



GWS 101: Gender, Women, & Cultural Representation

Spring 2022

Canvas Course URL: <https://canvas.wisc.edu/courses/291935>

Lectures: Mondays and Wednesdays 9:55am – 10:45am CT, Sterling 1310

Discussion Sections: Time and day vary by section

Check your enrollment and discussion section on Canvas

3 Credits – Credit Hour Workload: This class meets for 50 minutes twice per week for live lectures and for 50 minutes once per week for discussion section. Additional learning will occur via reading, writing, group work, studying and participating in online forums. For a 3-credit hour course, students should expect 135 hours of labor over the course of the semester, approximately 9 hours per week on average.

Instructor Information:

Dr. LiLi Johnson (she/her/hers), lili.johnson@wisc.edu

Assistant Professor

Students may refer to me as Professor Johnson or Dr. Johnson

Virtual Office Hours: Drop in on Mondays 1-3pm CT on Zoom, Or by appointment

Office Hours Zoom Link:

<https://uwmadison.zoom.us/j/94446110692?pwd=b09sc0dlcHZHZFNWK0FHNIU5SUtkdz09>

Teaching Assistants:

Rodlyn-mae (Rodlyn) Banting (she/her/hers)

banting@wisc.edu

Sections: 301, 304, 307, 309

Office Hours: Thursdays 1-2pm (virtual) - [Quick Link to Rodlyn's Office Hours](#)

Cora Segal (she/her/hers)

cmsegal@wisc.edu

Sections: 302, 303, 305, 311

Office Hours: Tuesdays 2-3pm (virtual)- [Quick Link to Cora's Office Hours](#)

Oliver (Ollie) DiPietro (they/them/theirs)

mmdipietro@wisc.edu

Sections: 306, 308, 310, 312

Office Hours: Mondays 12pm-1pm (virtual) - [Quick Link to Ollie's Office Hours](#)

Course Description

Gender, Women & Cultural Representation is a humanities-oriented analysis of conditions and cultural representations of women, men, trans and non-binary people within the social and historical contexts of race, class, gender, sexuality, and disability through engagement with a range of traditions and modes of representation including history, literature, mass media and popular culture. The course has an emphasis on contemporary experiences and representations of gender, particularly women, in the United States, but will also bring in comparisons with other geographical and historical contexts. The class consists of three 50-minute class periods (two lectures and one discussion section) and carries the expectation that you will spend an average of 2 hours outside of class for each class period. In other words, in addition to class time, plan to allot an average of 6 hours per week of out-of-class work to read, write, prepare for discussions, and/or study exams for this course. The course is open to first year students. Students may not receive credit for both GWS 101 and GWS 102.

Learning Outcomes

The primary learning goal of this course is to introduce students to the field of Gender & Women's Studies from a humanities perspective and to develop students' critical thinking and analytical skills regarding gender and other social categories of identity and oppression.

Required Materials

- Saraswati et al *Introduction to Women's, Gender & Sexuality Studies: Interdisciplinary and Intersectional Approaches*. Oxford University Press, 2020. Second edition. (*Intro to WGSS* on syllabus)
 - This textbook can be purchased as an e-book or bound copy at the university bookstore or be rented online at [RedShelf](#)
 - It is also on course reserved at the library
- Top Hat basic account (this is free, just join online with your wise email)
 - Join Code: 156705

Course Policies

Universal Design and Disability Accommodations: I believe everyone has a right to a quality education. Everyone learns differently. If you have ideas on how you can best learn and express your learning in this class, if you have an undocumented disability, or if you have a change in disability status during the semester, I encourage you to meet with me or your TA as soon as possible to discuss a learning plan. If you have a documented disability, please provide me or your TA with your accommodation information within the first two weeks of class. The University accommodation policy reads as follows:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty of their need for

instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty, will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Questions about documenting your disability can be directed to the McBurney Disability Resource Center (mcburney@studentlife.wisc.edu, 608-263-2741).

Diversity and Inclusion: This is a course invested in justice which moves beyond notions of diversity and inclusion to seek systemic change to end oppression and liberate all people. I acknowledge as an educator that the University of Wisconsin-Madison is a place that has long been—and continues to be—hostile to marginalized people, especially people of color, disabled people and queer and trans people.

The University statement on diversity and inclusion reads as follows:

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

Academic Integrity: Students are expected to uphold University expectations for academic integrity by submitting only their own original works and ideas for all assignments in this course. Violations of academic integrity can result in a range of repercussions depending on the severity of the violation, from having to repeat the assignment to expulsion from the University. All academic integrity violations will be recorded and reported to the Office of Student Conduct & Community Standards (OSCCS). More resources on avoiding plagiarism can be found at <https://conduct.students.wisc.edu/academic-misconduct/student-resources/> and <https://lo.library.wisc.edu/plagiarism/>. If you are unsure of how to properly cite a source or have any questions about what constitutes plagiarism, please don't hesitate to ask me or your TA. For more on academic misconduct procedures at UW-Madison see: <https://students.wisc.edu/student-conduct/academic-integrity/>

COVID-19

Along with many of you, I am very aware and concerned about the risk of COVID-19. Our safety in the classroom continues to be uncertain and I am committed to creating a physically and mentally safe learning environment as much as I am able. **Per University policy, for any in-person meetings or sessions indoors, you must wear a mask covering your nose and mouth.**

Official UW Statement reads: “Students should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with

someone with COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.”

You can find more information about campus COVID-19 testing at <https://www.uhs.wisc.edu/medical/testing/>. And you can find more information about the COVID-19 vaccine here: <https://covidresponse.wisc.edu/covid-19-vaccine-information/>

Resources and Support: We are here to help! The best way to get one on one help is office hours. Professor Johnson will be holding office hours and meetings online **through Zoom**. Please feel free to stop by my open online office anytime during the hours listed above to discuss any readings, ask me questions, ask for feedback, or give feedback about how the course is going. When you sign in, you will automatically be put into my Zoom “Waiting Room.” I will let you into the session as soon as I am available but if I do not respond right away, it is because I am meeting with another student. You can also make an appointment with me via email.

Information about Sexual Harassment and Other Forms of Sexual Misconduct: As an instructor, I am committed to supporting survivors of sexual misconduct, including sexual assault, sexual harassment, dating violence, domestic violence, stalking, and sexual exploitation. UW–Madison offers a variety of resources for students impacted by sexual misconduct. If you would like to report sexual misconduct to the campus, a number of reporting options are available. In addition, each department has staff members, known as Responsible Employees, who can assist you. If you are an undergraduate student, most of the academic and career advisors you work with are designated Responsible Employees. Please note that Responsible Employees are required to report specific disclosures that you share about sexual misconduct to UW-Madison’s Title IX Office. The Department of Gender & Women’s Studies has the following Responsible Employees: the Department Chair, Dr. Judith Houck (jahouck@wisc.edu), the Department Administrator, Jamie Gratrix (jamie.gratrix@wisc.edu), and the Undergraduate Advisor, Susan Nelson (susan.nelson@wisc.edu).

Grading and Assignments

This course is graded on the UW-Madison grading system: A (93-100%), AB (88-92%), B (83-87%), BC (78-82%), C (70-77%), D (60-69%), F (below 60%). The assignments are weighted as follows:

Lecture Quizzes	10%
Section Attendance and Participation	15%
Learning Reflection Statements (2)	10%
Music Video Group Project	20%
Midterm Exam	20%
Final Exam	25%

Lecture and Lecture Quizzes: Lectures are given every Monday and Wednesday and will be recorded, streamed, and posted to the Canvas site. Attendance will not be taken in lecture and in-person attendance at lecture is not required. However, all students must attend or watch the lecture BEFORE their weekly section and you are responsible for watching the lecture recording if you cannot attend live. *There is no need to notify Professor Johnson or your TA if you will miss lecture.*

In lieu of taking attendance in lectures, on weeks that there are no other assignments due, there will be a weekly lecture quiz on Canvas. These quizzes will be released by the first lecture on Monday. The quizzes will be 4 to 5 multiple choice questions that will be answered either explicitly in lecture or with the information provided in lecture. It is strongly encouraged that you complete the quizzes as you attend/watch the lectures but you have until the end of the day Friday of that week to complete the quiz. They will be auto-graded on Canvas each week and late quizzes will not be accepted.

Section Attendance and Participation: Attendance in your discussion section is required unless you have a disability accommodation plan or are missing due to a religious holiday. Religious observances do not count towards your absences but please let your TA know in advance. If you have a major medical or personal emergency which will require you to miss multiple discussion section meetings in a row, you should contact your TA as soon as possible if you foresee any issues.

Participation is a vital part of the course and one of the primary ways through which students learn to become critical thinkers. Since participation is essential to practicing expressing critical thinking skills, it is important that students be on time, prepared for section, and ready to actively participate each day. Participation means being actively involved your discussion section in a respectful manner. This includes communicating in discussions, asking questions, and engaging in class activities such as group work, in-class writing, writing on the board, and reading aloud. The course can engage with personal and sometimes sensitive topics. If you are triggered at any point during the course or uncomfortable with the material in a way that hinders your learning, please contact me.

You may miss 3 section sessions no questions asked without affecting this portion of your grade, and you don't need to notify your TA. However, you are responsible for any material missed due to absence from class and you will be evaluated on the quality of your previous and remaining participation. Excessive tardiness or distracting use of technology will reduce your participation grade.

Students will be graded holistically for their section attendance and participation based on the following criteria:

Grade Range	93-100	88-92	83-87	78-82	70-77
Quality of contribution	Always well-prepared for class;	Well-prepared for class most of the	Sometimes well-prepared for class;	Rarely prepared for class; few	Almost never prepared for class; does

	shows critical thought; poses questions; moves dialogue forward; stays on topic; engages with both instructor and classmates	time; shows effort in critical thinking; poses questions; helps move dialogue forward; often stays on topic; shows effort to engage with both instructor and classmates	makes attempts to engage in critical thought; makes attempts to move dialogue forward; sometimes goes off topic; shows some effort to engage with instructor and classmates	attempts to engage in critical thought; seldom moves dialogue forward; often goes off topic; shows little effort to engage with instructor and classmates	not attempt to engage in critical thinking; does not move dialogue forward; purposes goes off topic; does not engage with instructor or classmates
Frequency of contribution	Every or almost every class	Many classes	Sometimes	Rarely	Never
Respect of ground rules	Always	Most of the time	Sometimes	Rarely	Never

Section attendance and participation grades are determined by your TA and constitute 15% of your final grade.

Learning Reflection Statements: Students will write two 1-2 page double-spaced learning reflection statements, one at the beginning and one at the end of the semester. Each statement counts for 5% of the final grade for a total of 10%. They will be graded based on completion.

Music Video Group Report: All students will be placed into groups of 3 or 4. Each group must choose ONE music video of any genre to analyze. Students will then create ONE digital video report comprised of a 3-4 minute *captioned* video that includes the following:

- Briefly summarizing the narrative arc and/or major themes of the music video
- Select and explain how at least one concept or keyword from class is relevant to the music video
- Select at least one scene or screenshot and offer a close reading of how that concept/keyword is applied and/or demonstrated

This digital report is worth 20% of your final grade.

Midterm Exam: Students will take a midterm exam covering material from the first half of the course. The midterm exam will be an open note timed at-home exam on Canvas with multiple choice, true or false, matching, fill-in-the-blank questions and short answer questions. The midterm exam is worth 20% of the final grade.

Final Exam: Students will take a final comprehensive exam covering material across the entire course. The final exam will be an open note timed at-home exam on Canvas with multiple choice, true or false, matching, fill-in-the-blank questions and short answer questions. The final exam is worth 25% of the final grade.

Course Schedule

Please come to each class listed below having read the readings listed for that day.

Some readings may be updated so please refer to this document for the most updated information.

Week 1: Introduction to the Course

Wednesday, January 25, 2022

- Introduction to the Course
- There is section this week!

Friday, January 28, 2022 end of the day - Week 1 Quiz due on Canvas

Introduction to the Field

Week 2: Historical Perspectives

Monday, January 31, 2022

- Saraswati et al “Learning and Unlearning Gender and Sexuality” (Intro to WGSS 5-8)
- Saraswati et al “Beyond the Gender Binary”(Intro to WGSS 9-13)
- Saraswati et al, “Historical Perspectives in Women’s, Gender and Sexuality Studies, Intro to WGSS 87-109

Wednesday, February 2, 2022

- Michele Tracy Berger and Cheryl Radeloff “Claiming an Education: Your Inheritance as a Student of Women’s and Gender Studies” (Canvas Files)
- bell hooks “Feminist Politics: Where We Stand” (Intro to WGSS 23-25)

Friday, February 2, 2022 end of the day - Learning Reflection Statement 1 due on Canvas

Week 3: History and Theory of Intersectionality

Monday, February 7, 2022

- Combahee River Collective “A Black Feminist Statement” (Intro to WGSS 141-146)
- Audre Lorde, “There Is No Hierarchy of Oppressions” (Intro to WGSS 75)
- Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House” (Canvas Files)
- Get started on the Crenshaw

Wednesday, February 9, 2022

- Crenshaw, Kimberle. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," University of Chicago Legal Forum: Vol. 1989: Iss. 1, Article 8.
 - Available at: <http://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>
 - Also available in Canvas under Files
 - Content note: Discussion of rape and the law
 - This is a bit of a longer and dense reading. Try to focus on the larger concepts and arguments she's making rather than the specifics of the examples. You do not have to read the footnotes.

Friday, February 11 end of the day - Week 3 Quiz due on Canvas

Week 4: A Structural Approaches to Oppression, Privilege, and Power

Monday, February 14, 2022 Defining These Terms

- Saraswati et al "Oppression, Privilege and Intersectionality" (Intro to WGSS 14-19)
- Allan Johnson, "Patriarchy, the System: an It, Not a He, a Them, or an Us" (Intro to WGSS 26-34) [Content note: Brief mention of sexual assault]
- Marilyn Frye "Oppression" (Canvas) [Content note: Brief mention of sexual assault]

Wednesday, February 16, 2022 What does power and privilege look like?

- Peggy McIntosh "White Privilege: Unpacking the Invisible Knapsack" (Canvas)
- C.J. Pascoe, "Making Masculinity: Adolescence, Identity, and High School" (Intro to WGSS 47-53)
- Gloria Steinem "If Men Could Menstruate" (Intro to WGSS 399-400)

Friday, February 18, 2022 end of the day - Week 4 Quiz due on Canvas

Approaches to Gender

Week 5: The History and Deconstruction of the Sex/Gender Binary

Monday, February 21, 2022

Reread from Week 1:

- Saraswati et al "Learning and Unlearning Gender and Sexuality" (Intro to WGSS 6-8)
- Saraswati et al "Beyond the Gender Binary"(Intro to WGSS 9-13)

Read:

- Saraswati et al, "Chapter 72: Navigating Transness in the United States" by Liam Oliver Lair, (Intro to WGSS 459 - 465)
- Cheryl Chase "Hermaphrodites with Attitude: Mapping the Emergence of Intersex Political Activism" (Intro to WGSS 368-374)

Wednesday, February 23, 2022

- Veronica Sanz, “No Way Out of the Binary: A Critical History of the Scientific Production of Sex,” *Signs: Journal of Women in Culture and Society* 2017, vol. 43, no. 1 (Canvas Files)
 - This is another somewhat dense reading. Try to focus on the overarching argument that Sanz is making and the areas of scientific research that the author highlights. Don’t worry about the specific scientific mechanisms

Friday, February 25, 2022 end of the day - Week 5 Quiz due on Canvas

Week 6: Gender, Embodiment, and Experience

Monday, February 28, 2022

- Saraswati et al, “Epistemologies of the Body” sections (Intro to WGSS 338 - 345)
- Saraswati et al, “Chapter 58: Masculine, Feminine, or Fourth of July” by Christina Crosby (Intro to WGSS 388 - 391)
- Saraswati et al, “Chapter 30: It’s Time to End the Long History of Feminism Failing Transgender Women” by Tina Vasquez (Intro to WGSS 171-174)
- Saraswati et al, “Chapter 66: Big Yoga Student” by Kimberly Dark (Intro to WGSS 171-174)

Wednesday, March 2, 2022

- **Sex Out Loud Workshop**

Friday, March 4, 2022 end of the day - Week 6 Quiz due on Canvas

Week 7: Mid-Semester Check In

Monday, March 7, 2022 Gendered Knowledge Production

- Saraswati et al, “Chapter 70: The Egg and the Sperm” by Emily Martin, (Intro to WGSS 448 - 454)
- Saraswati et al, “Chapter 71: Latina/x Doctoras” by Glenda M Flores, (Intro to WGSS 455 - 460)
- These readings will not be on the midterm exam but they will be on the final

Wednesday, March 9, 2022

- **NO LECTURE - MIDTERM EXAM**
- **NO IN PERSON SECTIONS**
 - All TAs will be available at specified times during the 48 hour window for any exam troubleshooting or support
- **NO QUIZ THIS WEEK**

Week of March 14 and March 16, 2022

- SPRING BREAK
- No lecture, sections, or assignments due
- But do the reading for Week 8!

Cultural Representation and Gender

Week 8: Popular Visual Cultures

Monday, March 22, 2022

- John Beger, “Chapter 3,” From *Ways of Seeing*, 45-64 (Canvas Files)
- Saraswati et al “Popular Culture and Media Representations” (Intro to WGSS 210-212)
- Saraswati et al, Alison Bechdel “The Bechdel Test” (Intro to WGSS 580)

Wednesday, March 23, 2022

- BEFORE LECTURE, choose ONE of the following films to watch on your own:
 - *Miss Representation* (Available streaming through UW-Madison Kanopy film database)
 - *Disclosure* (Netflix)

Friday, March 25, 2022 end of the day - Week 8 Quiz due on Canvas

Week 9: Disability Studies and Self-Care

Monday, March 29, 2022

- Saraswati et al, Eli Clare, “The Mountain” (Intro to WGSS 55-61)
- Jina B. Kim and Sami Schalk, “Reclaiming the Radical Politics of Self-Care: A Crip-of-Color Critique” (posted in Canvas)

Wednesday, March 31, 2022

- Class visit with Jina B. Kim

Friday, April 1, 2022 end of the day - Week 9 Quiz due on Canvas

Week 10: Activism and Digital Worlds

Monday, April 4, 2022

- Saraswati et al, “Section 6: Activist Frontiers: Agency and Resistance” (Intro to WGSS 505 - 530)
- Saraswati et al, “Sex, Sexuality, and The Internet” and “Cyberfeminisms” (Intro to WGSS 441 - 444)
- Saraswati et al, “Chapter 77: Technology Isn’t Neutral...” by Rachel Charlene Lewis (Intro to WGSS 489 - 490)

Wednesday, April 6, 2022

- Asian American Feminist Collective, “Asian American Feminist Antibodies” Zine,
https://static1.squarespace.com/static/59f87d66914e6b2a2c51b657/t/5e7bbeef7811c16d3a8768eb/1585168132614/AAFCZine3_CareintheTimeofCoronavirus.pdf
 - Further instruction on what to focus on to come

Friday, April 8, 2022 end of the day - Music Video Group Project due on Canvas

Contemporary but Longstanding Issues in Gender & Women’s Studies

Week 11 Gendered Violence

Monday, April 11, 2022

- **PAVE workshop** - Deconstructing Rape Culture
 - Content warning: Discussion of sexual assault, rape, and rape culture

Wednesday, April 13, 2022

- Saraswati et al “Gendered Violence” (Intro to WGSS 204-208)
 - Content warning: discussions of sexual violence
- Saraswati et al, “Chapter 46: A Queer #Metoo Story...” by Courtney Bailey (Intro to WGSS 302-307)
 - Content warning: discussion and description of sexual violence
- Saraswati et al, “Chapter 29: Memo to Media: Manhood, not Guns or Mental Illness, Should be Central in Newton Shooting” by Jackson Katz (Intro to WGSS 168-170)
- Read
<https://www.bostonglobe.com/opinion/2017/10/17/toxic-masculinity-killing/MW50yUHETg3AsmObnIly0M/story.html>

Friday, April 15, 2022 end of the day - Week 11 Quiz due on Canvas

Week 12 Reproductive Justice and Kinship

Monday, April 18, 2022

- Saraswati et al “Reproductive Politics,” “Reproductive Choice,” and “Reproductive Justice” (Intro to WGSS 199-203)
- Kathy Ferguson, “Birth Control” (Intro to WGSS 275-278)
- Loretta Ross “The Color of Choice: White Supremacy and Reproductive Justice” (Intro to WGSS 280-291)

Wednesday, April 20, 2022

- Saraswati et al, “Chapter 43: Population is not the Answer to Our Climate Crisis,” by Yifat Susskind (Intro to WGSS 292)

- Saraswati et al “Rethinking the Family” (Intro to WGSS 185-190)
- Sarah Mirk “Popaganda: Queering Family Values” (Intro to WGSS 130-139)

Friday, April 22, 2022 end of the day - Week 12 Quiz due on Canvas

Week 13 Labor

Monday, April 25, 2022

- Saraswati et al “Gender and Sexuality in the Labor Market” (Intro to WGSS 192)
- Saraswati et al “The Gender Pay Gap” (Intro to WGSS 193-197)
- Marlene Kim, “Policies to End the Gender Wage Gap in the United States” (Intro to WGSS 240-244)
- Dean Spade, “Compliance Is Gendered: Struggling for Gendered Self-Determination in a Hostile Economy” (Intro to WGSS 245-247)

Wednesday, April 27, 2022

- Yolande Strengers and Jenny Kennedy, Introduction “Meet the Smart Wife”, The Smart Wife, 1-22
- Interview with Yolande Strengers and Jenny Kennedy, “The Smart Wife: Is your home voice assistant sexist?”
<https://www.dw.com/en/the-smart-wife-is-your-home-voice-assistant-sexist/a-55970209>

Friday, April 29, 2022 end of the day - Learning Statement #2 due on Canvas

Week 14 Neoliberalism and Choice

Monday, May 2, 2022

- Saraswati et al, “Chapter 39: The Rise of Neoliberal Feminism” by Catherine Rottenberg, (Intro to WGSS 257 - 269)
- Saraswati et al, “Choice, Control, and Commodity: Understanding Bodies in a Neoliberal Age” and “Body Talk, Body Hack: Agency and The Body as a Site of Resistance” (Intro to WGSS 345-355)

Wednesday, May 4, 2022

- Final exam review session

May 10, 2022 at 4:45pm - May 12 at 4:45pm: FINAL EXAM