

WGSS 101
Introduction to Women, Gender and Sexuality Studies
Spring XXXX

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[She/Her/Hers]

Email:

Office Hours:

Office Location:

This course examines the extensive role of gender in human life and examines the ways that gender structures power relations among individuals and within economic, political, educational and other social structures, with special attention paid to women's issues and movements in the United States and globally. Through readings drawn from the fields of women's studies, gender studies, and sexuality studies, this course examines and explores alternatives to traditional and/or normative constructions of gender and sexuality, and also considers other markers of difference, such as disability, race, class, and religion, which intersect with gender identity and sexual identity.

Goals:

At the end of this course, students should be able to:

- Explain the key tenants of feminism and some of the ways they have changed over time
- Apply key terms of WGSS to describe diversity in gender and sexuality
- Analyze how gender and sexuality shape social worlds and social movements

Required Texts and Tools

Once you are ready to commit, make sure you have the right equipment to do well. You are required to obtain access to the following items:

- **Personal Computer.** This online course will have limited accessibility on mobile phone and tablet platforms. You are especially advised to use a personal computer for quizzes and assignments. If you do not have access to reliable personal computer, Student Affairs may be able to help. Computer workstations are also available on the KU campus.
- **Internet.** This course delivered entirely online, so it will require a regular internet connection to access materials and complete assignments. If you do not have access to reliable Internet, KU IT may be able to provide you a WiFi hotspot or subsidized Internet service.

- bell hooks, *Feminism is For Everybody*. A digital edition of this text is available for free to all KU students through the [library catalog](#). Hard copies of the text are available at the [KU bookstore](#). Links to an external site. and other retailers for under \$10.

All other readings will be available to download directly from Canvas modules.

Course Guidelines

All the work students produce for this course must be original. Any student found engaging in academic misconduct will fail the assignment and will be subject to further disciplinary action, including possible failure of the course. As a student registered and enrolled for courses at KU, you are presumed to be familiar with all university policies relating to plagiarism, academic misconduct, and related topics.

Academic misconduct includes:

Plagiarism: presenting someone else's ideas or unpublished work as his, her, or their own, or using another's published work without properly acknowledging the source, whether directly quoted or paraphrased

Collusion: when a student allows someone else to substantially write, revise, or alter the text of his, her, or their paper and then submits it as his, her, or their own (even with the other person's permission)

Cheating: submitting the same paper in two different courses without the knowledge and consent of the instructor

For more information on academic integrity, study the website for the Office of Student Affairs at <https://studentaffairs.ku.edu/academic-integrity>. Also visit the KU Writing Center website for additional clarification about plagiarism.

Commercial Note Taking

Please note that no audio or visual recording is permitted without the express written approval of the professor and others who may appear in the recording. Any recordings, should the professor grant approval, are for personal use for studying purposes only. Other usage will violate copyright policies and be subject to legal penalty. For more information, review the policy at <http://policy.ku.edu/provost/commercial-note-taking>.

Late Policy

It is your responsibility to both complete the assigned material and ensure that it is properly submitted on Canvas to receive full credit. In general, assignments submitted up to 24 hours past the Sunday deadline will be granted partial credit. Material submitted past Monday at 11:59 PM will not be accepted without special permission.

If you are facing extraordinary circumstances that will prevent you from meeting these deadlines, contact me as soon as possible so that we can come up with a new deadline and make sure that you do not fall behind overall. I want to see you succeed in this format, and I don't want to see

you miss your chance to make that happen. Be in touch quickly so that we can find that path forward before it becomes untenable.

Note that incomplete grades are only intended for students who have completed most of the coursework, usually with only the final project unfinished. If you find yourself unable to complete entire units of the course by the assigned deadlines, your best choice will be to drop this course. Contact your academic advisor to discuss your withdrawal/no credit options and avoid a failing grade on your transcript.

Course Accommodation

Please contact me in regard to any issue that may prevent you from fully demonstrating your abilities in this course and from participating fully. In addition to this, the Academic Achievement & Access Center (AAAC) coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible as it is your responsibility to do so, even though you may already have spoken with me. The AAAC office is located in 22 Strong Hall; their phone number is 785-864-4064 (V/TTY). Information about their services can be found at <http://disability.ku.edu>. Requests for accommodation that are not made in a timely manner and/or not made through AAAC may not be considered reasonable.

If you have recognized religious observances or recognized university obligations or if unforeseen circumstances arise that conflict with course events or requirements you must let me know immediately, so that we can discuss and arrange a reasonable accommodation before the course is underway.

Student Resources

Counseling and Psychological Services (CAPS) can help students with issues related to adjusting to the university and academic programs as well as other psychological, interpersonal, and family problems. Individual and group sessions are available, and visits are confidential. If students are experiencing an urgent mental health issue, they can call CAPS at 785-864-2277 to discuss options for care. Other information about CAPS, including a resource library, can be found here: <https://caps.ku.edu/>.

Students can learn more about taking care of their mental health in the face of uncertainty here: <https://afsp.org/taking-care-of-your-mental-health-in-the-face-of-uncertainty/> Links to an external site..

Students should also take the opportunity to add the National Suicide Prevention Hotline number to your phone contacts. It may be a lifeline for a friend or classmate in crisis: 1-800-273-8255.

The KU Writing Center offers assistance on paper assignments at all stages of the writing process—from brainstorming to revision—from trained peer tutors or onsite reference materials. For more information about available resources, explore the center's website at <http://writing.ku.edu/ku-graduate-students>.

The Student Access Center coordinates accommodations and services for all students who are eligible. If students have a disability for which they wish to request accommodations, please

contact the SAC as soon as possible as well as talk privately with the professor in regard to their needs in this course. For more information, visit the center's website at <http://access.ku.edu/>.

Student Support and Case Management offers individualized caring as well as help navigating campus administrative processes and determining personalized solutions for any unforeseen challenges. If students need to report an extended illness, serious accident, or hospitalization, a case manager will access their needs, notify their instructors, and assist with their campus transition. For information about Case Management services, review this brochure: <https://studentaffairs.ku.edu/sites/studentaffairs.ku.edu/files/docs/Case%20Management%20Brochure.pdf>

Title IX ensures that violence and harassment based on sex and gender is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find sexual assault services for survivors here:

- GaDuGi SafeCenter (confidential services) 785-843-8985
- KU Student Health Services (sexual assault nurse examiner available during weekdays) 785-864-9500
- Lawrence Memorial Hospital (sexual assault nurse examiner available 24/7) 785-505-6162
- KU Emily Taylor Center for Women & Gender Equity, 785-864-3552
- KU Counseling and Psychological Services, 785-864-2277
- Willow Domestic Violence Center 785-331-2034
- KU Office of Institutional Opportunity and Access (IOA) (Title IX Coordinator) at 785-864-6414 or sexualharassment@ku.edu
- IOA is the KU office responsible for investigating complaints of sexual harassment, including all forms of sexual violence (rape, sexual assault, domestic violence, dating violence, stalking, etc.). For detailed information visit sexualharassment.ku.edu or ioa.ku.edu.

Grading:

30% Participation and Short Activities

10% Participation

20% Writing Activities

30% Creative Assignments

10% Zine

10% Short TikTok or YouTube Video

10% Zine or TikTok

20% Take Home Midterm

20% Take Home Final

Participation (30%):

Attendance Policy: Attendance is not required in this course, but participation is required.

Participation Guide- Discussion (10%): Throughout the semester, you will be expected to critically engage with this course material during class, within your assignments and within your final project. Therefore, it is essential that you read before class and be prepared to discuss the material. Much of this course will be discussion (online and in person) and participation driven, therefore it is your responsibility to be prepared. Outlining your readings, writing down questions that you have, jotting down concepts you do not understand, or noting the comments you have will be helpful to you in class and with your assignments.

Participation in this class means that many different perspectives should be raised and addressed. Therefore, it is important we engage in class discussion where people feel comfortable asking questions and stating their opinions. Nevertheless, direct insults which defame a student's sexuality, gender identification, race, ethnicity, religion, body type etc. are inappropriate and will not be tolerated.

There will be two forms of participation for our course: Live discussion or discussion board assignments. There will be a rubric for how each is assessed on our Canvas website.

We will also be discussing incidences of homophobia, sexism, racism, and sexual violence. When studying these topics, students who have lived experience of these incidences find these discussions painful. *If you ever feel the need to step outside during a discussion, you may do so. (You will be responsible for any material you miss).* If you feel comfortable, I welcome discussions about these reactions either in class or with me separately.

In Class Writing Assignments (20%): Once a week, you will complete brief writing assignments engaging the material in class/online. These will help you develop a more nuanced understanding of what you read and will help guide discussion.

Creative Assignments (30%)

You will have three creative assignments in our course. Each creative assignment will have two components.

The first component is the creative product. You will explain or apply a theoretical framework or a concept using creative mediums including a digital storyboard, podcast, or YouTube video. I will give you specific parameters around each creative product. For example, you could make a short TikTok video portraying a theorist discussing a current political event.

The second component is a justification. You will provide a justification to explain your product and the choices you made in your product. You will also have to cite course materials in your justification. In our video example, you would have to explain why you think a certain theorist would have taken a particular stance on that current event and add a citation to support that assertion.

These creative assignments are fun but deceptively difficult. Your creative approach has to be supported by citations from the course texts. Therefore, you will have to plan and be intentional with your creative decisions.

This is not an art class or a film production course. I will not be judging you on the quality of your art or your video editing skills. I will be grading you on your ability to translate your understanding of our course concepts and theories into a creative medium. If you need access to film equipment or computer labs, EGARC can provide these tools. I will provide more detailed assignment prompts later in the semester.

Take Home Midterm and Final (20%)

The take home midterm and final are comprised of multiple choice and short answer questions that test your comprehension of the theoretical frameworks covered in class. There will also be an essay component that will ask you to apply the theoretical frameworks in an analysis of current events. Since these are take home exams, you will have full access to all of your materials. Therefore, you will have to provide citations from the course texts in some of your answers. You will have 48 hours to complete the exam.

Grading Scale: This class uses the +/- grading system:

A: 100-94 **A-:** 93-90 **B+:** 89-87 **B:** 86-84 **B-:** 83-80 **C+:** 79-77

C: 76-74 **C-:** 73-70 **D+:** 69-67 **D:** 66-64 **D-:** 63-60 **F:** 0-59

Reading List and Assignment Guide

Week 1 What is Feminism?

bell hooks- Feminism Is for Everybody:

Introduction

Feminist Politics

Chimamanda Ngozi Adichie, “We Should All Be Feminists” TED Talk (Video)

Kayla Yandoli, “Stereotypes about Feminism” Buzz Feed article

Roxane Gay, “Confessions of a Bad Feminist” TED Talk (Video)

Week 2 Intersectional Feminist Theorizing

Kimberlé Crenshaw, “The Urgency of Intersectionality” TED Talk (Video)

Marilyn Frye, “Oppression”

Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack”

bell hooks- Feminism Is for Everybody Chapters:

Feminist Class Struggle

Race and Gender

Audre Lorde- Age, Race, Class and Sex: Women Redefining Difference

Week 3 A Brief History of the US Feminist Movement

Martha Rampton- “Four Waves of Feminism”

bell hooks- Feminism Is for Everybody Chapters:

Consciousness Raising,

Sisterhood is Still Powerful

Feminist Education for Critical Consciousness

Makers: Women Who Make America (Documentary)

Week 4 Gender as a Social Construction

Trans Student Educational Resource “Gender Unicorn”

Sam Killermann “Understanding the Complexities of Gender” TED Talk (Video)

Judith Butler- Gender Performativity (YouTube Video)

Judith Butler Explained with Cats Blog Post

How Colonialism Killed My Culture’s Gender Identity: BBC (Video)

Maria Antoinette Norris- Understanding Colonization’s Role in The Social Construction of Gender & Race

Week 5 Sex as a Social Construction

Claire Ainsworth - “Sex Redefined”

Nelly Oudshoorn- “Sex Differences and Changing Ideas of Gender”

Joan Roughgarden- Sexual Diversity in Nature: TED Talk (Video)

***First Creative Assignment due*

Week 6 Sexuality as a Social Construction

Dr. Zuleyka Zevallos- "Sociology of Sexuality"

George Paul Meiu- "Colonialism and Sexuality"

NPR- "Sex Stereotypes of African Americans Have Long History"

Carole S. Vance, "Social Construction Theory: Problems in the History of Sexuality"

Week 7 (Spring Break)

Midterm Exam

Week 8- Trans Politics

Amelia Abraham, "Why Feminists Should Support Transgender Rights?"

Ted Talk (Video)

Tina Vasquez, "It's Time to End the Long History of Feminism Failing Transgender Women"

Susan Striker- "Stray Thoughts on Transgender Feminism"

Emi Koyama, "Whose Feminism Is It Anyway? The Unspoken Racism of the Trans Inclusion Debate."

Kai M. Green and Marquis Bey "Where Black Feminist Thought and Trans* Feminism Meet: A Conversation"

Human Rights Campaign, "Fatal Violence Against the Transgender and Gender Non-Conforming Community in 2022"

Week 9- Women of Color, Transnational and Anticolonial Feminisms

Choices Program Brown University "What are Transnational Feminist Movements?" (Video)

Chandra Talpade Mohanty- "Transnational Feminist Crossings: on Neoliberalism and Radical Critique"

Niharika Pandit- "Anti-colonial Feminist Solidarity and Politics of Location"

Jihan Gearon, "Indigenous Feminism Is Our Culture"

Amber Rose González, "The Roots and Routes of Chicana/Latina Feminisms"

Minna Salami, "A Historical Overview of African Feminist Strands"

***Second Creative Assignment Due*

Week 10- Gender, The Media and Objectification

Lisa Wade and Glen Sharp- “Selling Sex”

Emma Rooney- “The Effects of Sexual Objectification on Women’s Mental Health”

Tonya Mosley and Serena McMahon, “A Century of Objectifying Asian Women: How Race Played a Role in Atlanta Shootings”

Eva Reign- “Trans Women and Femmes Speak Out About Being Fetishized”

Shawna Shipley-Gates, “WAP: Erotic Revolutionary Hip-Hop by Cardi B and Megan Thee Stallion”

Week 11- Family Dynamics and The Gendered Labor Market

bell hooks- Feminism is for Everybody Chapters

Women at Work

Feminist parenting

Liberating marriage and partnership

Arlie Hochschild- “The Second Shift: Working Parents and the Revolution at Home”

Institute for Women’s Policy Research “The Shifting Supply and Demand of Care Work: The Growing Role of People of Color and Immigrant”

Maura Kelly and Elizabeth Hauck- “Doing Housework, Redoing Gender: Queer Couples Negotiate the Household Division of Labor”

Week 12- Reproductive Justice

bell hooks- Feminism is for Everybody Chapter

Our bodies, ourselves: reproductive rights

In Our Own Voice: National Black Women’s Reproductive Justice Agenda, “The History of Reproductive Justice” YouTube Video

Loretta Ross- “Reproductive Justice as Intersectional Feminist Activism”

Lupe M. Rodriguez, "Immigrant Justice is Reproductive Justice: Latin Communities Under Attack Post-Roe"

Borealis Philanthropy, "Reproductive Justice is Trans Justice; Trans Justice is Reproductive Justice."

Week 13- Body Politics

bell hooks- Feminism is for Everybody Chapter

Beauty Within and Without

Ability

Rosemarie Garland Thomson, "Feminist Disability Studies"

Jina B Kim- "Toward a Crip-of-Color Critique: Thinking with Minich's "Enabling Whom?"

Center for American Progress, "Living at the Intersection: Black Disabled Women and Girls"

Fatphobia

Sarah Simon, "The Feminist History of Fat Liberation"

Samantha Kwan, "Negotiating Public Spaces: Gender, Race, and Body Privilege in Everyday Life"

Shannon Ridgway, "22 Examples of Thin Privilege":

NPR Short Wave, "Fat-Phobia and It's Racist Past and Present"
<https://www.npr.org/transcripts/893006538>

***Third Creative Assignment Due*

Week 14: Violence and Gender: Rape Culture

The Birds and the Bees NS, "What is Rape Culture?" (Video)

Center for American Progress, "Sexual Violence and the Disability Community"

Shannon Ridgway "25 Everyday Examples of Rape Culture"

Robert Coulter et al, “Prevalence of Past-Year Sexual Assault Victimization Among Undergraduate Students: Exploring Differences by and Intersections of Gender Identity, Sexual Identity, and Race/Ethnicity.”

PBS, “How Chanel Miller Took Her Story Back After Her Rapist’s Lenient Sentence” (Video)

Week 15: Reclaiming Sexuality

bell hooks Feminism Is for Everybody Chapters:

Ending Violence

A Feminist Sexual Politic: an ethics of mutual freedom

To Love Again: The Heart of Feminism

Brittany Blagburn, “A Feminist Approach to Reclaiming Sex, Sexuality, and Sensuality”

Laura McGuire, “Creating Cultures of Consent: Teaching and Modeling Consent for the Next Generation”

Week 16- Feminism and Technology

Rebecca Lontin, “Donna Haraway, ‘A Cyborg Manifesto’” (YouTube Video)

Sharon Webb, “Why Technology Needs Feminism” (YouTube Video)

Ayesha Siddique Khan, “How Technology has Advanced Feminism in Pakistan” (Ted Talk Video)

Kishonna Gray-Denson, “Race, Gender, and Virtual Inequality: Exploring the Liberatory Potential of Black Cyberfeminist Theory.”

Safiya Umoja Noble, “Algorithms of Oppression” (YouTube Video)

Sutanuka Banerjee and Lipika Kankaria, “Online Activism and Transnational Feminism in Local-Global Contexts”

Final Exam XXXX