COURSE DESCRIPTION:

An introduction to Women’s, Gender and Sexuality Studies and to its perspectives. The course will use interdisciplinary perspectives to begin to examine the categories of gender and sexuality, grounded in Women’s Studies, as they intersect with race, ethnicity, class, nationality, dis/ability and other sites of social inequality.

General Education Requirements: Satisfies the General Education Ethics, Social Contexts and Institutions, and Cultural Diversity and International Perspectives Requirements.

In this course we will explore the field of women, gender, and sexuality studies from multiple vantage points, such as the personal, interpersonal, and institutional dimensions. We will explore the ways in which race/ethnicity, class, age, sexual preference, and physical ability intersect with gender to create diverse experiences of compounded social inequality. This course serves as an introduction to the academic discipline of women’s and gender studies, focusing on its theories, methods, and multidisciplinary nature.

This course will occur “on-line” through the Blackboard. The class will run on a daily schedule with journal postings on the readings due every day or every other day from Monday through Saturday. There will be no journals due on Sundays. Students will also need to respond to two other students each day that journals are due. This will constitute our class “discussion” of the topics. Please note that this is a work-intensive class as a whole semester of work needs to be covered in three weeks.

**Please note this syllabus is subject to change. It is your responsibility to keep up with any changes the instructor may make through announcements that will be posted to Blackboard.

Also, please note that this is NOT a self-paced course. It is expected that you keep up with the weekly assignments and post them on time.

Please make sure that you have high-speed Internet access and Quick Time as a large part of this class includes videos that you need to be able to watch. If you do not have Quick Time you should contact UMaine IT Center for help.

COURSE EXPECTATIONS:

*Students will participate in the online discussion through their Tues/Thurs journal entries and responses to each other by posting their journals on time.

*Students will complete all the assignments that are listed on this syllabus on time.

*The instructor will provide feedback for all written assignments other than the daily journal responses.
*Assignments are due on the designated date. Late journal responses, assignments, or exams will not be accepted or if an exception is made they will be marked down.

*Academic Honesty:* Plagiarism violates the University of Maine Student Conduct Code as outlined in the Student handbook. Make sure you cite all direct quotes, images, ideas, facts, and opinions that are not your own.

*All written work, including journals, should be well written with attention to grammar. Please write your own journal before reading other students’ journals. If your journal is very similar to one posted before yours, you may not receive credit.

*Please review University of Maine codes for what is considered civil conduct and etiquette for the online classroom. Students must be civil and respectful in all communications with the instructor and fellow students.

**Accommodation of Disabilities:**
Any student who because of a disability may need arrangements or accommodations to meet the requirements of this course is encouraged to discuss these needs with me as soon as possible.

**Non-sexist Language Policy:** The University of Maine, as an equal opportunity educational institution, is committed to both academic freedom and the fair treatment of all individuals. It therefore discourages the use of sexist language. Language that reinforces sexism can arise from imprecise word choices that may be interpreted as biased, discriminatory, or demeaning even if they are not intended to be. Accordingly, all University communications, whether delivered orally or in writing, shall be free of sexist language.

**Sexual Discrimination Reporting**
The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

**If you want to talk in confidence** to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Counseling Center: 207.581.1392 or Cutler Health Center: at 207.581.4000.

For confidential resources off campus: Rape Response Services: 1.800.310.0000 or Spruce Run: 1.800.863.9909.

**Other resources:** The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207.581.1406, Office of Community Standards: 207.581.1409, University of Maine Police: 207.581.4040 or 911. Or see the OSAVP website for a complete list of services.

**Class Disruption Policy:**
In the event of disruption of normal classroom activities, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version.
Inclusivity Statement:
It is the goal in WGS 101 to create a learning environment in which all feel welcome to express their views on a wide range of subjects in a safe, nonjudgmental environment. As well, individuals of all religious, ethnic, gender identity, sexual identity, and racial backgrounds should feel safe to express who they are in the online environment. Therefore, I urge you all to communicate with each other in our online forums in respectful ways so that we may all learn from each other, especially from our differences.

REQUIRED TEXTS:

1. *Gendered Worlds, 3rd edition* by Judy Root Aulette and Judith Wittner
2. *Egalia’s Daughters* by Gerd Brantenberg (required)

All other readings for the course listed on this syllabus will be available on e-reserves or posted to the class conference folder.

Core Learning Objectives for WGS 101

*Students will learn how to describe the workings of sex, gender, and sexuality* using a variety of disciplinary and theoretical approaches.

*Students will learn basic terms* related to gender theory.

*Students will be able to identify and describe social institutions, organizations, and practices* using feminist, gender, and queer theories.

*Students will learn about the history of women's oppression as well as women’s contributions and struggles for gender equality* in a transnational and historical context.

*Students will be able to identify the ways in which gender and sexuality intersect with other sites of social inequality, such as race, ethnicity, class, nationality, and dis/ability.*

COURSE REQUIREMENTS

1. **Class Participation/ Journal Responses:**

WGS 101 is designed to be a discussion course and not a lecture course. Therefore, student participation is critical. Grading for participation will be based first and foremost on the quality and timeliness of your journal assignments. The course centers on our readings and it crucial that you do all the readings for the course. Each student will be expected to do a daily journal posting on Tuesday and Thursday of each week of the semester to the Blackboard conference folder with a summary and discussion of the readings for the day, including any questions about the readings and personal reactions to it. **This journal response should be one-to-two pages long.** Students will also be expected to read other students’ daily journal postings and are encouraged to respond to each other as appropriate (for example agreeing or disagreeing – respectfully – with another student's opinions about the readings). Each student will be expected to respond to two other students’ journal postings per day (by midnight of the day journals are due) in order to facilitate “discussion” about the readings. This activity is designed to provide a forum for online discussion, to help students keep up with the reading, and as a way to learn about how other students feel about the subject. The postings themselves will not be graded, but if you miss two or more daily journal postings, do not respond to other students, or if your journals are not of high quality, the grade for this component will be lowered. In these journals, I would like you to first summarize and give the main points in the reading and then also offer your
personal reactions to them. Please note that journal postings are always due by 9:00 am on the day they are due - so plan ahead and do them the night before if you need to. Again, please note that your participation will be graded on the quality of your journals as well. Students who do not join the class on time and keep up with the expected postings each week should expect to receive a poor grade. It is not an option to make up the work for this class at the end as all students are expected to move through the material together. There will be no credit granted for late journals. Please also make sure that you write your own journal before reading other students' journals. If your journal is very similar to one posted prior to yours, you may not receive credit for it.

Please also note that you are expected to read all your fellow classmates' comments that are posted each day as well as instructor's comments to the material. This constitutes our "course discussion" of the material and students will have a better understanding of the material by reading everyone's comments on it.

4. **Women's/ Gender Issue/ Activism Paper:**

By the fourth week of class, students will be asked to identify a particular global women’s/ gender issue to research. In a 7-8 page paper due at the end of the semester students will identify an issue that affects women, research, and describe the issue. In the paper students will also identify and describe any organizations or agencies that already exist to address/ combat the issue. Examples of possible issues are the status of women in Muslim nations or in a particular nation of your choice (China, Japan, Russia, etc), sex trafficking and slavery, honor killings, female genital mutilation, bride burning, acid throwing, the mail order bride industry, etc. In the third part of your paper, you are asked to think up/design your own activism project that could help raise awareness about the issue. An example of an activism project will be offered to help with this. The final written paper should consist of an introduction, a conclusion, citations, and a bibliography. Students will also post their papers to the Blackboard folder and will be expected to read and respond to the papers of two other students.

5. **Final Exam:**

There will be an open-book Final Exam that will be posted to the course conference during the last week of the course and will be due by Tues. Dec. 18th at 9:00 am (at the latest). The exam will consist of defining some terms, and some short answer and essay questions. Students will be expected to email their completed exams directly to the professor and need to be cut and paste directly into the body of the email (instead of as an attachment).

**COURSE EVALUATION**

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<td>Final Exam</td>
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Grading Scale:

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Please note: Minimal to no course participation through the weekly journal entries will be graded as an F for the course. Final grades will be calculated at the end of the semester.

COURSE SCHEDULE:

Dec 27  *Introduction to Women's, Gender, and Sexuality Studies, Syllabus*

Reading: *Gendered Worlds*, p. 1-17

Review Timeline of Women's Rights

Read instructor’s *Introduction to the Course*

Watch the Quick Time movie posted to the class folder under videos: *Seneca Reflections.*

Please also review the syllabus to make sure you understand it and familiarize yourself with the Blackboard system. **In your first journal posting due today by 9:00 am, please summarize the readings and the video and also “introduce” yourself to the class, covering such things as what your major is, where you are in your studies, any exposure you have had to Women’s/ Gender and Sexuality Studies, and what you hope to get out of the class.**

Dec 28  *Framework, Feminism*

Reading: Kirk et al, pp 3-17 (posted to the course folder) "*Introduction*" from *Women, Images and Realities*, pp. 8-15, and "*Men and Women's Studies: Premises, Perils, and Promise*" by Michael Kimmel, pp. 24-28 (articles available on e-reserves).

**Journal due by 9:00 am:** In your journal posting for today, please summarize some of the main points in the reading for today. Please also define the following terms in your own words: sexism, gender, and feminism. For feminism, please do not use a dictionary to define it, but please explore your own personal definition of what you think feminism is and please also include a statement about whether or not you consider yourself to be a feminist and why or why not.

Dec 29  *Bodies and Gender and Social Hierarchy and Social Location*

Reading: *Gendered Worlds*, pp. 18-54, “*Patriarchy, the System*” by Allan Johnson, “A Black Feminist Statement” by the Combahee River Collective, "Unpacking the Invisible Knapsack" by Peggy McIntosh and "The Male Privilege Checklist" (articles on e-reserves or posted to class folder under course content).

**Journal response due by 9:00 am** with reflections on the readings for today. Please summarize the entire chapter and offer your own reflections, opinions on the material.
Jan 1  *Feminist Theory*
Reading: Kirk, pp. 52-63, Gendered Worlds, pp. 58-90, and “The Social Construction of Gender” by Judith Lorber

**Journal response due by 9:00 am** with reflections on all the readings.

In your journal posting for today, please summarize the chapter and discuss your own identity or “social location,” including some advantages or disadvantages you may face due to your particular social location. Please also reflect upon the concepts of social hierarchy, and power and privilege based upon race, class, and gender.

*No journal due.*

**One-page proposal due on your Final Women's / Gender Issue paper by 9:00 am.**

In this proposal, please discuss what topic you have chosen, why it is an important global gender issue, and how you plan to go about researching it. Please email this proposal directly to the instructor cut and paste into email message and not as an attachment. Instructor will provide feedback on your proposal.

Jan 3  *Sexualities*
Readings: Gendered Worlds, pp. 93-134, “The Gender Unicorn and Glossary”

*No journal response due.*

Jan 4  *Bodies and Health*

**Journal response due by 9:00 am with reactions to all the reading for Jan 7 and Jan 8.**

Jan 5  *Education and Gender and the Global Economy*
Reading: Gendered Worlds, pp. 141-172, Gendered Worlds, pp. 178-216

Watch video *China Blue,* posted to folder

**Journal response due by 9:00 am with reactions to all of the readings for Jan 4 and 5.**

*I Instructor will post Final Take-Home Exam to the class folder.*

Jan 7  *Women and Work*
Reading: "Women and Work," pp. 175-211 and “The Mommy Tax” (available on e-reserves).

Watch video *Motherhood.*

**Journal response due** with summary of and reactions to all readings and video for Oct 11 and Oct 16 by 9:00 am.

Jan 8  *Violence*
Reading: Gendered Worlds, pp. 270-314

Watch this Ted Talk by Jackson Katz:
https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue

Reading: “Rape, War and the Socialization of Masculinity” by Zurbriggen.

*Please watch the documentary The Hunting Ground.*

**Journal response due by 9:00 am with a response to all the reading and videos. Please also research an organization that is working to combat domestic violence and post a brief description of the work they do.**
Jan 9  **Social Construction of Gender and Masculinity**
Reading: "Introduction" (pp. ix-xvii) from *Men's Lives*, and "Night to his Day" by Judith Lorber (on e-reserves), "Television Cartoons: Do Children Notice it's a Boy's World?", "The Construction of Masculinity and the Triad of Men's Violence" by Michael Kaufman, "The Fraternal Bond as a Joking Relationship" by Peter Lyman (articles on e-reserves or posted to the class folder), and this short article: [http://www.peace.ca/crisismasculinity.htm](http://www.peace.ca/crisismasculinity.htm)
Please also watch: *The Bro Code: How Contemporary Culture Creates Sexist Men*
Please also watch the video Tough Guise posted under course videos.
Journal response due by 9:00 am with summary of and reactions to all the readings and the videos.

Jan 10  **Popular Culture and Media**
Reading: *Gendered Worlds*, pp. 411-437, Kirk: "The More You Subtract the More You Add" by Jean Kilbourne, pp. 231-238, "Bitches and Morons and Skanks, Oh My!" by Jennifer Plozner, pp. 96-100, "Teen Mags" by Anastasia Higginbotham, pp. 88-92, and "Gender in the Media" by Marielena Zuniga, pp. 92-96 (on e-reserves).
Please also watch the videos: *Killing us Softly (link posted to the class folder) and Miss Representation.*
Journal response due by 9:00 am with reactions to all the readings and the two videos. Please also find an advertisement (in a magazine, online, on tv, etc) that exemplifies the points that Jean Kilbourne made and post it to the appropriate folder describing how it exemplifies her points about the portrayal of women in the media.

Jan 11  **Organizing for Change, Activism**
Reading: *Gendered Worlds*, pp. 500-518, *Creating Change* by Kirk, pp. 561-574
Watch video:  *Women, Power and Politics*
Journal response due by 9:00 am with summary of and reactions to all the readings and the Women, Power, and Politics film. In your journal, please summarize the entire chapter and answer the following questions: Why do you think the Kirk book ends on the note of creating change? How do the authors suggest that change comes about? Can you think of any forms of social activism that you have participated in?
Also: Please read the Introduction and Glossary Handout on *Egalia’s Daughters* posted to the folder.

Jan 12  Reading: *Egalia’s Daughters*, pp. 9-149
Watch the trailer of the film *Taking the Heat*
No journal response due.

Jan 14  **Final Paper Due by 9:00 am. Please post it to the correct folder on Blackboard.**
*Egalia’s Daughters*, pp. 153-202
Please also watch the documentary *Codes of Gender:*
No journal response due.
Dec. 15  *Egalia’s Daughters*, pp. 203-243

**Final journal due by 9:00 am:** Please post your comments/ analysis of the entire book (summarize the plot, describe the characters, analyze the author's message and make comparisons to our society).

In your journal response, please also include your final comments or questions on the course as a whole, including what you feel you learned or got out of the class.

Dec. 16  **Final Exam due by 9:00 am** (to be emailed directly to the instructor and cut and paste directly into email as well as as an attachment, please).

Late exams will not be accepted. You will receive your corrected exam within two days.

Have a great rest of your break.