI 112		
February 3 (Tuesday)	Foundations: <i>Second Wave</i> Radical Feminism	Lecture CEP Meeting	Tong chapter 2	
February 5 (Thursday)	Methods: Physical Bodies and Cultural Constructions	Guest Speaker: Dr. Anne Marie Brady	Bradley et. al. article Lee et. al. article Reis article	
February 10 (Tuesday)	Representation: Sex, Violence, and Entertainment	Discussion Film: <i>The Price of Pleasure</i>	Dworkin article	CEP Proposal
February 12 (Thursday)	Foundations: <i>Second Wave</i> Marxist and Socialist Feminism	Lecture	Tong chapter 3	
February 17 (Tuesday)	The Workplace: Global Capitalism and Inequality	Discussion Film: <i>Maquilapolis</i>	Ehrenreich and Hochschild chapter (<i>Global Woman</i>)	
February 19 (Thursday)	Foundations: <i>Third Wave</i> Women of Color Feminism	Lecture CEP Meeting	Tong chapter 6	
February 24 (Tuesday)	Foundations: <i>Third Wave</i> Intersectionality	Lecture Film: <i>Wearing Hijab</i>	Abu-Lughod article	Feminist Viewpoint Outline
February 26 (Thursday)	Representation: Gender and Literature	Guest Speaker: Dr. Andrew Cognard-Black	Shakespeare play	
March 3 (Tuesday)	Foundations: Queer Theory	Lecture Film: <i>Assume Nothing</i>		CEP Annotated Bibliography
March 5 (Thursday)	Foundations: <i>Fourth Wave</i> <i>Feminism (!)</i>	Lecture Discussion	Baumgardner and Richards article Fahs article	

Date	Topic	Activity	Readings Due	Assignments Due
March 10 (Tuesday)	The Body: Power and Sexuality	Discussion Film: <i>Dreamworlds 3</i>	Gill article	
March 12 (Thursday)	CEP Meetings with Dr. Irvine			
March 17 (Tuesday)	NO CLASS (Spring Break)			
March 19 (Thursday)	NO CLASS (Spring Break)			
March 24 (Tuesday)	The Family: Parenting and Globalization	Lecture Discussion	Cheever and Parreñas chapters (<i>Global Woman</i>)	Feminist Viewpoint Draft
March 25 and 26	WGSX Colloquium Events			Attend at least one lecture
March 26 (Thursday)	The Family: Impact of Mass Incarceration	Guest Speaker: TBA	Siegel chapter	
March 31 (Tuesday)	NO CLASS (Advising Day)			
April 2 (Thursday)	The Family: Marriage and Power	Discussion Film: <i>nordsud.com</i>	Thai chapter (<i>Global Woman</i>)	Colloquium Report
April 7 (Tuesday)	Representation: Hip Hop and Feminism	Guest Speaker: Dr. Iris Ford	Peoples article	
April 9 (Thursday)	Career Center Visit			
April 14 (Tuesday)	Representation: Gender and Literature	Guest speaker: Dr. Claire Chen	TBA	
April 16 (Thursday)	The Workplace: Capitalism and Inequality	Discussion	Anderson and Constable chapters (<i>Global Woman</i>)	
April 21 (Tuesday)	The Workplace and the Body: Prostitution	Lecture Discussion	Bales and Brennen chapters (<i>Global Woman</i>)	
April 23 (Thursday)	The Workplace and the Body: Prostitution	Film: <i>The Price of Sex</i>		Feminist Viewpoint Essay
April 28 (Tuesday)	Changing Cultures	Lecture Discussion	Katz list Piccigallo et. al. article Schwartz and DeKeseredy article	
April 30 (Thursday)	CEP Presentations			CEP Class Presentations and Reports

Textbooks and Course Materials

All articles are posted on Blackboard. There are two books and one play used for this class; you can purchase them at the bookstore or online.

These citations are listed in AAA citation style. You should copy these citations to use for your Works Cited pages. Be sure to use the AAA in-text citation style in your papers.

Abu-Lughod, Lila

2002 Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others. *American Anthropologist* 104(3):783-790.

Anderson, Bridget

2002 Just Another Job? The Commodification of Domestic Labor. *In Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. Pp. 104-114. New York: Henry Holt and Company, LLC.

Bales, Kevin

2002 Because She Looks like a Child. *In Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. Pp. 207-229. New York: Henry Holt and Company, LLC.

Baumgardner, Jennifer and Amy Richards

2003 The Number One Question about Feminism. *Feminist Studies* 29(2):448-452.

Bradley, Susan J., Gillian D. Oliver, Avinoam B. Chernick, and Kenneth J. Zucker

1998 Experiment of Nurture: Ablatio Penis at 2 Months, Sex Reassignment at 7 Months, and a Psychosexual Follow-up in Young Adulthood. *Pediatrics* 102(1):e9-e13.

Brennen, Denise

2002 Selling Sex for Visas: Sex Tourism as a Stepping-stone to International Migration. *In Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. Pp. 154-168. New York: Henry Holt and Company, LLC.

Cheever, Susan

2002 The Nanny Dilemma. *In Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. Pp. 31-38. New York: Henry Holt and Company, LLC.

Constable, Nicole

2002 Filipina Workers in Hong Kong Homes: Household Rules and Regulations. *In Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. Pp. 115-141. New York: Henry Holt and Company, LLC.

Dworkin, Andrea

1985 Against the Male Flood: Censorship, Pornography, and Equality. *Harvard Women's Law Journal* 8:1-29.

Ehrenreich, Barbara and Arlie Russell Hochschild

2002 Introduction. *In Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. Pp. 1-14. New York: Henry Holt and Company, LLC.

Fahs, Breanne

2014 "Freedom To" and "Freedom From": A New Vision for Sex-Positive Politics. *Sexualities* 17(3):267-290.

Gill, Rosalind

2011 Supersexualize Me! Advertising and the "Midriffs". *In Gender, Race, and Class in Media: A Critical Reader*. Pp. 255-260. Gail Dines and Jean M. Humez, eds. Los Angeles: Sage Publishing.

Katz, Jackson

2007 10 Things Men Can Do to Prevent Gender Violence. *In Gender Violence: Interdisciplinary Perspectives*. Laura L. O'Toole, Jessica R. Schiffman, and Margie L. Kiter Edwards, eds. Pp. 465-466. New York: New York University Press.

Lee, Peter A., Christopher P. Houk, S. Faisal Ahmed, and Ieuan A. Hughs

2006 Consensus Statement on Management of Intersex Disorders. *Pediatrics* 118(2):488-500.

Parreñas, Rhacel Salazar

2002 The Care Crisis in the Philippines: Children and Transnational Families in the New Global Economy. *In Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. Pp. 39-54. New York: Henry Holt and Company, LLC.

Peoples, Whitney A.

2008 "Under Construction": Identifying Foundations of Hip-Hop Feminism and Exploring Bridges between Black Second-Wave and Hip-Hop Feminisms. *Meridians: Feminism, Race, Transnationalism* 8(1):19-52.

Piccigallo, Jacqueline R., Terry G. Lilley, and Susan L. Miller

2012 "It's Cool to Care about Sexual Violence": Men's Experiences with Sexual Assault Prevention. *Men and Masculinities* 15(5):507-525.

Reis, Elizabeth

2007 Divergence or Disorder? The Politics of Naming Intersex. *Perspectives in Biology and Medicine* 50(4):535-543.

Schwartz, Martin D. and Walter S. DeKeseredy

2008 Interpersonal Violence Against Women: The Role of Men. *Journal of Contemporary Criminal Justice* 24(2):178-185.

Seneca Falls Convention

2012[1848] Declaration of Sentiments. *In Documenting First Wave Feminisms, Volume 1: Transnational Collaborations and Crosscurrents*. Maureen Moynagh and Nancy Forestell, eds. Pp. 40-44. Buffalo, NY: University of Toronto Press.

Shakespeare, William

1994 [1600] *Much Ado about Nothing*. Mineola, NY: Dover Thrift Editions.

Siegel, Jane A.

2011 They All Do the Time. *In Disrupted Childhoods: Children of Women in Prison*. Pp. 125-161. New Brunswick, NJ: Rutgers University Press.

Thai, Hung Cam

2002 Clashing Dreams: Highly Educated Overseas Brides and Low-Wage U.S. Husbands. *In Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. Pp. 230-253. New York: Henry Holt and Company, LLC.

Tong, Rosemarie Putnam

2013 *Feminist Thought: A More Comprehensive Introduction*. 4th edition. Boulder, CO: Westview Press.

Truth, Sojourner

2012[1868] Address to the American Equal Rights Association. *In Documenting First Wave Feminisms, Volume 1: Transnational Collaborations and Crosscurrents*. Maureen Moynagh and Nancy Forestell, eds. Pp. 47-49. Buffalo, NY: University of Toronto Press.

Wollstonecraft, Mary

2012[1790] A Vindication of the Rights of Men, a Letter to the Right Honourable Edmund Burke; Occasioned by his Reflections on the Revolution in France. *In Documenting First Wave Feminisms, Volume 1: Transnational Collaborations and Crosscurrents*. Maureen Moynagh and Nancy Forestell, eds. Pp. 21-22. Buffalo, NY: University of Toronto Press.

Film List

Chakarova, Mimi

2011 The Price of Sex. 73 minutes. New York: Women Make Movies.

Ducat, Francois

2008 Nordsud.com. Pp. 90 minutes. New York: Icarus Films.

Funari, Vicky and Sergio De La Torre

2006 Maquilapolis. 60 min. Independent Television Service.

Jhally, Sut

2007 Dreamworlds 3: Desire, Sex and Power in Music Video. 54 min. The Media Education Foundation.

MacDonald, Kirsty

2009 Assume Nothing. 80 min. New York: Films Media Group.

Newsom, Jennifer Siebel

2011 Miss Representation. 90 min. Ro*co Films Educational and Girls Club Entertainment. San Francisco.

Picker, Miguel and Chyng Sun

2008 The Price of Pleasure: Pornography, Sexuality, and Relationships. 56 min. Open Lens Media.

Pollack, Ruth

1995 One Woman, One Vote. 108 min. WGBH Educational Foundation.