

## **GWS 111-02: Introduction to Gender, Women's, and Sexuality Studies**

Professor McKee

Spring 2014

GWS 111

Date/Time: M/W/F 11:00am – 11:50pm

Location: ARH 314

Office: Mears 212

Email: mckeekim@grinnell.edu

Office Hours: Tuesdays 9-11am;

Wednesdays 9-11am; and by appointment

### **Course Description:**

As a survey course, this class is designed to give students from diverse backgrounds and disciplines a basic understanding of debates and perspectives discussed in the interdisciplinary field of Gender, Women's, and Sexuality Studies. Throughout the semester, we will learn to use gender as critical lens to examine some of the social, cultural, economic, scientific and political practices that organize our lives. We will focus on the ways in which gender impacts our everyday lives, paying particular attention to the ways ideas about gender shape our attitudes and inform public policies and social institutions in the United States. We will explore a multitude of feminist perspectives on the intersections of gender, race, sexuality, class, physical ability, nationality, age and other categories of identity. In this course, we will interrogate these categories as socially-constructed while acknowledging that these constructions have real effects in subordinating groups, marking bodies and creating structural, intersectional inequalities.

The **objectives** and **goals** of this course are to help students:

- Understand the range of feminist theories/perspectives and develop a basic working knowledge of concepts including: power, privilege, oppression, intersectionality, and the social construction of gender;
- Understand the ways in which gender, race, class, sexuality, disability, and other categories of identity mutually inform and constitute one another;
- Recognize the importance of gender in shaping and organizing societal values, institutions and women's experiences in the U.S.;
- Discover the importance of feminist activism in the struggle for women's liberation and evaluation past and present attempts at dissolving systems of domination; and
- Learn to use gender as lens for critique and analysis of social, cultural, political, economic, and scientific assumptions/practices

### **Required Texts**

- Hewitt, Nancy. A. (Ed.) (2010) *No Permanent Waves: Recasting Histories of U.S. Feminisms*. New Brunswick, NJ: Rutgers University Press.
- Dicker, Rory. (2008) *A History of U.S. Feminisms*. Berkeley: Seal Press.
- Shaw, Susan M. and Janet Lee (Eds.) (2012) *Women's Voices, Feminist Visions: Classic and Contemporary Readings*. New York: McGraw Hill). Fifth Edition.
- Professor will provide additional readings on Pioneer Web (Documents > Course Readings)

***Please make sure you read the following requirements prior to the second week of classes as all course expectations as well as assignment instructions are listed in the pages that follow.***

## Course Requirements

### 1. **Class Participation (15%)**

**Please engage only in respectful discussion.** We represent a multitude of different personalities, and diverse backgrounds, beliefs, and opinions. *Please do not attack your fellow students for voicing their opinions. It is crucial that students come to class having read all assignments and prepared to participate meaningfully in class discussions.* Class discussions are meant to encourage us to think critically about both the content of this course and the world around us. Together, we will be producing knowledge rather than merely consuming it. The inclusion of multiple, and even contrasting, viewpoints will help us with this, and participation is required from everyone.

This classroom is a community of individuals from diverse backgrounds and experiences coming together to learn. In order for this course to be a productive learning environment, it is imperative that we all treat one another with respect and courtesy. ***As members of this community, you all are responsible for informing me if at any point if a classmate's behavior is impairing your ability to concentrate and learn in this class. This is not asking you to police one another,*** but to take responsibility for defending your right to a safe and productive learning environment. Bottom line: let's all treat each other with the same respect and courtesy we would like to receive.

Please arrive on time for class, having **completed the reading for the day**. I also ask that you refrain from arriving late or leaving early. Doing so is disruptive to your classmates as well as your professor. **If you arrive more than ten minutes late to class, you will be marked absent for the day.**

Please make sure that cell phones or any other electronic devices are off or on vibrate once you enter the classroom. **Computer and cell phone use are unnecessary during class.** Bring a **paper and a writing utensil** for notes.

Please see the Frequently Asked Question section and the second to last page of the syllabus for more detailed guidelines class participation.

### 2. **Documentary Commentary (10%)**

The short commentary requires you to analyze the significance of one of the documentaries screened in class. This short written assignment should be 2-3 double spaced pages in length. Please see Writing Assignment guidelines for formatting details.

**Students will select one of the following documentaries listed below for analysis:**

- *Killing Us Softly 4 (2010)*
- *White Like Me (2013)*
- *A Girl Like Her (2011)*

**Students will have one week from when the screening in-class to complete the written assignment.** This is a formal written assignment. Students are responsible for making sure this assignment is completed. The professor **does not** require students to inform her re: their

documentary selection. **Students must be responsible and remember to complete this assignment.**

The following questions are meant to guide your completion of this assignment:

- What is the documentary's thesis or main points?
- Why is the documentary important?
- How does it relate to the course materials?
- Does the documentary fall short in certain areas, but go beyond expectations in others?
- Is the documentary a feminist film?

Please see the last page of the syllabus for the cover sheet, which must be attached to your commentary, and rubric.

### 3. **Documentary Screening and Reflection (5%)**

Students are required to attend **the evening screening** of *The Bro Code: How Contemporary Culture Creates Sexist Men (2011)* on April 7, 2014. As part of your attendance, students must be prepared to engage in a fifteen-minute class discussion following the documentary's completion.

Students must write a 1-2 page reflection about the film's discussion of masculinity. Your reflection **must engage with how hegemonic masculinity is constructed**. Consider what types of complicit masculinity uphold bro culture. Guidelines will be provided to students in class Week 11, Lecture 27. This reflection is **due at the beginning of class on April 11, 2014** (Week 12, Lecture 30).

### 4. **Group Presentations (15%)**

At the end of the semester students will be responsible for giving a class presentation on one of the four topics: (1) The Many Women's Movements; (2) Gender, Race, and Sexuality in Popular Culture; (3) Hegemonic and/or Racialized Masculinity; (4) Reproductive Health/Rights; and (5) Global Feminisms. **The professor will assign groups by Week 2, Lecture 6. During this class period, the professor will also provide detailed guidelines and rubrics.**

In developing your presentation, your group should take an *intersectional approach* to the material, being sure to consider, whenever possible, the ways in which race, ethnicity, nationality, sexuality, class, and age affect the topic under discussion. You are required to incorporate material from the assigned course texts and readings into your presentation, as appropriate. In your presentation you should: (1) *present a thorough but concise overview* of the course readings for your assigned day and (2) *offer some new, original, and updated information* on the topic gathered from your own research. Each presentation should be 10 minutes in length. A question and answer period will follow.

**Groups will be required to meet with me on April 14, 2014 for a 15-minute conference** to discuss their presentation. Throughout the second half of the course, specific days (see

Course Schedule) are assigned for groups to meet with one another in lieu of class.

**The presentation involves five graded parts:** (1) Journal/Self-Reflection of your contributions to the group project (5 points); (2) Group Members Evaluation (10 points); (3) Peer Evaluation of the Presentation (15 points); (4) Preparation for Professor Meeting (5 points); and (5) Professor Evaluation of the Presentation (65 points).

My evaluation of your presentation will be based on several factors: the amount and quality of material presented (both assigned readings and your own research); the clarity of the overview provided of class readings; how well the material is presented to the class; whether connections are made between the topic and other issues and ideas discussed in this course; how successfully the group engages with the other students in the course during the presentation; the creativity and liveliness of the presentation; and last, but certainly not least, how well the group works together as a group.

5. **Quizzes (5%)**

There will be ten quizzes throughout the semester. These quizzes will be about the readings assigned and may cover material not covered in class. These quizzes are not designed to stump you, but to reward you for staying current with the assigned course readings.

**Quizzes may cover *any material up to and including the date of the quiz.*** Questions will be a mix of multiple choice, true/false, matching, and short answer. Questions may require you to answer a question based on a specific text. It is pertinent that you keep up with all required course readings. All quiz dates are listed in the syllabus.

**Quizzes cannot be made up, unless you have made prior arrangements with Prof. McKee.**

6. **Written Assignments (20%)**

These are formal written assignments. Standard grammar and essay guidelines should be followed. All written assignments must be completed in 12 point Times New Roman font, double-spaced with one-inch margins. The professor reserves the right to not accept assignments that fail to adhere to these guidelines. All citations must be standardized (i.e. please be consistent with your use of MLA, Chicago, or APA). For questions about citations, please visit sites such as EasyBib.com or Purdue OWL.

**If the professor provides you with comments or edits on paper drafts, you are responsible for integrating the feedback into your written work to enhance your paper during the revision process. Failure to do so with result in grade deductions at the discretion of the professor and you must revise and resubmit your paper.**

a. **Positionality Paper (10%)**

This essay assignment asks you to reflect on your identity in terms of race, class, gender, sexual orientation, nationality, ability, and other social categories. This short written assignment should be 2-3 double spaced pages in length. Detailed assignment guidelines, including the grading rubric, will be provided in class during Week 4, Lecture 10. **DUE:**

**Week 6, Lecture 16 at the beginning of class.**

**b. Performance of Gender Paper (10%)**

In a 2-3 page paper, students should analyze how they perform “gender.” Using the analytical concepts discussed in class, critically examine your own history of “doing gender” and how you would assess your relationship to femininity, masculinity, and/or androgyny. Detailed assignment guidelines will be provided in class during Week 12, Lecture 28. The same rubric from the Positionality Paper will be utilized for this assignment. **DUE: Week 14, Lecture 36 at the beginning of class.**

**7. Examinations (30%)**

Exams will include multiple-choice, true and false, matching, and short essay questions about the course readings and classroom discussions.

**You must notify the instructor three weeks prior to the midterm and/or final if you cannot attend the exam(s). Please make sure you bring in documentation from Student Academic Services if alternative arrangements are required.**

**a. Midterm Examination (15%) (Week 8, Lecture 23)**

This examination will require students to demonstrate their understanding of the course.

**b. Final Examination (15%) (Week 17)**

This is a comprehensive exam. A review session will be held during the final class session of the semester.

**A Contractual Obligation:**

If you feel that you cannot fulfill the requirements of this syllabus for any reason, please contact me in advance. Accommodations for disability, religious observance, and emergent needs will be negotiated in a spirit of fairness and mutual respect (please see **Resources** below for additional information). Whenever accommodations must be made, as with extensions and absences, it will be the student’s responsibility to present a plan for timely and successful completion of the course objectives, including engagement with the class community. All course deadlines are provided to you in this syllabus. You should ensure that you read all content as part of your full participation in the course.

**Resources:**

I strive to create a fully inclusive classroom, thus I welcome individual students to approach me about distinctive learning needs. I encourage students with disabilities to have a conversation with me and disclose how our classroom or course activities could impact the disability and what accommodations would be essential to you. You will also need to have a conversation about and provide documentation of your disability to the **Dean for Student Success and Academic Advising**, Joyce Stern, located on the 3rd floor of the Joe Rosenfield Center (x3702).

If you require writing assistance, please visit the **The Grinnell College Writing Lab** offers classes in basic and advanced principles of writing, oral communication skills, and teaching writing (which includes training for our Writing Mentors program). For further information, contact our student managers at x3117 or [writing@grinnell.edu](mailto:writing@grinnell.edu). **Students who visit the writing**

**lab and receive help on any written assignments will receive an additional two points to their grade. Please note an email notification will be sent to the professor from the Lab. This will serve as confirmation of your use of Lab services.**

Grinnell College offers alternative options to complete academic work for students who observe religious holy days. Please contact me within the first three weeks of the semester if you would like to discuss a specific instance that applies to you.

**Attendance Policy:**

You are expected to attend every class session. *Students are allowed two unexcused absences.* Please use these absences wisely. **For every additional absence you will lose three points per absence from your overall course grade.** For example, if you miss three additional classes, nine points will be deducted from your final grade. *Please notify the professor if you have a personal emergency or health issue causing you to miss class. Proper documentation is required for these absences to be considered “excused.”*

**Late Assignment Policy (for written assignments only):**

Written assignments will be accepted within forty-eight hours of the deadline. **Fifteen points** will be deducted from assignments submitted **within twenty-four hours of the deadline.** **Thirty points** will be deducted from assignments submitted **between twenty-four and forty-eight hours of the deadline.**

**LATE ASSIGNMENTS MUST BE EMAILED AS PDF DOCUMENTS. THE PROFESSOR WILL ACCEPT NO OTHER DOCUMENT FORMAT. THE TIMESTAMP ON THE EMAIL WILL SERVE AS VERIFICATION FOR WHEN THE LATE ASSIGNMENT IS SUBMITTED.**

**Assignments will not be accepted after forty-eight hours of the deadline.** The professor will not grant extensions unless prior arrangements have been made in consultation with her. Proper documentation is required for extensions.

**Academic Misconduct:**

All students are responsible for doing their own work and plagiarism will NOT be tolerated. **Please see the Grinnell College Academic Honesty Policy for specific guidelines on plagiarism/academic dishonesty.** Broadly speaking, the Academic Honesty Policy defines academic dishonesty as “a range of behaviors including cheating, plagiarism, deception, fabricating or falsifying results, collaborating on assignments without permission — behaviors that present someone else’s work as one’s own, fail to give credit to sources, or seek to gain unfair advantage over other students.”

Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its professors to report all cases of suspected plagiarism to the Committee on Academic Standing. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university.

### **Email Policy:**

I ask you to remember that email is a form of writing. In your life after Grinnell College, you will be required to communicate via email in a professional format (i.e., salutation, properly formatted sentences, and signature). *Please follow the following email etiquette guidelines:*

Subject: [Be as specific as possible (i.e. Positionality Paper)]

Dear Professor McKee,

[The body of the email should be written in standard sentence format. This also means standard written rules apply, including utilizing appropriate capitalization when needed.]

[Salutation],

Your Name

**Please remember email is a professional mode of communication.** Please make sure you're following standard grammar guidelines. I will respond to your email within 24-hours on weekdays, and by Sunday evening at the latest on weekends (beginning Friday evening).

***Students must check their emails every 48 hours to ensure they are aware of communications sent by the instructor.***

### **Frequently Asked Questions:**

#### **1. What do we do in class?**

The goals in this course are to encourage you to think, read, write, and speak critically about literary texts. Class meetings are the times wherein we synthesize and clarify the main ideas and themes of the text assigned for that session. We arrive at this synthesis in a number of ways. For instance, you may want to ask direct and specific questions about the lectures and the reading. We may focus on one topic, idea and/or text very closely and understand how it relates to the larger course. Reading critically, analyzing complex ideas and studying others' modes of argumentation will facilitate both the development of your own ideas and the articulation of your views.

#### **2. What should I do in a class discussion?**

- Be critical of ideas, not other people.
- Listen to others' ideas, even if you do not agree.
- Try to understand all sides of an issue.
- Speak, even if your thought or idea is incomplete.
- Stick to the subject and verbally signal when you would like to change the topic.
- Avoid long stories, anecdotes or examples.
- Give encouragement and approval to others.
- Seek out differences in opinion among your classmates.
- Be sympathetic and understanding of other views.

You do not need to be eloquent. Be thoughtful, honest, and open. Be prepared to listen to and learn from your classmates, especially from those whose attitudes and perspectives appear to oppose yours. **Please see the last page of the syllabus for more information concerning active class participation.**

### **3. What if I arrive late or miss a class?**

It is your responsibility to come to class on time. Quizzes, assignments, changes to the syllabus or assignment deadlines, will also be announced at the beginning of class. I will also not repeat for latecomers any announcements I have made at the start of class about deadlines, assignments, or anything else. Everyone should exchange contact information with another student upon whom you can rely for information about classes you miss. I consider it your responsibility to come to class after an absence having been brought up to speed about assignments, handouts, and so on. I will not reply to email asking me to summarize what you missed when you have been absent.

### **4. How do I prepare for class?**

All reading assignments are to be completed by the date noted on the syllabus. Based on the assigned readings, you should prepare 2-3 "thought" questions that can be used to launch our discussion and begin your thinking about future papers. While you do not necessarily need to formulate an answer to the question posed, you should be able to convey some broad thoughts. In order to facilitate participation in class discussion, I highly recommend taking notes on the reading. Careful, thoughtful reading and written synthesis will contribute to developing your analytical skills and improving your writing.

### **5. What are "thought" questions?**

Ask "how" and "why" questions that generate multiple and contradictory answers and begin thinking where you stand on these controversial issues and why. For example, your questions could address the author's clarity, content, and possible contradictions in the text.

### **6. How may I improve my note-taking?**

(Courtesy of: <http://www.reading.ac.uk/internal/studyadvice/StudyResources/Reading/sta-effective.aspx>)

#### **a) Active note-taking means:**

- thinking about what you want to get out of your research before you start
- looking for answers to any questions you may have about the topic
- looking for connections within the topic you're studying, and to other topics on your course
- writing notes mostly in your own words - your own explanation of what something says or means
- recording direct quotes only when it's important to have the exact words that someone else has used (i.e. when how they say something is as significant as what they say)

#### **b) Passive note-taking includes:**

- underlining words
- cutting and pasting from online documents
- trying to write everything you hear in a lecture
- copying slides from the screen

- copying lots of direct quotes rather than putting the ideas in your own words
- writing notes on everything you read, because you're not sure what will turn out to be important
- not evaluating or criticizing the sources you use, but just accepting them as suitable evidence

## 7. Will PowerPoint presentations be available to students?

Professor McKee will provide the PowerPoint presentations as PDF documents within one week of the lecture. However, **it is your responsibility to take notes during class to complement the information provided on the slides.**

## 8. How may I improve my reading comprehension?

### a) The Basics

- ARGUMENT: What is the author's central point? Does the author clearly articulate his/her central points at the beginning of the chapter/article?
- CONCEPTS: What key concepts/theories does the author engage with?
- METHOD: What tools aid the author's development of his/her argument? Does the author utilize surveys, textual analysis, statistics? Think about why the type of data the author utilizes is important.
- CONNECTIONS: How are some of these "buzzwords" related to what we've studied throughout the course? For example, how does a reading from the beginning of the course relate to something we're discussing towards the end of the course? Remember all of the texts build off one another.
- CONCLUSIONS: What conclusions does the author make? How do these conclusions relate to broader themes discussed in the class? What is the impact of these conclusions?

### b) The Essentials

- RE-READ: If a section/passage of a text is unclear, make sure you re-read! While I understand, some terminology may be unclear, you should try and gain a basic sense of what the author is trying to convey.
- NOTETAKING: Try and summarize what the author's main points are in the text. This will deepen your analysis. This technique will also benefit your written assignments.
- LECTURE NOTES: Utilize the instructor's lecture notes to your advantage. What key points, passages or themes is the instructor highlighting?

## 9. How do I improve my writing?

Each writing assignment requires critical thinking. To critique is not merely criticizing an author's perspective. Rather, you must be "specific about what it means to argue for a position" (Bowen, *Teaching Naked* 163). As you write, I encourage you to review the rubrics for each assignment. Consider how the text may be interpreted. Differentiate between opinions (yours, mine, ours) and the intention of the text's author. When analyzing a reading, consider why the text is important. How does it help your argument?

## 10. What happens during office hours?

I encourage you to come to office hours to discuss your writing on an individual basis. I would like to meet with you at least once this semester for a scheduled individual conference to evaluate your progress in the course. Think of this meeting as getting the most of your college education. I especially encourage you to see me before papers are handed in to focus your ideas and then after papers are handed back so that we can talk about your writing and ideas in further detail. In my experience, students who see me in office hours write better papers, and thus, office hours have numerous benefits: (1) You explain your ideas to me, and I better understand what I eventually read in your paper; (2) In talking through your ideas, you further clarify your own; and (3) You can anticipate possible objections and modifications your potential reader (me) would have to your thesis.

#### **10. I received comments and edits on a written assignment. What should I do?**

If the professor provides you with comments or edits on paper drafts, you are responsible for integrating the feedback into your written work to enhance your paper during the revision process. ***Failure to integrate the professor's feedback will result in a "REVISE AND RESUBMIT." Once the student revises the paper, he/she will receive an immediate 20-point deduction from their final grade.***

**The professor reserves the right to make changes to the syllabus at any time.**

**This document is a contract between professor and student concerning course expectations.**

#### **Course Schedule:**

#### **PART 1: U.S. WOMEN'S MOVEMENTS: HISTORY, THEORY, AND ACTIVISM**

##### **Week 1 (January 19 – 25, 2014)**

Lecture 1 (1/20/2014): Course Introduction, Announcements

**1/21/2014 Office Hours Cancelled**

Lecture 2 (1/22/2014): *Approaching Feminism*

- Dicker, *A History of U.S. Feminisms*, Chapter One
- Shaw and Lee, *Women's Voices, Feminist Visions*, Chapter One (1-23)
- Guy-Sheftall, "Forty Years of Women's Studies" in *Women's Voices, Feminist Visions* (25-27)

Lecture 3 (1/24/2014): *Foundational Concepts (Part 1): Detangling Sex from Gender and vice versa*

##### **Attendance Policy Begins**

- Shaw and Lee, *Women's Voices, Feminist Visions*, Chapter Three (105-121)
- Lorber, "The Social Construction of Gender" in *Women's Voices, Feminist Visions* (126-129)

##### **Week 2 (January 26 – February 1)**



- Valk, Anne M. “Living a Feminist Lifestyle: The Intersection of Theory and Action in a Lesbian Feminist Collective” in Hewitt

### **Week 3 (February 2 – 8, 2014)**

Lecture 7 (2/3/2014): *The Many Women’s Movements: The Third Wave and Beyond and Quiz 2*

- Dicker, *A History of U.S. Feminisms*, Chapters Four and Five
- Shaw and Lee, *Women’s Voices, Feminist Visions*, Chapter Thirteen (655 – 673)

Lecture 8 (2/5/2014): *Reflections on The Many Women’s Movements*

- Zarnow, Leandra. “From Sisterhood to Girlie Culture: Closing the Great Divide between Second and Third Wave Cultural Agendas” in Hewitt
- Peoples, Whitney A. “‘Under Construction’: Identifying Foundations of Hip-Hop Feminism and Exploring Bridges between Black Second Wave and Hip-Hop Feminisms” in Hewitt

### **PART 2: THEORIZING DIFFERENCE, PRIVILEGE, AND INEQUALITY**

Lecture 9 (2/7/2014): *Identity, Intersectionality, and Positionality (Part 1) and Quiz 3*

- Shaw and Lee, *Women’s Voices, Feminist Visions*, Chapter Two (42-59)
- Hill Collins, “Toward a New Vision” in *Women’s Voices, Feminist Visions* (59-67)

### **Week 4 (February 9 – 15, 2014)**

Lecture 10 (2/10/2014): *Identity, Intersectionality, and Positionality (Part 2)*  
**Positionality Paper Assignment Guidelines Provided**

- Anzaldúa, Gloria. “*La Conciencia de la Mestiza: Towards a New Consciousness*” in Bhavnani (Available on Pioneer Web)
- McIntosh, “White Privilege and Male Privilege” in *Women’s Voices, Feminist Visions* (75-81)

Lecture 11 (2/12/2014): *Interrogating Whiteness (Part 1)*  
**In Class Screening of *White Like Me* (2014)**

- “Wearing Privilege” (<http://thesocietypages.org/socimages/2014/07/25/wearing-privilege/>; Accessible via Pioneer Web)
- Tim Wise, “Honky Wanna Cracker? Examining the Myth of ‘Reverse Racism’” (<http://www.timwise.org/2002/06/honky-wanna-cracker-examining-the-myth-of-reverse-racism/>; Available via Pioneer Web)

Lecture 12 (2/14/2014): *Interrogating Whiteness (Part 2)*  
**Finish Screening of *White Like Me* (2014) and Discussion**

### **Week 5 (February 16 – 22, 2014)**

Lecture 13 (2/17/2014): *Interrogating Class and Ability and Quiz 4*

- The Ability Privilege Checklist (<http://rioiriri.blogspot.com/2009/04/invisible-crutch.html>; Available via Pioneer Web)
- Wendell, “The Social Construction of Disability” in *Women’s Voices, Feminist Visions* (91-99)
- Yeskel, “Opening Pandora’s Box: Adding Classism to the Agenda” in *Women’s Voices, Feminist Visions* (86-91)

Lecture 14 (2/19/2014): *Sexuality and Intimacy*

- Pharr, “Homophobia: A Weapon of Sexism” in *Women’s Voices, Feminist Visions* (71-75)
- Shaw and Lee, *Women’s Voices, Feminist Visions*, Chapter Four (163-180)

Lecture 15 (2/21/2014): *Discussing Race and Feminism in a “Post-Racial” World*  
**Asynchronous Participation**

- “When Allies Fail, Part 2” (<http://www.racialicious.com/2009/12/08/when-allies-fail-part-ii/>; Available on Pioneer Web)
- Spectra Speaks, “Straight Allies, White Anti-Racists, Male Feminists (And Other Labels that Mean Nothing to Me)” (<http://www.spectraspeaks.com/2013/05/afrofeminism-labels-politically-correct-straight-allies-white-antiracists-male-feminists/>; Available on Pioneer Web)
- Black Girl Dangerous, “8 Ways Not to be an ‘Ally’: A Non-Comprehensive List” (<http://www.blackgirldangerous.org/2013/06/17/20136178-ways-not-to-be-an-ally/>; Available on Pioneer Web)
- Mikki Kendall, “After #SolidarityIsForWhiteWomen: So You Want to be an Ally, Now What?” (<http://www.xojane.com/issues/after-solidarityisforwhitewomen-so-you-want-to-be-an-ally/>; Available on Pioneer Web)
- Jamie Nesbitt Golden, “Feminism can’t be just for : white women” ([http://www.salon.com/2013/08/15/feminism\\_cant\\_be\\_just\\_for\\_white\\_women/](http://www.salon.com/2013/08/15/feminism_cant_be_just_for_white_women/); Available on Pioneer Web)

**Students must also view the following videos:**

- Mikki Kendall interview on Huffington Post Live: [http://www.huffingtonpost.com/2013/08/13/solidarityisforwhitewomen-creator-mikki-kendal-women-of-color-feminism-\\_n\\_3749589.html](http://www.huffingtonpost.com/2013/08/13/solidarityisforwhitewomen-creator-mikki-kendal-women-of-color-feminism-_n_3749589.html)
- Class lecture video: Available on Pioneer Web > Documents

**After completing the readings and videos, please join in the online discussion. You must post responses to two of the questions posed in the video. These responses must be 300-words in length. You must respond to two posts by your peers. Each response post must be 200 words.**

**Your posts and responses must be completed by 6pm on February 21.**

### **PART 3: GENDER SOCIALIZATION AND THE BODY POLITIC**

#### **Week 6 (February 23 – March 1, 2014)**

Lecture 16 (2/24/2014): *Gender, Race and Sexuality in Popular Culture (Part 1)*  
***Positionality Paper Due***

- Shaw and Lee, *Women's Voices, Feminist Visions*, Chapter Five (213-233)
- Rubin, et. al., "Body Ethics and Aesthetics Among African American and Latina Women" in *Women's Voices, Feminist Visions* (243-252)
- Watts, Jonathan "China's Cosmetic Surgery Craze" to Weil Davis, Simone "Designer Vaginas" in *Women's Voices, Feminist Visions* (269-277)

Lecture 17 (2/26/2014): *Gender, Race and Sexuality in Popular Culture (Part 2)* and **Quiz 5**

- Shaw and Lee, *Women's Voices, Feminist Visions*, Chapter Nine (450-472)
- Douglas, "Enlightened Sexism" in *Women's Voices, Feminist Visions* (479-483)

Lecture 18 (2/28/2014): *Postfeminism and Race in Popular Culture*

- McRobbie, Angela. (2009) "Post-Feminism and Popular Culture: Bridget Jones and the New Gender Regime" in *The Aftermath of Feminism: Gender, Culture and Social Change*. Thousand Oaks: Sage Publications (Available on Pioneer Web)
- Banet-Weiser, Sarah. (2007) "What's Your Flava? Race and Postfeminism in Media Culture" in Tasker, Yvonne and Diane Negra (Eds.) *Interrogating Postfeminism*. Chapel Hill, NC: Duke University Press, pp. 201-226. (Available on Pioneer Web)
- Springer, Kimberly. (2007) "Divas, Evil Black Bitches, and Bitter Black Women: African American Women in Postfeminist and Post-Civil-Rights Popular Culture" in Tasker, Yvonne and Diane Negra (Eds.) *Interrogating Postfeminism*. Chapel Hill, NC: Duke University Press, pp. 249-276. (Available on Pioneer Web)

### **PART 4: REPRODUCTIVE RIGHTS AND SEXUAL HEALTH**

#### **Week 7 (March 2 – 8, 2014)**

Lecture 19 (3/3/2014): *Rethinking Reproduction and Sex (Part I)*

- Shaw and Lee, *Women's Voices, Feminist Visions*, Chapter Six (279-309)
- Sanger, "My Fight for Birth Control" in *Women's Voices, Feminist Visions* (310-312)
- Sillman, et. al., "Women of Color and Their Struggle for Reproductive Justice" in *Women's Voices, Feminist Visions* (340-347)

Lecture 20 (3/5/2014): **Begin in class screening of *A Girl Like Her (2011)***

- Presskit: <http://agirllikeher2.files.wordpress.com/2013/01/a-girl-like-her-fessler-press-kit-51.pdf>

Lecture 21 (3/7/2014): *Rethinking Reproduction and Sex (Part 2) and Quiz 6*  
**Finish screening of *A Girl Like Her (2011)* and Discussion**

- Valenti, “The Cult of Virginity” in *Women’s Voices, Feminist Visions* (181-185)

**Week 8 (March 9 – 15, 2014)**

Lecture 22 (3/10/2014): *Midterm Review*

Lecture 23 (3/12/2014): **MIDTERM EXAMINATION (IN – CLASS)**

Lecture 24 (3/14/2014): **Group Presentation Meeting Day – Email Professor McKee a brief summary of your meeting**

**Week 9 (March 16 – 22, 2014) SPRING BREAK – NO CLASSES**

**Week 10 (March 23 – 29, 2014) SPRING BREAK – NO CLASSES**

**PART 5: GLOBAL FEMINISMS**

**Week 11 (March 30 – April 5, 2014)**

Lecture 25 (3/31/2014): *Locating the Global South in Feminist Thought*

- Frankenberg, Ruth and Lata Mani. “Crosscurrents, Crosstalk: Race, ‘Post-Coloniality’ and the Politics of Location” in Bhavnani (Available on Pioneer Web)
- Alexander, M. Jacqui and Chandra Talpade Mohanty. “Genealogies, Legacies, Movements” in Bhavnani (Available on Pioneer Web)

Lecture 26 (4/2/2014): *Beyond a Western Lens and Quiz 7*

- Wu, Judy Tzu-Chun. “Rethinking Global Sisterhood: Peace Activism and Women’s Orientalism” in Hewitt
- Chavez, Marisela R. “‘We Have a Long, Beautiful History’: Chicana Feminist Trajectories and Legacies” in Hewitt

**PART 6: MASCULINITIES**

Lecture 27 (4/3/2014): *Hegemonic and Subordinated Masculinities*  
**Guidelines for *The Bro Code* Reflection Provided**

- Connell, R.W. and James W. Messerschmidt. (2010) “Hegemonic Masculinity” in Lorber, Judith (Ed.) *Gender Inequality: Feminist Theories and Politics*. Oxford: Oxford University Press, pp. 218-225. (Available on Pioneer Web)

**Week 12 (April 6 – 12, 2014) OFFICE HOURS CANCELLED FOR THE WEEK**

Lecture 28 (4/7/2014): *Racialized Representations of Masculinities (Part 1)*  
**Performance of Gender Paper Guidelines Provided**



- Ehrenreich, “Maid to Order: The Politics of Other Women’s Work” in *Women’s Voices, Feminist Visions* (429-435)

## **PART 8: VIOLENCE AGAINST WOMEN**

Lecture 36 (4/25/2014): *Sexual Violence and Performance of Gender Paper Due*

*TRIGGER WARNING: Please note that these articles and/or videos discuss sexual assault and rape. A copy of the Grinnell College Sexual Harassment and Conduct Policy is available to download on Pioneer Web.*

- Shaw and Lee, *Women’s Voices, Feminist Visions*, Chapter Ten (503-525)
- White House Violence Against Women Act Brief  
www.whitehouse.gov/sites/default/files/docs/vawa\_factsheet.pdf (Available on Pioneer Web)

## **Week 15 (April 27 – May 3)**

Lecture 37 (4/28/2014): *Feminist Critiques of Pornography and Quiz 10*

- Dworkin, Andrea. “Pornography” in Kemps and Squires (Available on Pioneer Web)
- Williams, Linda. (2004) “Skin Flicks on the Racial Border: Pornography, Exploitation, and Interracial Lust” in Williams, Linda (Ed.) *Porn Studies*. Durham, NC: Duke University Press, pp. 271-308. (Available on Pioneer Web)

## **PART 9: GROUP PRESENTATIONS**

Lecture 38 (4/30/2014): **Group Presentation Meeting Day – Email Professor McKee a brief summary of your meeting**

Lecture 39 (5/2/2014): **The Many Women’s Movements and Gender, Race, and Sexuality in Popular Culture Presentations**

## **Week 16 (May 4 – 10, 2014)**

Lecture 40 (5/5/2014): **Hegemonic and/or Racialized Masculinity Presentations**

Lecture 41 (5/7/2014): **Reproductive Health/Rights and Global Feminisms Presentations**

Lecture 42 (5/9/2014): *Class Wrap-Up and Final Exam Review*

## **Week 17 FINAL EXAM**

### **Class Participation (15%) Grade Description:**

To earn a ***C-range participation grade***, you must fulfill five basic requirements:

- Arrive on time and remain in class for the entire period.
- Be ready to discuss readings.
- Be prepared with the textbook and/or PioneerWeb material in class.
- Maintain a respectful demeanor, whether talking or listening.
- Engage actively and productively in group work, class discussion, and other in-class activities.

To earn a ***B-range participation grade***, you must **consistently fulfill requirements for C-range participation** and:

- Volunteer questions or points of interest from readings to generate discussion.
- Make substantive comments/points that clearly demonstrate you have thoughtfully read the text
  - Identify essential issues or questions of the text
  - Point to the author's thesis
- Willingly offer ideas in class, making sure your contributions are topical and thoughtful.

To earn a ***A-range participation grade***, you must **consistently fulfill requirements for B-range participation** and:

- Show leadership in class discussion (break uncomfortable silences; respond to open-ended questions; challenge received opinion; ask difficult questions).
- Deepen the level of class discussion
  - Ask clarifying questions
  - Summarize the arguments of the text and paraphrase the author's main points
  - Challenge an idea or present an alternative interpretation
- Respond to other students' ideas (not just mine) by asking questions or building on their points.
- Contribute questions/comments that demonstrate that you're making broader connections to other lectures, readings, and society-at-large

Based on your assessment, if you were to grade your participation level, what grade would you give yourself? (Circle one.)

A      B      C      D      F

Explain your choice (continue on back if you need to):

**GWS 111.02: Introduction to Gender, Women’s, and Sexuality Studies**  
**Documentary Commentary**

**NOTE:** *This cover page should be stapled to the front of your assignment.*

**Deadline:** One-Week Following In-Class Screening of *White Like Me* (2014), *Killing Us Softly 4* (2010) or *A Girl Like Her* (2011)

**Name:** \_\_\_\_\_

**Documentary Analysis (check one):**  *White Like Me* (2014)  *Killing Us Softly 4* (2010)  *A Girl Like Her* (2011)

<b>Paper Organization</b> The paper is well organized with an informative introduction, good transitions, and a thoughtful conclusion.	<b>/10 points</b>
<b>Grammar/Mechanics</b> The sentence structure, grammar, spelling, punctuation, and word choice are intentional and help strengthen the overall paper and argument.	<b>/5 points</b>
<b>Citations/Work Cited Page</b> The paper has no citation errors and a correct work cited page.	<b>/5 points</b>
<b>Supporting Evidence</b> The paper offers several examples and quotes that support thesis argument. There are no irrelevant quotes and the evidence is balanced. Outside sources are present to enhance argument	<b>/10 points</b>
<b>Feminist Analysis</b> Clear and unique feminist analysis that is thoughtful articulated; several strong connections are made with course content.	<b>/15 points</b>
<b>Thesis Clarity and Originality</b> Thesis is clear, argumentative, acts as an organizing tool for the paper. Thesis is creative, original and offers a new perspective to understand the concept of family.	<b>/5 points</b>
<b>TOTAL</b>	<b>/50 points</b>