



Gender and Women's Studies

UNIVERSITY OF WISCONSIN-MADISON

Gen&WS 102: *Gender, Women and Society in Global Perspective*

Instructor: Dr. Katherine Phelps (call me Dr. Kate!)

Office hours: Tuesdays/Thursdays from 1:00 – 2:15 p.m. and by appointment

Contact: kphelps@wisc.edu

Office: Sterling 3323

For virtual/online appointments: <https://katherine-7.youcanbook.me/>

3 Credit Course: This introductory level social science course fulfills the **social science** approach and global issue area in the Gender & Women's Studies major.

This class meets for three, 50-minute class periods each week (two lecture periods and a discussion section period) over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, worksheets, studying, etc.) for about 2 hours out of the classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.

Canvas Course URL: <https://canvas.wisc.edu/courses/270412>

Requisite: None.

Class/Seminar Time: Mondays and Wednesdays 9:55 – 10:45 a.m.

Location: Social Science 6210

Please see table below for discussion section locations and times and assigned teaching assistants.

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.

Course Learning Outcomes

At the completion of this course, students 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/different kinds of materials (various ways of being/thinking/knowing)
- Practice personal reflection on your social location and understand how your social location connects to the broader social world.
- Recognize and critically examine interlocking and interdependent systems of privilege and oppression
- Engage in the process of seeking out and citing/referencing academic literature and scholarship in a particular subject area.
- 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.

Some Course Discussion Themes:

Sex vs. gender vs. sexuality

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

Teaching Assistant Information

<p>Teaching Assistant: Rodlyn-mae Banting (she/her) Email: banting@wisc.edu Office Hours: 1 – 3 p.m. Thursdays Office: Virtual</p> <p>Discussion Sections:</p> <p>302 - W 12:05 – 12:55 p.m. 2120 Chamberlin</p> <p>306 – W 2:25 – 3:15 p.m. B139 Van Vleck</p> <p>307 – Th 9:55 – 10:45 a.m. 2120 Chamberlin</p> <p>310 – Th 11:00 – 11:50 a.m. 2531 Humanities</p>	<p>Teaching Assistant: Cora Segal (she/her) Email: cmsegal@wisc.edu Office Hours: 2 – 4 p.m. Tuesdays Office: Virtual</p> <p>Discussion Sections:</p> <p>303 – W 1:20 – 2:10 p.m. L151 Education</p> <p>308 – Th 9:55 – 10:45 a.m. 126 Chadbourne</p> <p>309 – Th 11:00 – 11:50 a.m. 126 Chadbourne</p> <p>311 – Th 12:05 – 12:55 p.m. 126 Chadbourne</p>	<p>Teaching Assistant: Orion Risk (they/them) Email: orisk@wisc.edu Office Hours: 11 – 1 p.m. Mondays Office: Virtual</p> <p>Discussion Sections:</p> <p>301 – W 12:05 – 12:55 p.m. 2335 Sterling</p> <p>304 – W 1:20 – 2:10 p.m. 151 Education</p> <p>305 – Th 11:00 – 11:50 a.m. B223 Van Vleck</p> <p>312 – Th 12:05 – 12:55 p.m. 350 Science Hall</p>
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REGULAR AND SUBSTANTIVE INTERACTION

This course provides regular and substantive interaction by:

- Providing direct instruction twice weekly through lecture and facilitating group discussion at least once/week on the scheduled and assigned weekly content.
- Assessing or providing feedback on a student’s coursework throughout the semester based on the expectations of the learning activities described in the assignments section of this syllabus.
- Instructor posts announcements, email, or social media check-ins about academic aspects of the class.
- Identify students struggling to reach mastery through observation of discussion activity, assessment completion, or even user activity and offer additional opportunities for interaction.

ASSIGNMENTS AND GRADING

Class attendance and Discussion Section Participation (200 points – 20% of overall grade):

You are expected to access course readings and viewings, complete assigned readings and viewings on time, attend lectures, and participate in your group discussion section each week. Bear in mind that attendance and your participation in your discussion section is a *substantial* part of your final grade in the class.

Discussion participation rubric					
Points	50	40	30	20	10

Quality of contribution	Always well-prepared for class; shows critical thought; poses questions; moves dialogue forward; stays on topic; engages with both instructor and classmates	Well-prepared for class most of the time; shows effort in critical thinking; poses questions; helps move dialogue forward; often stays on topic	Sometimes well-prepared for class; makes some attempts to engage in critical thought; makes attempts to move dialogue forward; sometimes goes off topic	Rarely prepared for class; few attempts to engage in critical thought; seldom moves dialogue forward; often goes off topic	Almost never prepared for class; does not attempt to engage in critical thinking; does not move dialogue forward; purposefully goes off topic
Frequency of contribution	Always, but mindful of not dominating conversation/discussion	Most of the time	Sometimes	Rarely	Never
Respect for discussion ground rules	Always	Most of the time	Sometimes	Rarely	Never
Engagement	Regularly engages with instructor, TA, and classmates and communicates with TA as necessary about course assignments and material	Substantial effort to engage with instructor, TA, and classmates	Sometimes	Shows little effort to engage with instructor, TA, and classmates	Does not engage with instructor, TA, or classmates

A Letter on Intersectionality (100 points – 10% of overall grade):

Letter writing is an effective tool for enhancing communication and understanding. For this assignment, you are being asked to write a letter to someone explaining the concept/framework of intersectionality. The letter could be to a friend, a coworker, a family member, a stranger, or someone else entirely. The letter does not necessarily have to be formal; you can write it in your voice, and “I” statements are welcome. But the letter must convey an understanding of intersectionality as a framework, why it’s important, and how it relates to privilege and oppression. The letter must also include an example or scenario, real or imagined, in which you apply an intersectional framework, explain the relevant intersections and identity politics at play in the example/scenario, and how the characteristics of the situation inform experiences of privilege and oppression.

The letter template for this assignment can be found on our Canvas course page. It should be at least one page double spaced, and no more than two pages double-spaced.

Advertisement Analysis Worksheet (100 points - 10% of overall grade):

For this assignment you are asked to select an advertisement (print, video, social media, etc.) and fill out the accompanying 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 constructionism, identity politics, representation in the media, and how

advertisements display certain values and are marketed toward certain consumers. The worksheet for this assignment can be found on our Canvas course page.

Feminist Sex Wars Reflection Worksheet (100 points – 10% of overall grade):

Understanding an issue from multiple angles or perspectives is an important part of learning and continually practicing critical thought. For this assignment, you are being asked to read the assigned materials and fill out the designated “two sides of the issue” worksheet about the feminist sex wars of the late 1970s and early 1980s, which are broadly referenced as the catalyst for ending the second wave of feminism. The groups on the two sides of this issue are called the anti-porn feminists and the sex positive feminists. After reading and viewing the accompanying assigned materials, fill out the worksheet in which you identify the two sides of the issue, provide an in-depth explanation of the reasoning for each side (using your own words!), then identify your own stance on the issue, and finally, offer your own reasoning for where you land in the feminist sex wars debate. The worksheet for this assignment can be found on our Canvas course page.

Topic and Three Sources Assignment (50 points – 5% of overall grade):

In the first third of the semester, you will be asked to select a topic for your final paper in the class, provide a brief summary of your central question/thesis for the paper, and provide citations for three academic sources related to your chosen topic. This assignment is to help jump start you for the final paper and to demonstrate your ability in seeking out academic literature related to a particular topic and providing formal citations for those sources. The worksheet for this assignment can be found on our Canvas course page.

Outline for Final Paper (150 points – 15% of overall grade):

This assignment is to help you start brainstorming and structuring your final paper. In the last third of the semester, you will submit an outline that identifies your topic, your central question/thesis, your main themes, or points of analysis in the paper, your conclusions, and any gaps in the research and/or further questions on the topic that need to be asked. Your outline should be somewhere between two and four pages long and should use the assigned template which can be found on our Canvas course page. Your outline should include sections for your topic, key background, and thesis, and at least three main points or paragraphs, the sources you will use to support your analysis, and a conclusion section.

Final Paper (220 points - 22% of overall grade):

For this assignment, you will submit a paper on the topic of your choosing related to the course material. 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 must use critical thinking and theoretical frameworks and concepts explored in class in the analysis. You must use relevant readings and viewings from the class in your analysis (at least *three* readings or viewings from the class) and additionally cite at least THREE external academic sources in your paper (ideally the sources from your topic and three sources assignment). Papers will be 5 to 7 pages (**not** including the bibliography), must include a title, and will be

double-spaced, 1-inch margins, Times New Roman font, ASA citation and reference format. A rubric for the final paper can be found on the Canvas course page.

Personal is Political Reflection (80 points – 8% of overall grade):

This last worksheet 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. The worksheet for this assignment can be found on our Canvas course page.

All assignments will be submitted on our Canvas course page.

Standard Paper Format – American Sociological Association

The format of your final paper must adhere to the following guidelines:

- All text is double spaced, no additional spaces between paragraphs
- Each new paragraph is indented
- 12-pt font in Times or Times New Roman
- 1-inch margins
- Reference page in American Sociological Association style
 - <https://owl.english.purdue.edu/owl/resource/583/03/>
 - Alphabetical by authors' last names
 - This does not count in page or word requirements
- Quotations & evidence cited according to ASA style
 - <https://owl.english.purdue.edu/owl/resource/583/02/>

Final letter grades are as follows:

A	93-100	BC	78-82	F	below 60
AB	88-92	C	70-77		
B	83-87	D	60-69		

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

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

HOMEWORK & OTHER ASSIGNMENTS

All assignments to be submitted on Canvas on designated due dates listed in our course calendar at the end of this syllabus.

POLICY ON LATE OR MISSED ASSIGNMENTS

Communication is key! We will be as accommodating as we can be, but you must communicate with us if you need extra time on an assignment. If assignments are submitted more than two weeks past the original due date, they may not be accepted for credit, except in the case of extenuating circumstances.

If you have a valid reason to turn in an assignment late, please talk to your TA before the due date if at all possible. Final papers must be submitted on the due date because we are up against end of semester grading deadlines. Please plan ahead for the end of the semester!

******We recognize that we are still operating within a global pandemic – if you need extra time, flexibility, support, or assistance, all we ask is that you communicate with us!***

OTHER COURSE INFORMATION

1. This syllabus is to act as both a guide and a contract for the semester; but it is not set in stone. Certain due dates for assignments may shift slightly – but I will do everything I can to ensure people are fully aware of any changes well in advance. As such, by choosing to remain in this course, you agree to all 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 office hours and the office hours of your TA to make appointments to talk about assignments. Also, I encourage all students to use the UW-Madison Writing Center and academic support services and resources.

Resources for Academic Assistance:

- The UW Writing Center: <https://writing.wisc.edu/>
 - Tutoring and Learning Support Services – <https://newstudent.wisc.edu/academic-support/>
 - <https://academicsupport.wisc.edu/>
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 9 a.m. and 5 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. You are encouraged to communicate directly with your TA as your primary resource for course questions and information! (Also, many questions can be found by looking at your syllabus! Keep it handy!)

RULES, RIGHTS & RESPONSIBILITIES

- See: <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

ACADEMIC INTEGRITY

Institutional syllabus statement: By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which

may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

<https://conduct.students.wisc.edu/syllabus-statement/>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

(Language graciously borrowed from Dr. Sami Schalk of UW-Madison Gender and Women's Studies): I believe everyone has a right to a quality education and that classrooms can adapt to students' needs. 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 as soon as possible to discuss a learning plan. If you have a documented disability, please provide me 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 [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/instructor/>

DIVERSITY & 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/>

SEXUAL HARASSMENT & 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 wish to seek out free, confidential support, there are a number of [services](#) available on campus and in the community.

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. Judy Houck (jahouck@wisc.edu), the Graduate Coordinator, José Ramirez (jramirez27@wisc.edu), and the Undergraduate Advisor, Susan Nelson (susan.nelson@wisc.edu).

PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURERS STATEMENT

See more information about privacy of student records and the usage of audio-recorded lectures. Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

COURSE EVALUATIONS (AEFIS)

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation. Your feedback helps us continue to offer meaningful curriculum and create the best educational experience for you!

UW-Madison uses a digital course evaluation survey tool called AEFIS. For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous.

COVID-19 Information:

Students' Rules [Rights, & Responsibilities](#)

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.

<https://covidresponse.wisc.edu/>

UW-Madison Face Covering Guidelines

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)



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](#) 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.

A Final Thought on our Classroom Community

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 personal/correct names and pronouns. I encourage open communication among students and myself. Students are welcome and encouraged to share viewpoints relevant to course material, and respectful, relevant debate is encouraged.

At times during the term, we will be discussing topics that may be disturbing, even traumatizing, to some students. The readings and viewings we do in this class can be especially difficult as they deal with the subjects of violence and various forms of oppression. You are expected to engage with the material, but not to the point of any self-detriment. You will never be required to share something you are not comfortable sharing. However, this does not mean you are exempt from participation. 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, I ask that you make me and your TA 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, your TA, 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!

Class/Reading and Viewing and Assignment Schedule

<p>Week One: Welcomes and Introductions!</p>	<p>Wednesday 9/8: Introductions, syllabus overview No readings or viewings due</p>
<p>Week Two: Establishing Frameworks and Key Concepts – Intersectionality, Identity Politics, Body Politics</p>	<p>Monday 9/13: Readings and viewings due:</p> <ul style="list-style-type: none"> • The Urgency of Intersectionality - Kimberlé Crenshaw TED talk (video) • Intersectionality for Beginners - Kaufman (reading) • The Danger of the Single Story – Chimamanda Ngozi Adichie (video) • The Combahee River Collective Statement (reading) <p>Wednesday 9/15: Readings and viewings due:</p> <ul style="list-style-type: none"> • Rose Weitz - A History of Women’s Bodies (reading) • Horace Miner - Body Ritual Among the Nacirema (reading) • Sonya Renee Taylor – Bodies as Resistance (video) <p>A Letter on Intersectionality Assignment due Friday, 9/17 by midnight on Canvas</p>
<p>Week Three: Doing Sex,</p>	<p>Monday 9/20: Readings and viewings due:</p> <ul style="list-style-type: none"> • Judith Lorber - The Social Construction of Gender (reading) • The Story of X - Lois Gould (reading)

<p>Gender, and Sexuality</p>	<ul style="list-style-type: none"> • On Gender Differences - Parker, Horowitz, Stepler (reading) • Butler and Gender Performativity (video) • The Gender Tag TED Talk (video) <p>Wednesday 9/22: Readings and viewings due:</p> <ul style="list-style-type: none"> • Heath Fogg Davis, Introduction: Sex Stickers, Beyond Trans (reading) • Riley C. Snorton, Preface from Black on Both Sides: A Racial History of Trans Identity (reading) • Stephanie R. Olson, Compulsory Heterosexuality, 2015, GLBTQ Archive (reading)
<p>Week Four: Why Feminisms</p>	<p>Monday 9/27: Readings and viewings due:</p> <ul style="list-style-type: none"> • Feminism is for Everybody excerpt - bell hooks (reading) • We Should All Be Feminists - Chimamanda Ngozi Adichie TED talk (video) • The Master’s Tools Will Never Dismantle the Master’s House - Audre Lorde (reading) <p>Wednesday 9/29: Readings due:</p> <ul style="list-style-type: none"> • Excerpts from This Bridge Called My Back (reading) • Like Totally Whatever - Melissa Lozada Oliva (video)
<p>Week Five: There are Many Different Ways of Knowing</p>	<p>Monday 10/4: No readings or viewings due – In class viewing/TA lecture</p> <p>Wednesday 10/6: Readings and viewings due:</p> <ul style="list-style-type: none"> • Reflections on the Black Woman’s Role in the Community of Slaves - Angela Davis (reading) • Defining Black Feminist Thought – Patricia Hill Collins • Brown Queer Bodies – Bernadette Calafell (reading) • Formation - Beyoncé (video) <p>Topic and Three Sources Assignment due Friday, 10/8 by midnight on Canvas</p>
<p>Week Six: Exploring the Waves</p>	<p>Monday 10/11: Readings due:</p> <ul style="list-style-type: none"> • In 1920, Native Women Sought the Vote. Here’s What’s Next. - Cahill and Deer (reading) • Meet the Brave but Overlooked Women of Color who Fought for the Vote - NYT (reading) • Sultana’s Dream - Rokeya Sakhawat Hossain (1905) (reading)

	<p>Wednesday 10/13: Readings due:</p> <ul style="list-style-type: none"> • Stray Thoughts on Transgender Feminism - Susan Stryker (reading) • The Redstockings Manifesto (reading) • The Personal is Political – Carol Hanisch (reading) • I am the Third Wave - Rebecca Walker (reading) <p>Feminist Sex Wars Reflection worksheet due Friday, 10/15 by midnight on Canvas</p> <p>Accompanying materials (found on Canvas under Week Six module)</p> <ul style="list-style-type: none"> • Let’s Put Pornography Back in the Closet – Susan Brownmiller – 1979 (reading) • Lust Horizons: Is the Women’s Movement Pro-Sex? – Ellen Willis – 1981 (reading) • The Sex Wars 1970s-1980s – Andrew McBride – 2008 (reading) • Forum: The Feminist Sexuality Debates - Ann Ferguson, Ilene Philipson, Irene Diamond and Lee Quinby, and Carole S. Vance and Ann Barr Snitow – 1984 – (reading)
<p>Week Seven: Transnational Feminisms and Is sisterhood global?</p>	<p>Monday 10/18: Readings and viewings due:</p> <ul style="list-style-type: none"> • Explaining Transnational Feminism (video) • Transnational Feminist Theory and Practice: An Introduction - Carolyn Zerbe Enns, Lillian Comas Díaz & Thema Bryant-Davis (reading) • Under Western Eyes – Chandra Mohanty (reading) <p>Wednesday 10/20: Readings and viewings due:</p> <ul style="list-style-type: none"> • Anzaldua, Gloria. “La conciencia de la mestiza: Towards a New Consciousness.” (reading) • Femen in Paris - Tayler (reading) • What Do Sweden and Mexico Have in Common? A Feminist Foreign Policy - Gupta (reading) • Saving Face (video ~ 40 minutes)
<p>Week Eight: Gendered Institutions</p>	<p>Monday 10/25: Readings and viewings due:</p> <ul style="list-style-type: none"> • From Sex Roles to Gendered Institutions – Joan Acker (reading) • 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)

	<p>Wednesday 10/27:</p> <p>Readings and viewings due:</p> <ul style="list-style-type: none"> • Chain of Love documentary (video - accessed via UW Madison library) • Out of the Shadows: The New Labor Movement Fighting for Domestic Worker’s Rights – Lauren Hilgers (reading)
<p>Week Nine: Postfeminism and Popular Culture</p>	<p>Monday 11/1:</p> <p>Readings and viewings due:</p> <ul style="list-style-type: none"> • Various advertisements (videos) <ul style="list-style-type: none"> - Nike Dream Crazy and Dream Crazy - Frida Mom - Knixwear - Bodyform Blood Normal - Gillette - Aerie - Tampax • Postfeminism and Popular Culture – Angela McRobbie (reading) • Postfeminism and Popular Feminism – Sarah Banet-Weiser (reading) <p>Wednesday 11/3:</p> <p>Readings and viewings due:</p> <ul style="list-style-type: none"> • Everyday Sexism in a Postfeminist World – Hayley Krischer (reading) • We Sold Feminism to the Masses and Now it Means Nothing – Margie Bianco (reading) • The Rumpus Interview with Andi Zeisler – Alli Maloney (reading) <p>Advertisement Analysis Worksheet due Friday, 11/5 by midnight on Canvas</p>
<p>Week Ten: Sexual Health, Reproductive Justice, and Menstruation</p>	<p>Monday 11/8:</p> <p>Readings and viewings due:</p> <ul style="list-style-type: none"> • The Feminist Pursuit of Good Sex – Aronowitz (reading) • Sex, Pleasure, and Liberation panel discussion (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) <p><i>Supplemental reading: The Color of Choice: White Supremacy and Reproductive Justice – Loretta J. Ross, SisterSong</i></p> <p>Wednesday 11/10:</p>

	<p>Special Guest Speaker UW Instructor of Sociology and Legal Studies, Frankie Frank!</p> <p>Readings and viewings due:</p> <ul style="list-style-type: none"> • Why Menstruate if you Don't Have To - Renault (reading) • Menstrual Pads Can't Fix Prejudice - Bobel (reading) • Queering Menstruation – Sarah (Frankie) Frank (reading)
<p>Week Eleven: Gender and Violences</p>	<p>Monday 11/15: Readings and viewings due:</p> <ul style="list-style-type: none"> • 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) <p>Wednesday 11/17: Readings and viewings due:</p> <ul style="list-style-type: none"> • Coalition to Stop Violence Against Native Women (explore) - https://www.csvanw.org/mmiw/ • Presley, 2020. Embodied Liminality and Gendered State Violence (reading) • Ending Violence Against Native Women – Indian Law Resource Center (reading) • Native Women's Wilderness – MMIWG2S webpage (explore) - https://www.nativewomenswilderness.org/mmiw <p>Outline for Final Paper due Friday, 11/17 by midnight on Canvas</p>
<p>Week Twelve: Masculinities</p>	<p>Monday 11/22: Readings and viewings due:</p> <ul style="list-style-type: none"> • A Master's Degree in...Masculinity? – Jessica Bennett (reading) • Last Taboo: Why Pop Culture Just Can't Deal with Black Male Sexuality – Wesley Morris (reading) • Masculinities: Ivan Michael Blackstock (video) https://www.youtube.com/watch?v=WFhUXo45ly0&ab_channel=BarbicanCentre • What is Female Masculinity? (video) https://www.youtube.com/watch?v=aSCDQj21Jjo&ab_channel=As%2FIs • TikTok Creators are De-stigmatizing Men's Mental Health – Lindsay Kalter (reading) - https://www.webmd.com/men/news/20210824/tik-tok-creators-destigmatizing-mens-mental-health

	<p>Wednesday 11/24: No readings or viewings due <i>Final Paper Q and A session (attendance optional)</i></p> <p>Thursday 11/25 – Sunday 11/28: Thanksgiving Recess – NO WEDNESDAY OR THURSDAY DISCUSSION SECTIONS</p>
<p>Week Thirteen: Embodiment and Body Politics</p>	<p>Monday 11/29: Readings and viewings due:</p> <ul style="list-style-type: none"> • Bathroom Battlegrounds and Penis Panics - Schilt and Westbrook (reading) • I Sing the Body Electric – Andrea Gibson (video) - https://vimeo.com/31888473 • Skin Lightening - Vox (video) • Hollywood’s Colorism Problem - ICYMI (video) • Here’s What Fat Acceptance Is and Isn’t - Dionne (reading) • The Fat Joke - Rachel Wiley (video) <p>Wednesday 12/1: Readings and viewings due:</p> <ul style="list-style-type: none"> • Disability Visibility Project website (explore) https://disabilityvisibilityproject.com/ • Asexuality in Disability Narratives - Kim (reading) • Nobody Cat Calls the Woman in the Wheelchair - Whaley (reading) • Inside the Controversial World of Medically Assisted Sex, VICE (video)
<p>Week Fourteen: Movements are Messy</p>	<p>Monday 12/6: Readings due:</p> <ul style="list-style-type: none"> • History of Women’s Activism in the US - Gillis and Jacobs (reading) • Collective Memory and the Transfeminist 1970s – Finn Enke (reading) <p>Wednesday 12/8: Readings due:</p> <ul style="list-style-type: none"> • Teaching Outside Liberal Imperial Discourse - Falcon et al. (reading) • An Interview with the Founders of Black Lives Matter (video) • Good and Mad – Rebecca Traister (reading) • Feminism Has Failed Women – Kim Brooks (reading) • What Has Feminism Achieved? A Response to Kim Brooks (reading) <p>Personal is Political Reflection Worksheet due Friday, 12/10 by midnight on Canvas</p>
<p>Week Fifteen:</p>	<p>Monday 12/13: Readings and viewings due:</p>

	<ul style="list-style-type: none">• 21st Century Feminist Activism exhibit (explore) - https://artsandculture.google.com/exhibit/21st-century-feminist-activism/AQLCqFk2KjQoLA• Feminist Identity in 2020 - Pew Research Report – Barroso (reading)• Confessions of a Bad Feminist – Roxane Gay (video) <p>Wednesday 12/15:</p> <p>No readings and viewings due, course reflections</p>
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Final Paper due Friday, 12/17 by midnight on Canvas
Please plan ahead! No late submissions on final papers!