

GWS 101: “Gender, Women, & Cultural Representation”
UW Madison, Spring 2019, 3 credits
Lecture: MW 11:00-11:50am Van Vleck B130

Instructor Information:

Dr. Sami Schalk (she/her)

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Office Hours: Walk-in Wednesdays 12-2pm or by appointment

Teaching Assistants & Discussion Sections

Marie Gorman (she/her)	308	Weds	2:25 PM	2335 Sterling
megorman@wisc.edu	309	Thurs	9:55 AM	B113 Van Vleck
Office Hours:	304	Thurs	1:20 PM	B235 Van Vleck
Nina Knorr (she/her)	305	Weds	1:20 PM	2333 Sterling
nknorr@wisc.edu	310	Thurs	9:55 AM	B125 Van Vleck
Office Hours:	313	Thurs	12:05 PM	6310 Soc Sci
Agnes Muyanga (she/her)	306	Weds	1:20 PM	1335 Sterling
muyanga@wisc.edu	307	Weds	2:25 PM	2135 Chamberlin
Office Hours:	302	Thurs	11:00 AM	348 Birge
Doss Ramsey (he/him)	311	Thurs	11:00 AM	1323 Sterling
daramsey@wisc.edu	312	Thurs	12:05 PM	2135 Chamberlin
Office Hours:	303	Thurs	1:20 PM	2301 Sterling

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 Goals:

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, 2018. (*Intro to WGSS* on syllabus)
- Netflix access

Textbook is available for purchase at Room of One's Own, Madison's local, independent bookstore:

Additional readings will be made available on Canvas.

Course Policies:

Universal Design & Accommodations: I believe everyone has a right to a quality education and that classrooms can adapt to students' needs. 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 and/or your TA 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 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 & Inclusion: This course values and includes a diversity of voices while centering those who have been historically marginalized, oppressed, underrepresented and otherwise excluded from social, political, and academic realms. You are encouraged to look for connections between your experience and identities and those represented in the course. UW-Madison's official statement on diversity 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/>

Classroom Conduct: Students are expected to conduct themselves in a respectful manner toward both their peers and instructors at all times. While disagreement and passion are welcome in our discussions, the emotional and intellectual safety of everyone is of utmost importance. You are encouraged to listen to and explore your discomfort with course subjects. This course is not about opinions, but rather about building arguments, exploring ideas, and engaging with gender as a social issue.

Late Policy: All assignments lose five percent for each day they are late, unless an accommodation plan is already in place. In emergency cases, students may request extensions from their TA, but you must do so at least 24 hours before the assignment is due with evidence of emergency situation and evidence of progress on the assignment. A common complaint is work being lost on broken computers or lost flash drives. We highly recommend all students set up a cloud account like Dropbox or Google Docs to save their drafts and final work.

E-mail policy: You may use e-mail to ask questions, share ideas, or make suggestions. However, we will not respond to emails that can be easily answered by reading this syllabus. If you did not get an answer within 48 hours, and suspect the answer to your question may be on the syllabus, please read it again or ask a peer. We only respond to emails during normal daytime work-hours (that is, not in the evening or on the weekend). Questions about grades or papers must be brought to office hours.

Grading Policy: If you believe your grade is incorrect, you should first discuss it with your TA during office hours or a scheduled meeting. If meeting with your TA does not resolve your concern, you may contest the grade to Dr. Schalk. However, contesting a grade means you agree to accept whatever grade Dr. Schalk gives in her re-evaluation which could result in the same grade, a higher grade, or a lower one. Grade contestations should be brought to office hours or an in-person appointment.

Technology Policy: Technology is a vital part of our everyday lives and, for many, a useful learning tool. You should make choices about technology in the classroom that are right for you and your learning. You are welcome to bring laptops or tablets to use during class for referring to readings, taking notes, or looking up information related to the class discussion. There should be no internet surfing, online shopping, social media posting, video game playing or video watching during class. No cell phones should be used during class except for Top Hat activities. No matter what technology you bring to class, please make sure all devices and your use of them are not distracting to your peers: turn off sound and vibrations before class begins. If you are asked by a peer or TA to stop distracting use of technology, you are expected to do so immediately.

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). For more on academic misconduct procedures at UW-Madison see: <https://students.wisc.edu/student-conduct/academic-integrity/>

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:

Section Attendance	10%
Section Participation	10%
Section Presentation	10%
Weekly Responses	20%
Midterm Exam	25%
Final Exam	25%

Section Attendance: Attendance will not be taken in lecture, however, you are responsible for getting notes for any missed lectures from a peer or by going to your TAs office hours. Attendance in your discussion section is mandatory and will be graded by percentage of classes attended. *There are no excused absences for discussion section* unless you have a disability accommodation plan or are missing due to a religious holiday. However, your first two absences will count as 50% attendance. This covers one-time medical emergencies, missed bus, oversleeping, family emergencies, etc. After the first two, all other absences will count as zero. 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 to set up an alternative lesson plan. Similarly, student athletes who need to miss discussion section for documented away games should meet with their TA to set up an alternative lesson plan to account for their absences. Beyond these exceptions there is no need to notify Dr. Schalk or your TA if you are going to miss class. **Section attendance constitutes 10% of the final grade.**

Section Participation: 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 grades begin at a C (75%) and go up or down according the amount and quality of your participation. Participation grades increase by being actively involved your discussion section in a respectful manner. This includes communicating in discussions (including asking questions) and engaging in class activities, such as group work, in-class writing, writing on the board, and reading aloud. Attending office hours to ask questions about course readings also increases your participation grade. Excessive tardiness, sleeping, or distracting use of technology will reduce your participation grade. No cell phones should be out during discussion section meetings. **Section participation counts for 10% of the final grade.**

Additionally, students who struggle with in-class participation may elect to attend up to five campus events (film screenings, symposiums, or lectures) which directly relate to the topics of this course. All pre-approved events will be listed on Canvas. You may request to have an event not on the pre-approved list count as extra credit by e-mailing your TA with the details of the event at least 48 hours in advance of the event explaining why you believe it relates to the course. Students who attend extra events must submit a 2 page double-spaces response paper explaining what they learned at the event and connect the event to at least one course reading. **Each extra credit response papers will add 1% to your section participation grade up to 5%.**

Section Presentation: All students will work in groups to do a short, 8-10 minute presentation of a music video during weeks 13 and 14. The presentation should analyze still images and lyrics from the video in order to make an argument that the video is feminist in some way. The presentation should directly relate the video to at least two concepts/readings from the course. **Section presentations are worth 10% of the final grade.**

Weekly Responses: Students are expected to submit weekly responses to Canvas which directly respond to the course readings on weeks 2-14—except week 9/spring break—for a total of 12 posts. Posts should be 150-200 words in response to the question/topic of the week as posted on Canvas. Discussion posts should be submitted by the start of section lecture (**11am Wednesdays**) each week. Late posts and posts that do not address the question/topic will count for 50% and the lowest two grades will be dropped. **Discussion posts are collectively worth 20% of the final grade.**

Midterm Exam: Students will take a midterm exam covering material from the first half of the course. The midterm exam will be half constituted by a traditional in-class exam with multiple choice, true or false, matching, and/or fill-in-the-blank questions and half constituted by a take-home component in which students will be asked to write short essays in response to several prompts. **The midterm exam is worth 25% of the final grade.**

Final Exam: Students will take a final comprehensive exam covering material across the entire course. The final exam will be half constituted by a traditional in-class exam with multiple choice, true or false, matching, and/or fill-in-the-blank questions and half constituted by a take-home component in which students will be asked to write short essays in response to several prompts. **The final exam is worth 25% of the final grade.**

Reading Schedule:

Introduction to the Field

Week 1

Wednesday, January 23

Introduction to the course

Week 2

Monday, January 28

- Saraswati et al “Mapping the Field: An Introduction to Women’s Gender & Sexuality Studies” (*Intro to WGSS* 1-19)

Wednesday, January 30

- bell hooks “Feminist Politics: Where We Stand” (*Intro to WGSS* 20-22)
- Michele Tracy Berger and Cheryl Radeloff “Claiming an Education: Your Inheritance as a Student of Women’s and Gender Studies” (*Intro to WGSS* 82-95)

Systems of Privilege & Oppression

Week 3

Monday, February 4

- Allan Johnson, “Patriarchy, the System: an It, Not a He, a Them, or an Us” (*Intro to WGSS* 23-32)
- Marliyn Frye “Oppression” (*Intro to WGSS* 67-72)
- Peggy McIntosh “White Privilege: Unpacking the Invisible Knapsack” (*Intro to WGSS* 72-75)

Wednesday, February 6

- African American Policy Forum “A Primer on Intersectionality” (Canvas)
- Audre Lorde, “There Is No Hierarchy of Oppressions” (*Intro to WGSS* 76)
- Combahee River Collective “A Black Feminist Statement” (*Intro to WGSS* 157-163)

What Is Gender?

Week 4

Monday, February 11

- Sam Killerman “Breaking through the binary: Gender explained using continuums” (Canvas)
- Anne Fausto-Sterling, “The Five Sexes Revisited” (*Intro to WGSS* 32-37)
- Riki Wilchins, “Angry Intersex People with Signs!” (*Intro to WGSS* 372-373)
- *Optional:* Sam Killerman “Comprehensive* List of LGBTQ+ Vocabulary Definitions” (Canvas)

Wednesday, February 13

- Ijeoma A., “Because You’re a Girl” (*Intro to WGSS* 37-43)
- C.J. Pascoe, “Making Masculinity: Adolescence, Identity, and High School” (*Intro to WGSS* 43-52)
- Gloria Steinem “If Men Could Menstruate” (*Intro to WGSS* 399-400)

Week 5

Monday, February 18:

- **Class Cancelled:** Screen *Diagnosing Difference* at home in lieu of class [*Content note: Discussion of medical discrimination and violence*]

Wednesday, February 20

- Paisley Currah, “Stepping Back, Looking Onward: Situating Transgender Activism and Transgender Studies” (*Intro to WGSS 57-67*)
- Janet Mock, excerpt from *Redefining Realness* (*Intro to WGSS 365-371*)
- Lair, “Sexology, Eugenics, and Hirschfield’s Transvestites” (*Intro to WGSS 469-473*)

Histories of Feminisms

Week 6

Monday, February 25

- Saraswati et al “Historical Perspectives in Women’s, Gender and Sexuality Studies” (*Intro to WGSS 97-119*)
- Seneca Falls Convention “The Declaration of Sentiments” (*Intro to WGSS 122-123*)
- Sojourner Truth, “1851 Speech” (*Intro to WGSS 124*)
- Susan B. Anthony, “Sentencing Speech in the Case of *United States v. Susan B. Anthony*” (*Intro to WGSS 124-126*)

Wednesday, February 27

- Daughters of Bilitis “Statement of Purpose” (*Intro to WGSS 140-141*)
- Leslie Feinberg, interview with Sylvia Rivera, “I’m Glad I Was in the Stonewall Riot” (*Intro to WGSS 141-143*) [**Content note: Brief mention of sexual violence**]
- Pat Mainardi, “The Politics of Housework” (*Intro to WGSS 143-146*)
- Anne Koedt, “The Myth of the Vaginal Orgasm” (*Intro to WGSS 147-152*)
- Radicalesbian, “The Woman-Identified Woman” (*Intro to WGSS 152-153*)
- Chicago Gay Liberation Front, “A Leaflet for the American Medical Association” (*Intro to WGSS 156-157*)

Week 7

Monday, March 4

- Jo Carrillo, “And When You Leave, Take Your Pictures With You” (*Intro to WGSS 164*)
- bell hooks, “Men: Comrades in Struggle” (*Intro to WGSS 165-172*)
- Claire Goldberg Moses, “‘What’s in a Name?’ On Writing the History of Feminism” (*Intro to WGSS 190-196*)
- Tina Vasquez, “It’s Time to End the Long History of Feminism Failing Transgender Women” (*Intro to WGSS 197-200*)

Wednesday March 6

- **Class Cancelled:** Work on take-home portion of midterm

Week 8

Monday, March 11

- **In-class portion of the midterm exam**

Wednesday, March 13

- Saraswati et al “Cultural Debates in Women’s , Gender and Sexuality Studies” (*Intro to WGSS 201-230*)

Week 9

March 18 & 20: Classes Cancelled for Spring Break

Cultural Debates & Key Issues

Week 10

Monday, March 25: Rethinking Family

- Rebecca Barrett-Fox. “Constraints and Freedom in Conservative Christian Women’s Lives” (*Intro to WGSS 230-234*)
- Jessica Birch, “Love, Labor, and Lorde” (*Intro to WGSS 234-238*)
- Monisha Das Gupta, “Broken Heart, Broken Families” (*Intro to WGSS 239-243*)
- beyondmarriage.org, “Beyond Same-Sex Marriage” (*Intro to WGSS 244-249*)

Wednesday, March 27: Gender, Sexuality, & Disability in the Labor Market

- Marlene Kim, “Policies to End the Gender Wage Gap in the United States” (*Intro to WGSS 249-254*)
- Dean Spade, “Compliance Is Gendered: Struggling for Gendered Self-Determination in a Hostile Economy” (*Intro to WGSS 255-266*)
- Brenda Jo Brueggemann et al., “What Her Body Taught (or, Teaching about and with a Disability): A Conversation” (*Intro to WGSS 377-382*)

Week 11

Monday, April 1: Reproductive Politics

- SisterSong, “Understanding Reproductive Justice” (Canvas)
- Alexandra DelValle, “From the Roots of Latina Feminism to the Future of the Reproductive Justice Movement” (*Intro to WGSS 279-281*)
- Kathy Ferguson, “Birth Control” (*Intro to WGSS 282-286*)
- France Winddance Twine, “The Industrial Womb” (*Intro to WGSS 286-294*)

Wednesday, April 3: Gendered Violence [*Content note: All readings for this lecture discuss sexual assault and/or other forms of gender-based violence*]

- Victoria Banyard et al., “Friends of Survivors: The Community Impact of Unwanted Sexual Experiences” (*Intro to WGSS 294-303*)
- Brad Perry, “Hooking Up with Healthy Sexuality...” (*Intro to WGSS 303-309*)
- Beth Richie, “A Black Feminist Reflection on the Antiviolence Movement” (*Intro to WGSS 310-313*)
- Joey L. Mogul et al., “False Promises: Criminal Legal Responses to Violence against LGBT People” (*Intro to WGSS 313-323*)
- Kimberly A. Williams, “Women@Web: Cyber Sexual Violence in Canada” (*Intro to WGSS 496-500*)

Gender Representation in Art, Music, & Media

Week 12

Monday, April 8:

- **Class Cancelled:** Screen *Miss Representation* in lieu of class

Wednesday, April 10

- Douglas Kellner, “Cultural Studies, Multiculturalism, and Media Culture” (Canvas)
- Ian Capulet, “With Repts Like These: Bisexuality and Celebrity Status” (*Intro to WGSS* 336-344)
- Jason Whitesel, “Gay Men’s Use of Online Pictures in Fat-Affirming Groups” (*Intro to WGSS* 500-508)
- Kathleen Hanna/Bikini Kill, “Riot Grrrl Manifesto” (*Intro to WGSS* 597-598)

Week 13

Monday, April 15

- Sarah E. Fryett, “Laudable Laughter: Feminism and Female Comedians” (*Intro to WGSS* 592-596)
- Hannah Gadsby *Nanette* (Netflix) [*Content note: Discussion of sexual and gender/sexuality-based violence*]

Wednesday, April 17

- Esra Ozcan, “Who Is a Muslim Woman?: Questioning Knowledge Production on ‘Muslim Woman’” (*Intro to WGSS* 327-332)
- L. Ayu Saraswati, “Cosmopolitan Whiteness” (*Intro to WGSS* 413-423)
- Chimamanda Ngozi Adichie, excerpt from *Americanah* (*Intro to WGSS* 423-428)
- Hannah E. Britton and Taylor Price, “‘If Good Food Is Cooked in One Country, We Will All Eat From It’: Women and Civil Society in Africa” (*Intro to WGSS* 586-590)

Activism & Political Action

Week 14

Monday, April 22

- Clare Jen, “Feminist Hactivisms” (*Intro to WGSS* 474-480)
- Farida Vis et al., “Women Responding to the Anti-Islam Film *Fitna*” (*Intro to WGSS* 508-517)
- Elizabeth R. Cole and Zakiya T. Luna, “Making Coalitions Work” (*Intro to WGSS* 564-572)
- Michael Winter, “I was there” (*Intro to WGSS* 590-591)

Wednesday, April 24

- Amber L. Vlasnik, “Campus-Based Women’s and Gender Equity Centers” (*Intro to WGSS* 604-608)
- Campus Center Representative Panel

Week 15

Monday, April 29

- Maggie Astor “7 Times in History When Students Turned to Activism” (Canvas)
- Student Organization Representative Panel

Wednesday, May 1

Final exam preparation & review

Final Exam: Monday, May 6, 5:05-7:05pm