University of Wisconsin-Madison

GWS 102: Gender, Women, and Society in Global Perspective
3 credit course
Fall 2020
Asynchronous Online

Canvas URL:
https://canvas.wisc.edu/courses/215766

Instructor: Dr. Katherine Phelps
University of Wisconsin – Madison, Gender and Women's Studies
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Office Hours: By appointment - https://katherine-7.youcanbook.me/
Office: Virtual

Course Description

"I entered the classroom with the conviction that it was crucial for me and every other student to be an active participant, not a passive consumer . . . education as the practice of freedom . . . education that connects the will to know with the will to become. Learning is a place where paradise can be created. " - bell hooks

Gender, Women and Society in Global Perspective is an introductory course that provides students with an understanding of the essential concepts and methods of feminist inquiry, as well as a wide range of global women’s and gender issues. When the course concludes students should be able to use the basic tools of feminist inquiry to explore how power relations based on gender, class, race, sexuality, location and ability impact the lives of others in local, national and global contexts. In addition, they should be able to use these tools to examine their own experiences and social locations.

Requisites:
There are no prerequisites for this class.

TA Information and Discussion Sections:
Teaching Assistant: Kathleen Crawley
Email: kcawley@wisc.edu
Office Hours: Tues/Thurs 1 – 2 p.m. and by appointment
Office: Virtual
Discussion Sections:
102-302
102-308
102-310
102-315

Teaching Assistant: Rodlyn-mae Banting
Email: banting@wisc.edu
Office Hours: Thursdays 10 a.m. – 12 p.m. and by appointment
Office: Virtual
Discussion Sections:
102-307
102-309
102-311
102-313

Some Course Discussion Themes:
Sex vs. gender
Social constructionism
Feminist inquiry and methodology
Intersectionality
Identity politics
Body politics
Feminist histories
Global feminisms
Gendered institutions
Sexual and reproductive health
Privilege, oppression, and systems of power
Social movements and activism

Learning Objectives:

At the completion of this course you will be able to:

- Observe, think, and write critically and analytically – learn to challenge and question your assumptions and look at issues from multiple perspectives.
- Understand how social constructs operate and intersect and how social constructs inform lived experience for various groups.
- Learn how to search for and read different types of scholarly sources.
- Practice personal reflection on your social location and understand how your social location connects to the broader social world.
- Recognize systems of privilege and oppression and micro/macro manifestations of privilege and oppression.
- Hopefully feel some joy, energy, and curiosity through the learning process!
• Understand the complexity and messiness of social movement and social justice work and recognize why we do it anyway.

Required Texts:

There is no required text for purchase in this class. All class readings and viewings are available on our course Canvas page.

Assignments and Grading:

Attendance/Weekly Check In (150 points – 15% of overall grade): Every week on Monday mornings I will post a lecture video pertaining to the course content and theme for that week. You are required to view the lecture video and you are encouraged to take notes, as they will help you in Canvas discussions and for your final project. Every lecture video will have a “code word” somewhere within it. Each week you will fill out a brief quiz on Canvas with the code word that demonstrates that you have watched the lecture video. You won’t know when the code word in the lecture is coming, and it will change every week! Fun! Basically, watch the lectures and do the quiz to demonstrate class “attendance” each week.

Canvas Discussions (300 points - 30% of overall grade): Because we are not meeting in person this semester, online discussion sections are a big part of assessment! Be prepared to do the readings and viewings each week and have discussion within your small group discussion sections on Canvas related to the lecture video and assigned readings and viewings. You are expected to access course readings and viewings, complete assigned readings and viewings on time, and participate in your group discussion section each week. Bear in mind that participation in these discussions is a substantial part of your final grade. You are expected to submit a substantial initial discussion post (300 to 400 words) by WEDNESDAY at midnight of each week, and at least THREE substantial peer responses (at least 100 words each) by SATURDAY at midnight of each week. Our weeks run from Mondays to Sundays. Each week of discussion is worth 20 points – the rubric for discussion posts can be found on the Canvas page under “Rubrics.”

Gender Scripts and Reflection Worksheet (100 points – 10% of overall grade): For this assignment, you are being asked to follow the instructions on the designated worksheet. You will read through a variety of character scenarios and “assign” a gender to that character based on the descriptions given on the worksheet. Once you assign a gender to each character, you will reflect on why and how you came to those conclusions, and you will reflect on the process of assigning gender as a whole. The purpose of this assignment is to think about and understand gender biases, gender scripts, and gender as a social construct.

Advertisement Analysis Worksheet (100 points - 10% of overall grade): For this assignment you will select an advertisement (print, video, social media, etc.) and fill out the designated worksheet to demonstrate critical thinking and media literacy about that advertisement. Who is being represented and how? The purpose of this assignment is to demonstrate understanding of social constructs, identity politics, representation in the media, and how advertisements display certain values and are geared toward certain consumers.
**Topic and Three Sources (50 points – 5% of overall grade):** In the first part of the semester, you will be asked to select a topic for your final paper or presentation and provide citations for three academic sources related to that topic. This assignment is to help jump start you for the final paper/presentation and to demonstrate your ability in seeking out academic literature related to a particular topic and providing formal citations for those sources.

**Final Paper or Presentation (250 points - 25% of overall grade):** For this assignment, you will submit a paper or presentation on the topic of your choosing related to the course material. You can select to write a paper OR put together a presentation. Perhaps you want to look at health care disparities based on gender, or explore contemporary feminist movements and what it means to do feminism today, or look at gender based violence in cross cultural perspective. The sky is the limit! Draw inspiration from units in the class that speak to you in selecting your topic for the final. The paper or presentation must use critical thinking and theoretical frameworks and concepts explored in class in the analysis. You must use relevant readings from the class in your analysis (at least three readings from the class) and additionally cite at least THREE external academic sources in your paper or presentation. Papers will be 5 to 7 pages (not including the bibliography), double-spaced, 1-inch margins, Times New Roman font, ASA citation format. Presentations should be 15 to 20 minutes long, presented as a YouTube video, Prezi video, or some other platform that allows for both slides and voice capability. Presentations must also include a bibliography listing sources used. A rubric for the final paper or presentation can be found on the course Canvas page.

**Personal is Political Reflection (50 points – 5% of overall grade):** This assignment asks you to reflect on the course and fill out the questions on the designated worksheet. You will reflect on your experiences in the class, what topics you were particularly drawn to and why, how you will apply what you learned outside of class, and how the course content connects to your own social location, and the broader social world.

All assignments will be submitted on our course Canvas page.

**Course Grading Scale:**

- A = 93-100
- AB = 87-92
- B = 83-86
- BC = 77-82
- C = 70-76
- D = 60-69
- F = below 60

**Policy on Late or Missed Assignments:**

For every week that an assignment is late, you will incur a penalty of 10% off your total grade for that assignment. If you have a valid reason to turn in an assignment late, you must talk to me or your TA before the due date if that's possible. Assignments submitted more than two weeks past the original due date will be considered a zero. Discussion board posts must be submitted during the week they are due,
or they will not be accepted for credit. The final paper or presentation must be submitted on the due date. *No late work will be considered past the last day of the semester.*

**RULES, RIGHTS & RESPONSIBILITIES**

- See the Guide’s to [Rules, Rights and Responsibilities](#).

**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 studentconduct.wiscweb.wisc.edu/academic-integrity/.

**Accommodations for Students with Disabilities**

**McBurney Disability Resource Center syllabus statement:** “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 are 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.”

[https://mcburney.wisc.edu/](https://mcburney.wisc.edu/)

**Resources for Academic Assistance:**

- The UW Writing Center: [https://writing.wisc.edu/](https://writing.wisc.edu/)
- Tutoring and Learning Support Services – [https://newstudent.wisc.edu/academic-support/](https://newstudent.wisc.edu/academic-support/)
- [https://academicsupport.wisc.edu/](https://academicsupport.wisc.edu/)

**Diversity and Inclusion**

**Institutional statement on diversity:** “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/](https://diversity.wisc.edu/)

Important Notes:

1. This syllabus is to act as a rough guide for the semester; it is not set in stone. Certain due dates for assignments may shift slightly – but I will do everything I can to make sure people are fully aware of changes well in advance. As such, by choosing to remain in this course, you agree to all of the addressed requirements and stipulations. I reserve the right to alter this syllabus at any time, but with fair and appropriate warning.

2. This course may require you to think and write in ways that are unfamiliar to you. I encourage you to utilize my virtual office hours to make appointments to talk about assignments, and of course reach out to your teaching assistant as well! Also, I encourage all students to use the UW-Madison Writing Center and academic support services and resources.

3. I will attempt to respond to student emails as promptly as I am able. I will generally check and respond to email between the hours of 8 a.m. and 8 p.m. I will always try to get you a response within 24 hours. Also, please send me emails from either your student email address, or another email address that readily identifies you.

COVID-19 Information:

[Students’ Rules Rights, & Responsibilities](https://diversity.wisc.edu/)

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

[UW-Madison Badger Pledge](https://diversity.wisc.edu/)

[UW-Madison Face Covering Guidelines](https://diversity.wisc.edu/)

While on campus all employees and students are required to wear appropriate and properly fitting face coverings while present in any campus building unless working alone in a laboratory or office space.

[Face Coverings During In-person Instruction Statement (COVID-19)](https://diversity.wisc.edu/)

Individuals are expected to wear a face covering while inside any university building. Face coverings must be worn correctly (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](https://diversity.wisc.edu/) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.
Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the Office of Student Conduct and Community Standards and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

Quarantine or Isolation Due to COVID-19

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.

A Final Thought:

This class will be an open and affirming learning space for all students, regardless of age, race, ethnicity, citizenship status, gender, sex, sexual orientation, size, parental status, religion, ability, or socioeconomic status. As an instructor, I pledge to respect all students based upon these factors, including the use of preferred/correct names and pronouns. I encourage open communication among teaching assistants, our students, and myself. Students are welcome and encouraged to share viewpoints relevant to course material, and respectful, relevant debate is encouraged.

At times this semester we will be discussing historical events that may be disturbing, even traumatizing, to some students. If you ever feel the need to refrain from engaging with the material during one of these discussions, you may always do so without academic penalty. However, you must make me aware of the circumstances. And you will be responsible for any material you miss. If you ever wish to discuss your personal reactions to this material, either with the class or with me, I welcome such discussion as an appropriate part of our coursework.

I want to challenge us to remember that we are not the measure of all things. I absolutely encourage the use of experience and personal perspective in framing how we talk about the material, but the goal of the course is to think beyond those experiences and perspectives, and engage in thinking critically about the social, cultural, and political realities of various groups, identities, and social structures.

The success of this class is a community effort!

Weekly Readings and Viewings Schedule

Week One: Wednesday 9/2 – Sunday 9/6, Introducing course concepts

- The Urgency of Intersectionality - Kimberle Crenshaw TED talk (video)
- Rose Weitz - A History of Women’s Bodies (reading)
- Intersectionality for Beginners - Kaufman (reading)
- About Those 79 Cents - Wingfield (reading)

Week Two: Monday 9/7 – Sunday 9/13, Sex/Gender, Social Constructionism
• Social constructionism - Khan Academy (video)
• Judith Lorber - The Social Construction of Gender (reading)
• The Story of X - Lois Gould (reading)
• On Gender Differences - Parker, Horowitz, Stepler (reading)
• Butler and Gender Performativity (video)
• The Gender Tag TED Talk (video)
• Inside the Book: Alok Vaid-Menon (BEYOND THE GENDER BINARY) - (video)

Supplementary viewing
• Gender Revolution documentary (video - 1 hour, 32 minutes)

Week Three: Monday 9/14 – Sunday 9/20, Why Feminism Matters and Doing Feminist Work
• Feminism is for Everybody excerpt - bell hooks (reading)
• The Combahee River Collective Statement and Black Lives Matter Statement (reading)
• We Should All Be Feminists - Chimamanda Ngozie Adichie TED talk (video)
• Excerpts from This Bridge Called My Back (reading)
• Like Totally Whatever - Melissa Lozada Oliva (video)

Week Four: Monday 9/21 – Sunday 9/27, Western Knowledge and Different Ways of Knowing
• The Master’s Tools Will Never Dismantle the Master’s House - Lorde (reading)
• The Politics of Black Feminist Thought, Matrix of Domination- Patricia Hill Collins (reading)
• Reflections on the Black Woman’s Role in the Community of Slaves - Angela Davis (reading)
• Brown Queer Bodies – Calafell (reading)
• Formation video - Beyonce (video)

Supplementary Viewing
• Tending the Wild documentary (approx. 1 hour)
  https://www.kcet.org/shows/tending-the-wild/episodes/tending-the-wild

Week Five: Monday 9/28 – Sunday 10/4, Exploring the Waves
• In 1920, Native Women Sought the Vote. Here’s What’s Next. - Cahill and Deer (reading)
• How Battles Over Sex, Gender, and Sexual Orientation Fractured American Politics - Fresh Air
  interview (listen)
• Meet the Brave but Overlooked Women of Color who Fought for the Vote - NYT (reading)
• I am the Third Wave - Rebecca Walker (reading)
• Stray Thoughts on Transgender Feminism - Susan Stryker (reading)
• The Redstockings Manifesto (reading)
• The Personal is Political – Hanisch

Week Six: Monday 10/5 – Sunday 10/11, Transnational Feminisms/Going Global
• Explaining Transnational Feminism (video)
• Femen in Paris - Tayler (reading)
• What Do Sweden and Mexico Have in Common? A Feminist Foreign Policy - Gupta (reading)
• Why Southern Feminisms? - Byrne and Imma (reading)
• Saving Face (documentary ~ 40 minutes)
Supplementary Viewing

- I Am FEMEN documentary (accessed via UW Madison library)

Week Seven: Monday 10/12 – Sunday 10/18, Gendered Institutions, Family, School and Work

- Poor Girls are Leaving their Brothers Behind - Semuels (reading)
- How Millions of Women Became the Most Essential Workers in America - Robertson and Gebeloff (reading)
- The Second Shift - Arlie Hochschild (video)
- Examining the Roles Gender and Race Play in Political Discourse (listen)
- Chain of Love documentary (video - accessed via UW Madison library)

Week Eight: Monday 10/19 – Sunday 10/25, Gendered Institutions, Media and Representation

- Steven Universe’s Quiet Gender Revolutions – Min (reading)
- Various advertisements:
  - Nike
  - Frida Mom
  - Knixwear
  - Bodyform Blood Normal
  - Gillette
  - Aerie
- Jameela Jamil and the Problem with #NoFilter Feminism - Georgis (reading)
- Postfeminism and Popular Culture - McRobbie (reading)

Week Nine: Monday 10/26 – Sunday 11/1, Menstruation, Sexual Health, Reproductive Rights/Justice

- Why Menstruate if you Don’t Have To - Renault (reading)
- Menstrual Pads Can’t Fix Prejudice - Bobel (reading)
- The Feminist Pursuit of Good Sex - Aronowitz (reading)
- Sex, Pleasure, and Liberation (video)
- Why America’s Black Mothers and Babies are in a Life or Death Crisis - Villarosa (reading)
- Romper’s Doula Diaries - Natural Birth Seemed Impossible (video)
- Shulamith Firestone: Why the Radical Feminist Who Wanted to Abolish Pregnancy Remains Relevant - Margree (reading)

Week Ten: Monday 11/2 – Sunday 11/8, Gendered Violences

- When Your Abuser is Also Queer - Machado (reading)
- Masculinity as Homophobia - Kimmel (reading)
- The Link Between Natural Disasters and Domestic Abuse - O’Neil (reading)
- Sexual and Gender Based Violence During Covid-19: Lessons from Ebola - Onyango (reading)
- Why Violence Against Transgender Americans is a Crisis that’s Underreported (video)
- Coalition to Stop Violence Against Native Women (explore) - https://www.csvanw.org/mmiw/

- Bathroom Battlegrounds and Penis Panics - Schilt and Westbrook (reading)
- America’s Profound Gender Anxiety - Green (reading)
- LGBTQ Mental Health Survey - NPR (listen)
- Skin Lightening - Vox (video)
- The Fat Joke - Rachel Wiley (video)
- Hollywood’s Colorism Problem - ICYMI (video)
- Here’s What Fat Acceptance Is and Isn’t - Dionne (reading)

Week Twelve: Monday 11/16 – Sunday 11/22, Intersectional Body Politics, Disability

- Disability Visibility Project website (explore) https://disabilityvisibilityproject.com/
- Asexuality in Disability Narratives - Kim (reading)
- Nobody Cat Calls the Woman in the Wheelchair - Whaley (reading)
- How Using a Wheelchair Confronts Ideas of Normal - Stran (reading)
- Inside the Controversial World of Medically Assisted Sex, VICE (video)


- History of Women’s Activism in the US - Gillis and Jacobs (reading)
- Collective Memory and the Transfeminist 1970s - Enke (reading)
- An Interview with the Founders of Black Lives Matter (video)
- Guerilla Girls Talk the History of Art vs. The History of Power - (video)

Week Fourteen: Monday 11/30 – Sunday 12/6, Movements are Messy, The Future of Feminism

- Teaching Outside Liberal Imperial Discourse - Falcon et al. (reading)
- Pew Research Report - Barroso (reading)
- Good and Mad - Traister (reading)
- Confessions of a Bad Feminist - Roxane Gay (video)

Week Fifteen: Monday 12/7 – Thursday 12/10, Course Reflections

- No readings or viewings
- Course reflections and finalizing course work

List of Assignment Due Dates:

- Due Weekly:
  - Lecture check in code word quiz due on Sundays by midnight
  - Discussion board posts
    - Initial posts due Wednesdays by midnight
    - Three substantial peer responses due Saturdays by midnight
- Other assignments (all due by midnight on the day indicated)
  - Gender Scripts worksheet due Sunday 9/13
  - Topic Selection and Three Sources worksheet due Sunday 9/27
  - Advertisement Analysis worksheet due Sunday 10/25
  - Final Paper/Presentation due Sunday 12/6
  - Personal is Political Course Reflection worksheet due Thursday 12/10

01/23/18