

Course name and number: WGS 105: Introduction to Women, Gender, and Sexuality Studies

Instructor: Dr. Elizabeth Verklan

Email: everklan@cottey.edu

Office number and building: Room 210 Rogers Fine Arts Building

Telephone extension: 2197

Semester and year: Summer 2022

Semester hour credit: 3

Prerequisites: n/a

Meeting time and location: n/a- online only course

Course Description: This accelerated online course will introduce students to a variety of critical approaches to- and popular representations of- gender. We will consider the ways in which gender influences and is influenced by social differences, social status, and political and economic systems. We will track the connections between the individual and institutions such as mass media, science, education, and the family. By the end of the semester students should have developed a facility with gender as a key term of analysis and will have a good understanding of the dynamic interactions between gender, race, sexuality, nation, and class.

As an accelerated, online course, students are expected to adhere to the weekly reading schedule, complete all assignments in a timely manner, check their email daily for correspondence from the professor (and respond within 24 hours if a response is requested), and ensure that they have a consistent, reliable WiFi connection. Because this is an accelerated course, students must adhere to the course schedule, and do a fair amount of independent work; if you do not think that you are capable of doing so, you should consider dropping the course. Additionally, because this is an accelerated course, no late work will be offered or accepted.

Cottey students intending to major in Women, Gender, and Sexuality Studies should take the section of WGS 105 offered in the Fall or Spring semester, not the accelerated, online course.

Office hours: Office hours will be held via Zoom by appointment only. To schedule an appointment, students should email the professor (everklan@cottey.edu) and put “WGS 105: Office Hours” in the subject line of the email. Appointments must have at least a 24-hour request time, meaning if you send a request to meet with the professor at 1pm for a meeting at 3pm, your request may not be met.

Availability hours: My hours of email availability are M-F, 8:30am-4:30pm. This means that I will regularly check my email during these periods, and respond when necessary. Emails received outside of these hours and/or over the weekends are not guaranteed an immediate response (i.e., they will be answered during my available hours).

Required text: You are required to purchase or rent the textbook, *Gender Through the Prism of Difference, Fifth Edition* (2016), by Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, Michael A. Messner, and Amy M. Denissen (published by Oxford University Press). I will post the readings from the textbook for the first week of class in case anyone has issues obtaining the course text, but will not do so after that.

Supplemental/optional text: While most of our course readings will be from our course textbook, occasionally we will have required readings that are not in our course textbook. These readings are available to you on the course E-Learning site, and are listed as such on the course schedule.

Kanopy: Many of the course films are available to view on the Cottey library's streaming platform, Kanopy. You can access Kanopy from the library homepage, under "Video & Film" (on the right-side of the library's homepage). You can find films by searching the film title once on the Kanopy site. You will need to create a Kanopy account (available for free through the Cottey library) in order to view films on the platform. On days when a film viewing is scheduled, in-class meetings will not happen, and students are expected to view the film on their own time.

For non-Cottey students who may not have access to Kanopy, and for the films required in weeks three and six (*How to Lose Your Virginity* and *The Hunting Ground*), students will need to rent the films on one of the numerous streaming platforms for \$3.99.

Release Dates & Times: Each week's material will become available to students the Friday before it begins at 8am CDT on E-Learning. For example, Week Two's material (including discussion board prompts) will become available to students on Friday, June 10th at 8am CDT. Once a week or board becomes visible, it remains visible for the rest of the course (however students will not be able to post to discussion boards once they have passed the 9am CDT deadline on Fridays). Note that the Friday due date for response papers and discussion posts is consistent throughout the semester. Students should plan and manage their time accordingly. For more information on discussion boards, students should refer to the Discussion Board Guidelines handout (available on E-Learning). Note that all release times and due dates are in Central Time.

Course Schedule: Because this is an online course, we will not have scheduled meetings. The course schedule below is set-up as Monday/Wednesday/Friday format, however students are not required to adhere to these exact days. Because a week's material (excluding quizzes and exams) becomes available the previous Friday at 8am CDT, students may pace their work for each week as they see fit. Note that response papers and discussion posts and comments are due every Friday at 9am CDT, and that quizzes and exams are only open the days they are listed on the course schedule, for twelve hours. Students should plan their time accordingly.

Student Learning Outcomes for Cottey College

A successful Cottey student:

• **Recognizes the Roles of Women.** *A Cottey student demonstrates understanding of women's past, current, and developing contributions.*

As a women's, gender, and sexuality studies course, we will center our inquiry on the experiences and knowledge of woman-identified persons. Additionally, we will explore the diverse and shifting terrain of scholarship that contributes to our understanding of how gender and sexuality structure our social world.

• **Thinks Critically.** *A Cottey student explores issues before accepting arguments or forming conclusions of her own.*

As a women's, gender, and sexuality studies course, we will explore scholarship from a variety of academic disciplines, including biology, sociology, philosophy, geography, and political science (among others). As an interdisciplinary field of study, women, gender, and sexuality studies encompasses scholarship from a diverse body of academic disciplines, which will help sharpen our critical capacities. Additionally, the scholarship read in this course utilizes an intersectional lens, meaning we will consider how each issue in question is dynamic with other social forces such as race, sexuality, and economic class. Students will exercise their critical capacities weekly in the course discussion boards and reading response papers.

• **Respects diversity.** *A Cottey student is attentive to cultural contexts, compares and contrasts patterns, and respects differences.*

As a women's, gender and sexuality course, students are required to consider how social structures- such as race, gender, and class- inform our knowledge and locations in the world. In doing so, students will examine different perspectives before forming conclusions, in order to establish a working knowledge of how inequity and power structure our social world. Students will critically reflect a multitude of diverse arguments and scholarly research in the weekly Reading Response Papers.

Teaching methods: Course objectives are delivered in this course via an online format that utilizes recorded lectures; discussion boards; uploaded assignments; online, timed assessments; and films. This is an accelerated, online course, that requires a significant amount of independent student work. Students are expected to adhere to the weekly reading schedule, complete all course assignments as listed in the course schedule, and participate actively in the course discussion boards. Additionally, students are expected to view the course lectures in addition to completing the course readings; be aware that lectures often contain material that is not in the readings.

Participation Policy: The participation portion of your grade is 20%. Students will be provided a detailed handout regarding discussion posts and commenting the first week of class. Grading for discussion posts and participation is based on the following:

1. 100%- Active participant in class discussion boards; posts insightful and/or provocative, actively engaged with peers, meets and/or exceeds minimum participation requirements. Posts have no spelling or grammatical errors.
2. 90%- Participates and contributes regularly on class discussion boards, does not push class conversations in new directions, but contributes on a regular basis that ensures minimum participation requirements are met. Often demonstrates enthusiasm for course material and discussion. Posts have few spelling or grammatical errors.
3. 75%- Contributes on occasion but does so at a basic level, engaged but not active. Regularly active on course discussion boards, but may have some missing required posts and/or comments. Posts have a significant amount of spelling and/or grammatical errors,

fragmented sentences, and/or missing punctuation. Posts are often overly brief, or posted shortly before the deadline.

4. 50%- Rarely contributes, but present, shows limited effort and interest in class. Often does not meet the minimum participation requirements. Posts show little originality or insight. Posts are overly sloppy and/or brief.
5. 25%- Erratic posting; unclear if student is still invested in the course. Generic posts that have little contact with course material or original prompt. No engagement with peers. Overly sloppy posts.
6. 0%- No posts, or no posts for a significant period of the course. Instructor may suggest student withdraw from the course.

Regularly posting to the course discussion boards is a course requirement. Because all of our class discussions will take place online, the instructor may ask you to elaborate, or challenge a position stated, publicly or privately. Students should refrain from assuming or inferring tone, and we will all work to assume best intentions.

Drop date: The drop date for this course is Monday, June 13th. The last day to drop without incurring a notation of 'W' on your transcript is Wednesday, July 6th by 5pm.

Grading system: The breakdown of your total course grade is listed below. Descriptions of assignments are included below (see above for attendance and participation descriptions).

Participation: 25%

Response papers: 25%

Quizzes: 20%

Exam One: 15%

Exam Two: 15%

The percentage and letter grade correlation for the course is: A: 100-93, A-: 92.99-90, B+: 89.99-87, B: 86.99-83, B-: 82.99-80, C+: 79.99-77, C: 76.99-73, C-: 72.99-70, D+: 69.99-67, D: 66.99-63, D-: 62.99-60, F: 59.99-0.

If at any point during the semester you would like to discuss your grade and progress in the course with the professor, you must arrange a meeting with the professor. Grades will not be discussed via email.

Response Papers

Response papers are 25% of your total course grade. Response papers are 1-2 page assignments wherein you summarize and reflect on the course material. You are required to submit six response papers over the course of the semester; your lowest response paper grade will be dropped at the end of the semester. You will be given a handout the first week of class on how to structure your response papers.

Quizzes

Quizzes are 20% of your total course grade. Throughout the semester there will be a total of three quizzes. Quizzes will cover readings, key terms and concepts, lectures, and in-class films.

In order to do well on the quizzes, you must adhere to the weekly reading schedule. Additionally, viewing the course lectures, and participating fully (taking advantage of the discussion boards) is the best way to ensure that you do well on the quizzes. Quizzes will consist of multiple choice and short answer questions. All quizzes will have a twelve-hour time span wherein you will be required to log-in and complete the 30-minute quiz. All quiz dates and times are listed in the course schedule below. **Students should ensure that they are available to take the quiz the day it is scheduled.**

Exams

Exams comprise 30% of your total course grade (15% each). Both exams will consist of short answer, key word definition, and essay questions. Students will receive a list of possible essay questions and a key word list before each exam. Both exams will have a twelve-hour time span wherein you will be required to log-in and complete the 50-minute exam. Both exam dates are listed on the course reading schedule below. **Students should ensure that they are available to take the exam the day it is scheduled.**

Disability statement: If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share your instructor, or if you need to make arrangements to ensure safe exit in case the building must be evacuated, please notify your instructor as soon as possible. Cottey College complies with all state and federal accessibility regulations. If you require disability related accommodations, please register with the Disability Support Services Coordinator (RBAC 164, disabilityservices@cottey.edu, or (417) 667-8181, ext. 2131), and then notify your instructor of your eligibility for reasonable accommodations.

Classroom Etiquette: In order for everyone to have an enjoyable, rewarding classroom experience, a standard of respect will be held to *everyone*. The material in this class will very likely make you uncomfortable at some point during the semester- that is a good thing! That means you are learning. Learning is *rarely* a comfortable process—students should expect discomfort in this course. Please be respectful to others in this course both inside and outside of class. This means we will refrain from gossiping about our classmates to our friends for things classmates may say or ask during this course, because in order for all of us to learn, we have to trust that the classroom space (whether in-person or virtual) is safe for us to be vulnerable, a requirement for learning. Similarly, not everyone will come to the course with the same knowledge as you- this may be the first time a classmate discusses race, economic class, gender, sex, etc.; it is our collective responsibility to exercise patience and compassion for one another as we learn and grow in this course.

Technology Policy: As an online course, access to a reliable, consistent WiFi connection is a course requirement. If you think that this may be a problem for you, you should consider dropping the course.

Disclaimer: Instructor reserves the right to change the topic covered or order in which they are covered at her discretion after notifying the class in advance.

Course Schedule (Subject to change with advance notice):

Week One, June 6th-10th: Introduction to WGS

Monday

Review syllabus and expectations. Introductions.

Lecture: What is Women, Gender, and Sexuality Studies?

Reading: "Introduction: Sex and Gender Through the Prism of Difference," pp.1-12.

Wednesday

Lecture: Multiracial Feminism

Read: Maxine Baca Zinn and Bonnie Thornton Dill, "Theorizing Difference from Multiracial Feminism," pp. 35-40.

Friday

Lecture: Age, Race, Sex, and Class

Read: Audre Lorde "Age, Race, Class, and Sex: Women Redefining Difference," pp. 270-4.

**Response Paper one due Friday at 9am CDT*

***Discussion posts and comments due Friday at 9am CDT*

Week Two, June 13th-17th: Performativity and Embodiment

Monday

Lecture: Gender as Performance

Read: Betsy Lucal "What it Means to be Gendered Me," pp. 85-93.

Wednesday

Lecture: Gender Policing

Read: Laurel Westbrook and Kristin Schilt "Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System," pp. 71-84.

Friday

View (link on MyCottey): *Toilet Training: Law and Order (in the Bathroom)* by the Sylvia Rivera Law Project

Complete Quiz One!

**Response paper two due Friday at 9am CDT*

***Discussion posts and comments due Friday at 9am CDT*

Week Three, June 20th-21st: Sex, Sexuality, & Sexual Practice

Monday

Lecture: The Gender in Sexuality

Wednesday

Lecture: Handlin' Your Business

Read: Lorena Garcia "'Handlin' Your Business': Sexual Respectability and Peers," pp. 184-95.

Friday

View (on Kanopy): *How to Lose Your Virginity* (2013)

Exam One

**Response paper three due Friday at 9am CDT*

***Discussion posts and comments due Friday at 9am CDT*

Week Four, June 27th-July 1st: Globalization and Transnational Feminism

Monday

Lecture: Globalization and Transnational Feminism

Wednesday

Lecture: Global Woman

Read: Barbara Ehrenreich and Arlie Russell Hochschild "Global Woman," pp. 53-59.

Friday

Read: Joy M. Zarembka "America's Dirty Work: Migrant Maids and Modern-Day Slavery" (available on E-Learning)

View (link available on MyCottey): *Maid in Lebanon* (2006)

Complete Quiz Two!

**Response paper four due Friday at 9am CDT*

***Discussion posts and comments due Friday at 9am CDT*

Week Five, July 4th-July 8th: The Politics of Motherhood

Monday

Lecture: The Meaning of Motherhood

Read: Patricia Hill Collins "The Meaning of Motherhood in Black Culture and Black Mother-Daughter Relationships," pp. 315-24.

Wednesday

Lecture: The Politics of Native Women's Motherwork

Read: Lisa J. Udel "Revision and Resistance: The Politics of Native Women's Motherwork," pp. 325-36.

Friday

Complete Quiz Three!

**Response paper five due Friday at 9am CDT*

***Discussion posts and comments due Friday at 9am CDT*

Week Six, July 11th-15th: Gender and Sexual Violence

Monday

Lecture: Feminism and Structural Violence

Read: Cecilia Menjivar "A Framework for Examining Violence," pp. 130-44.

Wednesday

Lecture: Normalizing Sexual Violence

Read: Heather Hlavka “Normalizing Sexual Violence: Young Women Account for Harassment and Abuse,” pp. 153-64.

Friday

View (students must rent for \$3.99): *The Hunting Ground* (2015)

Exam Two

**Response paper six due Friday at 9am CDT*

***Discussion posts and comments due Friday at 9am CDT*