Welcome to GWS 101! Though your primary contact in this class will be with your TAs in discussion sections, I really enjoy getting to know you and encourage you to show up in my office hours – even if you have nothing specific to ask me, and just want to introduce yourself.

*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 for reading, writing, preparing for discussions, and/or studying for quizzes and papers for this class. The course is open to first year students. Students may not receive credit towards the GWS major for both GWS 101 and GWS 102.

**LEARNING OUTCOMES**

The primary goal of the course is to train you in the art of critical and analytical reading, thinking, writing, and speaking about gender as an identity and as an institution along its multiple dimensions (cultural, social, political, economic), how gender informs power relations and how gender intersects with other axes of inequality, such as race, class, disability status, sexuality, gender expression, nationality, geography and age. The course values and includes a diversity of voices but centers those who have been historically marginalized, oppressed, underrepresented and otherwise excluded from social, political and academic realms. In terms of practical skills, the course involves reading, writing exercises, one oral presentation in section as well as weekly writing and oral argument.

It is preferable if you do not agree with everything you read or hear in this class and that you are willing to share your opinions in discussion sections—or, please, come see me and the TAs in office hours. In any learning process, mutual respect, civility, and the ability to listen...
and observe others carefully are crucial. Active, thoughtful, and respectful participation in all aspects of the course will make our time together as productive and engaging as possible. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class.

READINGS
One textbook is for sale at Room of One’s Own Bookstore, 315 W Gorham St, Madison, WI 53703: Saraswati et al Introduction to Women’s, Gender & Sexuality Studies: Interdisciplinary and Intersectional Approaches. Oxford University Press, 2018 (WGSS on syllabus).

All other texts are posted on Canvas in the “Readings” module.

For the class you will also need:
- A TopHat account: join code: 885170
- Netflix access (if you do not have access to Netflix, please let me know).

Documentaries (all with captions), that I will show you bits or parts of in lecture and encourage you to finish them at home (they are available to watch any time):

**On Canvas**
- Race: The Power of an Illusion, 1 [2003]
- Race: The Power of an Illusion, 3 [2003]
- Tough Guise 2 [2013]
- Nobody passes perfectly [2009]
- She is beautiful, when she is angry [2014]
- The Hunting Ground [2015]
- V-day until the violence stops [2003]

**On Netflix**
- The Purity Myth [2011]
- Miss Representation [2011]
- Hello, Privilege. It’s me, Chelsey [2019]
- Feminists: What Were They Thinking? [2018]
- Reversing Roe [2018]

For other COURSE REQUIREMENTS and POLICIES – See below course schedule.

**TEACHING ASSISTANTS & DISCUSSION SECTIONS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Office hours</th>
<th>Section</th>
<th>Room 1</th>
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2
COURSE SCHEDULE

Week 1 Introduction to the class
[Wednesday 1/22]  
Sections will meet starting this week!

Week 2 Gender and Women’s Studies: mapping the field
[Monday 1/27 & Wednesday 1/29]  

Week 3 The Social Construction of Gender
[Monday 2/3 & Wednesday 2/5]  

Week 4 Key Concepts in GWS
[Monday 2/10 & Wednesday 2/12]  
Readings: Johnson (WGSS, 23-32); McIntosh (WGSS, 72-75); Lorde (WGSS, 76); Combahee River Collective (WGSS, 157-163).

Paper 1 due Wednesday @ 9 am

Quiz 1 in lecture Wednesday

HISTORIES OF FEMINISMS IN THE US

Week 5 Feminism and it’s nineteenth century roots
[Monday 2/17 & Wednesday 2/19]  
Readings: hooks [2000] (WGSS, 20-22); Introduction to section two, Grimké [1836], Seneca Falls Convention [1848], Truth [1851], Wells [1895] (WGSS 97-129); Perkins [1892], Cooper [1892] (Canvas).

Week 6 The Modern Women’s Movement – 1
[Monday 2/24 & Wednesday 2/26]  

Week 7 The Modern Women’s Movement – 2
[Monday 3/2 & Wednesday 3/4]  
CURRENT TOPICS IN GENDER AND WOMEN’S STUDIES

Week 8 Rethinking the Family
[Monday 3/9 & Wednesday 3/11]

Paper 2 due Wednesday @ 9 am

SPRING BREAK

Week 10 Gender and Sexuality in the Labor Market
[Monday 3/23 & Wednesday 3/25]

Week 11 Reproductive Politics
[Monday 3/30 & Wednesday 4/1]
Readings: DelValle [2006], Ferguson [2018], Twine [2011] (WGSS, 279-294); Revilla [2011] (WGSS, 374); Fields (Canvas).

Quiz 3 in lecture Wednesday

Week 12 Gendered Violence
[Monday 4/6 & Wednesday 4/8]


Paper 3 due Wednesday @ 9 am

Week 14 Epistemologies of Bodies
[Monday 4/20 & Wednesday 4/22]

Quiz 4 in lecture Wednesday

Week 15 Activist Frontiers
[Monday 4/27 & Wednesday 4/29]

Final papers are due Wednesday May 6 @ 2:25PM [Scheduled exam time for the class] -- posted in Canvas under “Final paper”.
COURSE POLICIES
The Department of Gender and Women’s Studies is committed to help you (our students) live and learn in a community that values you as individuals and recognize the integrity of the communities that provide you identity and support. In GWS 101 we want to help you find the best ways for you to engage with the material presented to you in lecture and discussion sections. If you think we can help you learn and succeed in the course, please arrange a meeting with me or your TA. If you have a documented disability, please contact me and your TA within the first two weeks of the course. If you have an undocumented disability or your disability status changes over the course of the semester, please come see us or write to us as soon as you can. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me or your TA. We will treat any information that you share as private and confidential. Questions about documenting your disability can be directed to the McBurney Disability Resource Center (mcburney@studentlife.wisc.edu).

Email policy: You may use e-mail to ask questions, share ideas, or make suggestions. However, I will NOT respond to emails that can be easily answered by reading this syllabus. If you did not get an answer from me within about 24 hours and suspect the answer to your question may be on the syllabus, please read it again. I also only respond to email during normal daytime work hours (that is, not in the evening or on the weekend between Friday afternoon and Monday morning). The TAs and I will not respond to emails about grades or papers. Please come see us in office hours.

Names and pronouns: Class rosters are provided to us with the name UW has on file for you. We will gladly honor your request to address you by an alternate name or gender pronoun. Please advise us of this preference early in the semester so that we may make appropriate changes to our records.

Content note: As a teaching team we are committed to your safety and wellbeing as well as your learning. We encourage you to engage with all materials in a way that considers your emotional and mental wellbeing. If you think you will be unable to read or watch certain materials in the course, please speak with your TA as soon as possible.

ASSIGNMENTS
In lecture
I do not take attendance in lecture. I will post lecture slides (without commentary) on Canvas after lecture. However, quizzes and papers will be based on lectures as well as readings for class and it is therefore important to attend lecture to do well in the class.

Quizzes in lecture: Four times during the semester at the beginning of lecture I will give you a short quiz on Canvas. On those days I will ask you to bring a laptop, a tablet or a smart phone with access to Canvas to lecture and I will give you a passcode to access the quiz in lecture. These quizzes cover material from readings, movies and other material covered in lecture up until that point.
In sections

*Active participation* in section is required in discussion sections. Make sure that you show up on time! You may miss 1 section without it directly affecting your grade. For any absence beyond that we will reduce your final grade by 2 points.

*Note:* Absence from section due to religious holidays will not be penalized. However, you must inform your TA at least two weeks in advance if you are missing a lecture or a section for religious reasons, and you are responsible for finding out what happened in class and for turning in all assignments.

**Weekly discussion posts:** At least 10 weeks you must post a short response and questions to the readings (max 50 words) under the appropriate week and section in Canvas. Please follow any further instructions from your TA.

**Oral presentation in section:** in groups of 2-3 you are to make a short oral presentation (5 minutes) in a week with a topic of particular interest to you, in which you relate class readings and lectures to outside material (newspaper articles, poems, blogs, movies, radio programs, etc.) and start the days discussion. Inform your fellow students about something that goes on out there in the world related to what we discuss in class. Your TA may choose to assign groups and ask you to create the presentation together.

**Three 250-word midterm papers and a 1000-word final paper:** Prompts for the papers will be announced in lecture and posted on Canvas. All papers are to be posted on Canvas under assignments by the appropriate deadline.

*Note:* Papers turned in late will be penalized by 5% — and an additional 5% for each 24 hours that they are late after that. No papers will be accepted more than one week after the due date.

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<th>Grade breakdown</th>
<th>Grading scale</th>
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<td>Quizzes in lecture, each 5%</td>
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<td>Active engagement in section</td>
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<td>Discussion posts</td>
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<td>Oral presentation in section</td>
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<td>Midterm reflection papers, each 5%</td>
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<td>Final paper</td>
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**Grade breakdown:** If you have any questions about a grade, please speak first to your TA, and then, if needed, to me. If the question is not resolved, speak with the Chair, Aili Tripp. She will attempt to resolve the issue informally and inform you of the appeals procedures if no resolution is reached informally.

**Academic integrity:** By enrolling in this course, each student assumes the responsibilities of an
active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to https://conduct.students.wisc.edu/academic-integrity/

UW diversity statement reads: “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/

McBurney Disability Resource Center statement reads: “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 [me] 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 [I], 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.” http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php