

WGSS 100: Spring 2023
INTRODUCTION TO WOMEN'S, GENDER & SEXUALITY STUDIES –
Intersections of Identity, Power and Privilege.
Professor Katie Oliviero (She/Her/Hers)
Tuesdays & Thursdays, 10:30 am
Denny 311

Course Description

This course offers an introduction to central concepts, questions and debates in gender and sexuality studies from women of color, queer, US and transnational perspectives. Throughout the semester we will explore the construction and maintenance of norms governing sex, gender, and sexuality, with an emphasis on how opportunity and inequality operate through categories of race, ethnicity, class, ability and nationality. After an introduction to some of the main concepts guiding scholarship in the field of feminist studies (the centrality of difference; social and political constructions of gender and sex; representation; privilege and power; intersectionality; globalization; transnationalism), we will consider how power inequalities attached to interlocking categories of difference shape key feminist and queer areas of inquiry, including questions of: work, resource allocation, (a)sexuality, queerness, disability, reproduction, gendered violence, militarization, and community sustainability. Fulfills Social Sciences (Division II), US Diversity, AMST Structures and Institutions, and Sustainability Connections graduation requirements.

Course Learning Objectives:

- As a U.S. Diversity-designated course, in this class students will explore the commonalities and differences in American society through the lens of race/ethnicity, gender, class, religion, sexual orientation and disability.
- By the end of the semester, students should demonstrate an introductory understanding of Women's, Gender, and Sexuality Studies as an academic discipline that analyzes gender as a socially constructed category of social organization and hierarchy and as a lens through which to explore and explain the distribution of material resources, power, and authority.
- Students will demonstrate an understanding of the key concepts of oppression, intersectionality, difference, stratified labor, gender-based violence, reproductive justice and feminist modes of knowledge production.
- Students will be able to analyze how gender and sexuality norms intersect with racial, ethnic, class and geopolitical systems of power and marginalization.
- Students will demonstrate an understanding of feminism as a multifaceted social movement, analytic frame, and political identity that puts at its center the equal worth of women, men and individuals of diverse sexual and gender identities.
- In this course students will demonstrate initial skills in critical reading, writing, and thinking within the interdisciplinary field of women's, gender, and sexuality studies.
- As a designated Sustainability Connections course, students will think critically about, and raise awareness of, problems of improving the human condition equitably in this and future generations, while conserving and transforming the cultural, ethical, political and environmental systems necessary to support healthy and vibrant societies.

Required Texts:

- Moodle Online Reader

- Verta Taylor, Nancy Whittier, and Leila Rupp, *Feminist Frontiers*, 10th ed. Rowman & Littlefield, 2020. (Herein referenced as *FF*).

Office Hours & Contact Information

- Office Hours: Tuesdays 1:30-3:30 pm ([book via Calendy](#)) and by appointment (via email – we'll find a time).
 - Denny 4 or behind Denny, weather permitting. Zoom by request if needed.
 - Back-up Zoom links if we meet remotely are in office hours confirmation email, on our Moodle site and also at our [class Zoom link](#).
- Email: olivierk@dickinson.edu.
- Following professional courtesy norms, I will generally be available to respond to emails M-F during business hours, in the order they are received. Label urgent emails with a !!
- If we have to meet remotely, the [class Zoom link is here](#) and on the Moodle. Use only if requested.

Access Information

Our class meets on the 3rd floor of Denny and my office is in the basement (Denny 4). If you need elevator access, use the outside elevator on the north side of the building to access the basement entrance. My office is on the right. To access our classroom, proceed down the basement hallway to the inside elevator on the left and go up to the third floor. Do please make sure that both ADS (access@dickinson.edu) and I know if you require an elevator so that we will be notified if there is an elevator malfunction and can change the classroom location accordingly.

Course Requirements at-a-Glance (details after the Reading Schedule)

- 1) Two Analysis Papers (45% total)
- 2) Multimedia Example Assignment (5%)
- 3) Final Exam (25% total)
- 4) Active Scholarly Engagement (25%)
 - Engaged Reading, measured via six Moodle postings and as-needed quizzes (10%)
 - Participation (15%)
 - Peer-to-Peer class notetaker: 2 postings (P/F, -2 off final grade if incomplete)
 - See Attendance requirements after reading schedule

Key Due Dates and Submission Reminders (due at the beginning of class, unless otherwise noted)

- Paper One:
 - Tuesday, March 7th development writing due.
 - Thursday, March 9th: final paper due (hardcopy & via Moodle).
- Paper Two:
 - Tuesday, April 25th – Prewriting, Outline, ½ draft (2 pages) due
 - Final Paper due no later than Friday, April 28th at 9 am
- Multimedia Example Assignment: determined via sign up list
 - Select the class reading 1 week ahead, emailing me with the selection (-5 if not done)
 - Post on the Moodle and email me a slide of your object & discussion points/questions 24 hours ahead of time, e.g. 10:30 am Monday (for Tuesday's class) or Wednesday for Thursday's class (-5 if not done).
 - FYI: a discussion post SHOULD NOT be done on the day of your multimedia assignment
- Moodle Postings (6)

- Post by the beginning of that day's class **and turn in a hardcopy**
- 3 are due before spring break; 3 afterwards
- FYI – Moodle postings shouldn't overlap with your Multimedia Presentation assignment
- Peer-to-Peer class notes (2) - post to the discussion board within 24 hours after the class.
- Final Exam: Thursday, May 11th at 2 pm
- Extra Credit Event Reflections: Moodle, within 2 weeks of the event
- NOTE: To help ensure timely preparation-
 - 10 points will be deducted from paper grades if pass/fail prewriting or drafts aren't submitted; 3 points deducted per day if papers are late (e.g. A- to B+); 5 points if multimedia example slide isn't submitted 24 hours in advance

SCHEDULE OF READINGS

*Numbers in Brackets, e.g. [7], indicate article length.

FF = Feminist Frontiers. All other readings are on the Moodle

WEEK 1

1. T 1/24 **Welcome and Introductions**

2. R 1/26 **Intersections of Experience and Difference**

- Sojourner Truth "Ain't I A Woman?" [1]
- Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House" *FF* [2]
- Gloria Anzaldúa, "Mestiza Consciousness" [6]
- In Class: Excerpts from *The Feminine Mystique*; Lynn Manning "The Magic Wand"[1]
- Reading Questions:
 - How do the authors position the significance of difference and experience in determining that concerns should define a woman's movement? Why does this matter?
 - What are the benefits and limits to this approach, especially for social justice objectives?

Recommended Extra Credit Event, Thurs. 1/26, 7 pm: Kristin Henning, Blume Professor of Law and director of the Juvenile Justice Clinic and Initiative at Georgetown Law, on "[The Cradle to Prison Pipeline and the Criminalization of Black Youth](#)" (ATS).

WEEK 2

3. T 1/31 **Unpacking Privilege, Power and Politics**

- Peggy McIntosh, "White Privilege and Male Privilege" *FF* [7]
- Evin Taylor, "Cis-Gender Privilege" [4]
- Roxane Gay, "Peculiar Benefits" [4]
- Recommended: Samantha Kwan, "Navigating Public Spaces: Gender, Race and Body Privilege in Everyday Life" *FF* [10]
- Reading Questions:

- How do the authors' concepts of privilege texture our understandings of identity?
- What do they teach us about the relationships between experience, identity, power and politics?
- What are the benefits and limits of these frameworks?

4. R 2/2

Gender Socialization Processes

- Judith Lorber, "'Night to His Day:' The Social Construction of Gender" *FF* [9]
- Lorena Garcia, "'This is Your Job Now'; Latina Mothers and Daughters and Family Work" *FF* [8]
- In-class artifact: "[Beyond the Binary](#) - Gender Identity v. Presentation" [4 min]
- Reading Questions:
 - What does it mean to say that gender is socially constructed and what are the distinct dimensions of this social construction – e.g. how do gender stratifications, roles, identities and expressions differ from each other?
 - What are the social, political, familial systems and institutional processes that create these social constructions?
 - How are binary based processes of gender socialization intertwined with ethnic and racial socialization and class distinctions?

WEEK 3:

5. T 2/7

Constructing Sex, Gender, and Gendered Sexualities

- Suzanne Kessler, "The Medical Construction of Gender" *FF* [11]
- Mercedes Allen "Trans-ing Gender: The Surgical Option" in *Gender Outlaws* [10]
- Recommended: Kristin Schilt and Elroi Windsor, "The Sexual Habitus of Transgender Men: Negotiating Sexuality through Gender" *FF* [11]; Elizabeth Rahilly: "The Gender Binary Meets the Gender-Variant Child: Parents Negotiations with Childhood Gender Variance" *FF* [11]
- Reading Questions:
 - How do the authors complicate the notion that gender is a social construct but sex is physical or natural?
 - How does their analysis complicate understandings of scientific objectivity?
 - How do transgender and nonbinary identities reflect or complicate these relationships between sex and gender or biology and culture?

6. R 2/9

Precarious Masculinity and Heteronormative Borders

- C.J. Pascoe "Who is a Real Man? The Gender of Trumpism" *FF* [8]
- Tristan Bridges & Tara Leigh Tober "Mass Shootings, Masculinity and Gun Violence as Feminist Issues" *FF* [8]
- Recommended: Michael Kimmel, "Who is Afraid of Men Doing Feminism?"
- Reading Questions:
 - According to the authors, in what ways are conventional constructions of masculinity are entangled with dominance, and even violence – what some scholars dub "toxic" masculinity?
 - How does this construction of masculinity interact with, and shape, norms surrounding heterosexuality?

- How does a sense of precariousness – whether racial, gendered, economic, sexual or international – fuel this toxicity?
- What do alternative masculinities look like?

WEEK 4:

7. T 2/14 **Intersectionality and Interlocking Structures of Power**

- Patricia Hill Collins “The Matrix of Domination” [3]
- Kimberly Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women of Color” *FF* [11]

Recommended Events– W, 2/15: Prof. Erica Armstrong Dunbar in celebration of Black History Month (Rutgers African American Women’s History & Co-Executive Producer of HBO’s *The Gilded Age*)

- 12-1:30 pm: Luncheon, Student Interview and Q&A
- 7 pm: Keynote “Running from the Washingtons: Ona Judge & the Founding of a Nation” (ATS)

8. R 2/16 **Critiques of “Global” Feminisms**

- Lila Abu-Lughod, “Do Muslim Women Really Need Saving?” *FF* [7]
- Recommended: Jones “The Dangers of Forcing Gender Equality In Afghanistan” & Shoostari “[Gen Z Women Hold the Future](#)”

Recommended Event– R, 2/16: Dickinson Prof. Kirk Anderson Research Talk on Trauma Informed Pedagogy. Noon, Stern 102 (lunch provided).

Recommended Event– Sat, 2/18, 6 pm: The Carlisle Project – Artists in Conversation about the Carlisle Indian School.

WEEK 5. Love Your Body Week! See WGRC website for details.

9. T 2/21 **From a Critique of Global Feminism to Transnational Feminisms**

- Chandra Mohanty, “Third World Women and the Politics of Feminisms” [11]
- Recommended: Bassily, Nelly “From Ferguson to Palestine: Our Liberations are Connected” [Read 3-12]

Recommended Event – W, 2/22nd, 7 pm: **Love Your Body Week Keynote, Dr. Psyche Williams-Forsen** on “Bearing Witness to Myself: Womaness, Blackness, Fatness, Wholeness and the Twisted Work of Trauma” (ATS).

10. R 2/23 **Neoliberalism, Globalization and Transnational Circuits of Gender**

- Yifat Susskind, “What’s so Liberal about Neoliberalism” [7]
- Grace Chang “From the Third World to the ‘Third World Within’: Asian Women Workers Fighting Globalization” *FF* [10]

Recommended Event – R, 2/23, 7 pm: Prof. Arachu Castro on “Social Inequality and Maternal and Child Health in Latin America: A Health Equity Perspective” (ATS).

WEEK 6

11. T 2/28 **Representation as Power**

- Patricia Hill Collins, “Why Black Sexual Politics” [17]
- Recommended: Ingrid Banks, “Hair *Still* Matters” *FF* [8]; Patricia Hill Collins “Controlling Images
- **In Class: Paper One Assignment and Materials distributed**

Recommended Event – W, 3/1, 7 pm: Screening of Pulitzer Prize winner Prof. Nathalie Froloff’s film “Happening” about an unexpectedly pregnant French student’s abortion in 1960s France, where the procedure is illegal (Althouse 106 – popcorn!)

- Student lunch with Prof. Froloff in HUB Side Room at noon.

12. R 3/2 **The Bodily Effects of Representation**

- Becky Wangsgaard Thompson, “‘A Way Outa No Way’”: Eating Problems Among African-American, Latina and White Women” *FF* [9]
- Simone Weil Davis, “Loose Lips Sink Ships” *FF* [13]
- **In Class: Paper One Brainstorm**

Recommended Event – R, 3/2, noon: Dickinson Prof. Paul Ko on “Globalization, the Gender Wage Gap, and Female Labor Force Participation.” (Stern 102, lunch provided).

Recommended Event – R, 3/2, 7 pm: Pulitzer Prize Winner Prof. Nathalie Froloff, author of Annie Ernaux, on “Life and Fate in Annie Ernaux’s Work: Writing Women’s Invisible History” (ATS)

Recommended Events – March 3-4th: **Women of Color Summit**, HUB 8:30-4:30 pm Fri. & 8-5 Sat.

WEEK 7: Gender Week! Events TBA, see the [WGRC website](#).

13. T 3/7 **Paper One Development Writing**

- Bring in your prewriting, outlining & draft

14. R 3/9 **PAPER 1 DUE AT the BEGINNING of class via Moodle and hardcopy**

- Guest Alumni Speaker (10:30-11:15): Taryn Abbassian ’12 on navigating professional life as an LGBTQ+ person committed to reproductive freedom, racial & economic justice, gender equity and LGBTQ rights in policy and non-profit work. Taryn is currently an Associate Research Director at NARAL Pro-Choice American, and has also worked in a research and policy capacity with EMILY’s List, the Democratic Senatorial Campaign Committee, AAUW and the EEOC.
- In class: Mid-semester concepts check in, continued questions and discussion.

Recommended Event, R 3/9, noon: Gender Week Alumni Career panel with Taryn Abbassian ’12 and others, “Queer on the Job.” (Taryn has worked for NARAL, EMILY’s List, AAUW, EEOC and the Democratic Senatorial Campaign Committee)

SPRING BREAK! – March 13-17. Have fun and take care of each other

Week 8

15. T 3/21 **Labor Stratification**

Class Choice:

- A Global Overview: Judy Aulette and Judith Winter, “Gender and the Global Economy” **read 178-212, skip in-text boxes**
- OR Case Studies:
 - Adia Harvey Wingfield, “Racializing the Glass Escalator: Reconsidering Men’s Experience with Women’s Work” *FF* [11]
 - France Winndance Twine and Lauren Alfrey, “Gender-Fluid Geek Girls: Negotiating Inequality Regimes in the Tech Industry” *FF* [11]

16. R 3/23 **Working Mothers, Working Parents and Stratified Reproduction**

- Sheryl Sandberg “The Myth of Doing it All” [19]
- Karen McCormack, “Stratified Reproduction and Poor Women’s Resistance” [10]
- Recommended: Mignon Moore, “Two Sides of the Same Coin: Revising Analyses of Lesbian Sexuality and Family Formation through the Study of Black Women” *FF* [6]

Recommended Events – Sat. March 25th: Central PA Consortium of WGSS and Africana Studies Programs’ annual undergraduate conference & keynote with Guggenheim Fellow [Alisha B. Wormsley](#). Franklin & Marshall College, detail TBA, transportation available.

WEEK 9

17. T 3/28 **Confronting Gendered Violence**

- Laurie Schaffner “Violence Against Girls Provokes Girls’ Violence: From Private Injury to Public Harm” *FF* [11]
 - Phillip Goff and L. Song Richardson, “No Bigots Required: What the Science of Racial Bias Reveals in the Wake of Trayvon Martin” [7]
 - Alicia Garza, “A Herstory of Black Lives Matter” *FF* [3]
- * For additional background information on Trayvon Martin’s killing, see Munro, “Shooting of Trayvon Martin”

18. R 3/30 **Sexual Assault on College Campuses**

- Armstrong, Hamilton and Sweeney, “Sexual Assault on Campus” *FF* [11]
- Pascoe and Hollander “Good Guys Don’t Rape” *FF* [6]

Recommended Events – Thursday, March 30th 7 pm: Emi Koyama on Transfeminism in the age of waning LGBTQ rights (ATS)

WEEK 10

19. T 4/4 **Militarized Gendered Violence**

- Joane Nagel, “Fighting Men, Comfort Women & the Military-Sexual Complex” [15]
- Recommended: Zillah Eisenstein, “Resexing Militarism for the Globe”

20. R 4/6 **New Sexual Intimacies or Repackaged Sexual Expectations?**

- Armstrong, Hamilton, England: “Is Hooking Up Bad for Young Women?” *FF* [4]
- Leila Rupp and Verta Taylor, ‘Straight Girls Kissing’ *FF* [4]

WEEK 11

21. T 4/11

Expanding Queer Politics

- Feministing: [“What’s the Difference between Lesbian and Queer”](#) [1]
- Suzanna Danuta Walters “The Trouble with Tolerance” and Same-Sex Marriage and Queerness [3]
- Cathy Cohen, “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?” *FF* [15]
- Recommended: Arlene Stein, “What’s the Matter with Newark: Race, Class, Marriage Politics and the Limits of Queer Liberalism” [21]

22. R 4/13

Asexual Intimacies: Queering Compulsory Sexuality

- CJ Deluzio Chasin “Making Sense in and of the Asexual Community: Navigating Relationships and Identities in a Context of Resistance” [12]
- Tyler Clay “What Makes You Acey?” Asexuality and White Supremacy [6]
- **Paper Two Assignment Distributed**

Recommended Event – R, 4/13: WGSS Dickinson Prof. Amy Farrell on her forthcoming book about the Girl Scouts, race, class and gender on a global scale. Noon, Stern Great Room (lunch provided).

Recommended Event – Friday, 4/14, 11:30-12:20, Althouse 08: “Artistic Activism and the Climate Crisis” facilitated by Prof. Mariana Past and Charlotte Goodman ’23.

WEEK 12

23. T 4/18

Reproductive Justice

- Loretta Ross, “Understanding Reproductive Justice” [6]
- S.E. Smith “Disability and Reproductive Justice” [4]
- Congressional Research Service “Supreme Court Rules No Constitutional Right to Abortion in *Dobbs v. Jackson Women’s Health*” [5]
- Anne Branigin & Samantha Chery, [“Women of Color will be most impacted by the end of Roe, experts say”](#) [3]
- Siegel, [“How Overturning Roe impacts trans and nonbinary communities”](#) [2]
- Sellers and Nirappil [“Confusion post-Roe spurs delays, denials for some lifesaving pregnancy care”](#) [3]
- Kendall Ciesemier [“Leave My Disability Out of Your Antiabortion Propaganda”](#) [2]

Recommended Event: Wednesday, April 19th Take Back the Night, details TBA

24. R 4/20

Transnational & Queer Feminist Disability Perspectives

- Eli Clare “The Mountain” [12]
- Nirmala Erevelles, “Disability and the New World Order” [7]
- **Paper Two Assignment Reviewed**

WEEK 13

25. T 4/25

Paper Two Development Day

- 1) Review the assignment (listed in the syllabus)

- 2) Choose your topic.
 - Option 1: Consider what concepts or debates have been particularly intriguing or troubling for you. Take some time to explore why and what draws your interest, and if/how these elements have shed light on a topic of your choice beyond the readings. Then revisit the readings to determine which articles explore those ideas, and – if necessary – skim ahead to later class topics and readings that also might be relevant to your interests
 - Option 2: Choose the object you want to analyze, performing any research needed into the basics of it (e.g. reputable news article describing its background). Brainstorm what course concepts and readings could be used to analyze that object and review those readings. Skim ahead to later class topics if relevant.
- 3) **Outline your paper; Draft 2 of 4 pages – Bring to class**

26. R 4/27 **Flex/Catch-Up Class:** To be used as needed throughout the semester for snow/sick days

Recommended Event: ROWGS Thursday, April 27th, 4:30 Stern Great Room.

Friday, April 28th at 9 am: Paper Two due via hardcopy under my door and via the **Moodle**. **Include the development work.**

Recommended Event – Friday, 4/28, 11:30-12:20, Stern Great Room: “Equity and Sustainability Roundtable” facilitated by Prof. Katie Schweighofer (WGRC Director).

Week 15

27. T 5/2

Indigenous Feminist Perspectives on Climate Change & Social Sustainability

- Joane Nagel “Intersecting Identities and Global Climate Change” *FF* [5]
- Kim TallBear, “Badass Indigenous Women Caretake Relations: #Standingrock, #IdleNoMore, #BlacklivesMatter” [5]
- Recommended: Dory Nason “We Hold Our Hands Up: On Indigenous Women’s Love and Resistance” *FF* [2]

28. R 5/4

Flex Class (if needed) OR Class Review: Core Take Aways and Continued Questions

- Homework TBA

Final Exam on Thursday, May 11th at 2 pm

ASSIGNMENT DETAILS

1) Two Analysis Papers (45% total)

Paper One: Midsemester Conceptual Application (25%). This assignment broadly asks you to analyze a social phenomenon through the conceptual frameworks introduced in the course to-date, thereby

enabling you to demonstrate your understandings of these central feminism paradigms, their applications and limits. Prompts TBA.

- Follow scholarly writing protocols: you need a clear thesis, sufficient substantiation and explanation, good organization and proper citation.
- 5-6 pages, double-spaced, 12 point font, one-inch margins.
- Paper Development DUE in-class on Tuesday, March 7th (Pass/Fail, but 10 points deducted from final paper if not submitted).
- Paper DUE on Thursday, March 9th via Moodle and hardcopy.

Paper One will be a **delayed grade assignment** where I will return it to you with feedback but not a grade. In recent years, I've noticed that assigning grades on papers creates stress, anxiety and difficulty for students and studies reinforce this observation. The grade can divert student attention from reviewing the feedback on the paper, and these comments are what help students improve their analytical and writing skills. They are the benefit of a small liberal arts education! In a delayed grade assignment, you'll receive my comments and feedback on your paper but no grade. You'll then have the opportunity to submit a reflection on my feedback and what you would improve in the future for extra points. At the conclusion of the extra credit period, you'll receive a grade with any additional points added. A form of alternative grading practices, this approach enhances learning by shifting student attention to reflection and improvement, rather than immediate outcomes.

Paper Two: Critical Response or Applied Analysis (20%). The critique is a time-tested form of feminist engagement that doesn't limit itself to criticism or disagreement: they are more effectively described as a conversation and an analytical discussion of a well-defined set of issues related to the associated readings. Rather than summarizing the readings, they **respond** to and **assess** them: we practice this skill daily in class.

- 4 pages, double-spaced, 12-point font and one-inch margins.
- Prewriting, Outline, & ½ Draft (2 pages)– due in-class on Tuesday, April 25th (Pass/Fail: 10 points will be deducted from final grade if not completed).
- Due Friday April 28th at 9am (Moodle and hardcopy)

Two Options:

- 1) **Response:** Critically respond to 2-3 connected articles assigned in the course. You get to choose the topics as long as two of your selected readings were assigned after the midterm. Strong reflections, however, will include concepts addressed in the first half of the class. By way of example: You may want to consider how Aulette and Winter's analysis of a gendered global economy illuminates or complicates Twine's intersectional analysis of outsourced wombs; or how the roots of global labor stratification (week 7 & 8) overlap with and are distinct from the institutional and representational forces creating forms of gendered violence (week 9 & 10).
 - Your assessment should include examining what you find most compelling in the authors' argument and why.
 - It should also evaluate the applications of these ideas, their assumptions, oversights and audiences.
 - Successful assessments will make connections with the broader theoretical concepts articulated throughout the course.
 - When exploring any points that are particularly troubling, problematic or mystifying, try to consider how your disagreement leads to alternative possibilities.

- 2) **Applied Analysis:** Choose an object you want to further analyze from class discussions, presentations, lectures or outside course materials. Perform a feminist critical analysis of that object, using at least 2-3 connected articles assigned in the course. In other words, how would the authors studied in this class analyze this object? At least one of the readings used to analyze the object must have been assigned after the midterm, but typically strong analyses will include concepts addressed in the first half of the class. By way of example: You may want to consider how the Aulette and Winter's analysis of a gendered global economy and McCormack's notion of stratified reproduction shed light on the Covid19 pandemic's intersectional impacts.
- Your assessment should include succinctly describing your object of analysis for an audience unfamiliar with it.
 - You should include at the end of your paper a citation for the source of the object and a snapshot of the first page of that source if it is a written/web source.
 - It will analyze that object through at least two distinct points of view brought by the course readings. In other words, rather than using two or three authors whose ideas confirm the same thread of analysis, select authors that would examine the subject from a different vantage point, perhaps pointing to a tension, a contradiction, an oversight.
 - Through this application of these authors' ideas, explore what the application reveals about the authors' or object's assumptions, oversights, audiences, or ramifications.
 - Successful assessments will make connections with the broader theoretical concepts articulated throughout the course.
 - When exploring any points that are particularly troubling, problematic or mystifying, try to consider how your disagreement leads to alternative possibilities

2) **Multimedia Example Assignment (5%):** This course introduces concepts and topics central to feminist studies, but class content is in no way exhaustive. Indeed, whether or not you go on to take additional WGSS courses, a primary objective of this class is to introduce you to the critical tools and modes of assessment that allow you to apply feminist approaches and debates to a host of topics in your other course work, extracurriculars and professional life.

Consequently, once during the semester you will prepare to discuss in-class an object/topic outside course content that is related to article concepts but isn't explicitly referenced in them.

This assignment is more informal than a scripted presentation, but does require modest preparation:

- Select a reading a week ahead of time, emailing me with selection (-5 if not completed)
 - Do collaborate with any co-presenter to ensure you choose different readings, or concept applications if only 1 reading is available
- After completing the reading, find an outside object/example/topic the relates to it
 - News events/broadcast, pending legislation, Twitter/Tumblr debates; memes, short (e.g. < 3 min) film/TV/video clips are all excellent examples
- Post and email me a slide with the object and three discussion bullet-points or questions 24 hours ahead of time (e.g. 10:30 am on Monday for a Tuesday class; 10:30 am Wednesday for Thursday's class).
 - Do also email it to me at that time so I can review it and prepare it to be viewed in-class (-5 if not done)
- Be prepared to summarize/show the object in-class and discuss the connections you see with the readings with your peers

- Have something visual to show: a headline about an event that you summarize; or a brief (< 3 min) clip from a longer film that you summarize
- Conclude with an open-ended question to facilitate conversation
- 5-10 minutes including any clip viewing
- FYI – **don't write a discussion post** the day you submit your multimedia example assignment as that would be double-counting work.

While this is not a formal presentation, still practice good public speaking skills – practice it, slow down, use short sentences and pause after questions. You don't need to have your discussion points scripted, but should have notes on the connections you plan to make. If you are nervous, slow down. Also remember that you are in an environment where your peers and I are concentrating on what you want to communicate rather than on your mistakes.

3) **Final Exam (25%)**: The final exam will be a comprehensive assessment, covering material from the beginning of the course through the conclusion. Thursday, May 11th at 2pm.

4) **Active Scholarly Engagement (25%)**: Reading, Discussion Board Postings, Participation, Attendance, Peer-to-Peer Class Notes.

Per College policy, you should plan on three hours of preparation time for every class credit hour, or an average of 12 hours a week for a four-credit course.

Reading: You are expected to complete all the assigned reading prior to each class, especially as our student-centered discussion will focus on close textual analysis and application of the texts' main ideas.

- Practice engaged reading – mark up the text (via pen/electronically) and take notes.
- I suggest that you write a paragraph summarizing each reading, addressing points you find interesting, troubling or baffling.
- After completing the readings, take a few minutes to ponder and write down connections or dissonances between them.
- Write down your questions and major points of contention/agreement
- Use these notes in class!

Moodle Discussion Board Postings – 6 total, 3 are due prior to spring break (10%)

- Post to the discussion board a short (6-10 sentence) comment/question related to course readings prior to the applicable class meetings.
- Postings can be on a topic of your choice, but they should explore connections between at least two assigned readings for the day.
- Responding to the reading questions on the syllabus is one option.
- The postings allow you to reflect upon the readings and your notes for a few minutes, and more broadly consider and articulate the compelling, troubling or mystifying ideas circulating in the reading.
- Postings also serve as a springboard for your contributions to class discussion – it is your responsibility to bring these questions and comments into class discussion.
- A good rule of thumb is that if you frame a question make it genuine, where you truly feel you don't know all or a part of the answer, or are ambivalent about the way the authors have addressed that question and are seeking more input.

- Six are required in total, they cannot overlap with your multimedia assignment, and they must be posted in a timely fashion – they won't count if they aren't posted prior to class!
- THREE must be done prior to spring break.
- **Print out a hardcopy of the posting to me in class.**

Discussion Board postings are graded on a 0-5 scale (see rubric at end) Please label your postings in the discussion forum by Name, number and class/date, e.g. "Oliviero, Moodle Posting 2, Class 2/Jan. 26."

Examples:

"Truth, Anzaldúa, and Lorde all emphasize that gender identity is not experienced universally, but that it is influenced by racial identity, ethnic heritage, class, and sexuality, to name a few. They indicate that these influences have the weight of history behind them – whether the displacement of native American people, or Mexicans, or other forms of racism. Because different groups of people's identity are shaped by these diverse histories, we can't say there is a universal women's experience- echoing Sojourner Truth's point. Lorde goes on to say that if feminists organize from one notion of a woman's experience, then they are using the "master's tools" because their tactics only speak towards more privileged women's experiences. She asks that feminists instead center difference, rather than try to ignore it or find commonalities through it. How does this emphasis on difference change what it means to have a women's movement, or a political battle trying to create gender change? I think it means that they must not presume that one kind of situation effects women the same way.

If it is a more technical question try to articulate what you don't understand – it might generate different questions.

Instead of: "What does Lorde mean by 'The Master's Tools will not dismantle the Master's House?'"

Try: I am trying to understand what Lorde means when she says the "Master's tools will not dismantle the master's house." Her essay is about how white feminists often seem to claim that bringing in questions of racism or homophobia distracts from the feminist agenda. They try to say that irrespective of racial or sexual identity, we are all women. Lorde says that approach is a "master's tool": I think what she means by that is that presuming you can find commonality among women while ignoring racial or sexual differences recreates the "master's" power tools; she implies they are white hierarches. But why? Is it because this approach presumes that there is a women's experience without a racialized experience? Who gets to have a gendered experience without a racialized experience? Maybe that is how whiteness functions – whiteness is still the norm in the US, so if you are white maybe you don't have to think about your own race, only those perceived to be different. Consequently, white feminist can feel as if they can talk about women's experiences without exploring how race shapes gender. But that approach is a "master's tool" because it just recreates a feminist agenda based on white women's experiences. Okay. But if we don't want to use the master's tools, then whose experiences should a women's movement be based on?

Peer-to-Peer Class Notetaker

One common accommodation for some students with documented disabilities is to have a (usually anonymous) peer take notes for them. However, many students—with or without documented disabilities—often benefit from these tools. When we build these services into everyone’s learning, they often broadly benefit a range of groups – an approach that in disability rights language is termed “universal design.”

- Following the principles of universal design, you will be responsible for taking notes for 2 classes. See Moodle sign-up sheet.
- Please clearly label your notes with the class number, date and last name, E.g. “Class 3, January 31st, Oliviero” and post them to the Moodle within 24 hours of class.
- P/F, but -2 off your final grade if not done.

Participation. Thoughtful engagement in class with course materials and your peers is an essential component of successful learning. To earn full participation credit you should come prepared to each class with your readings, notes, and questions in hand, and actively participate in discussion. Neither mere presence nor mere quantity of talking in class constitute active engagements: you should attempt to make connections between the readings, my lectures, the discussion board questions and your peers’ in-class and presentation comments, as well as political and cultural media you see outside of class. This is a learned skill that requires practice, and you are not expected to do this perfectly from the beginning, but rather to do your best to improve over the course. See rubric at the end of syllabus.

Uncomfortable Course Content and Engaged Dialogue: Concepts raised in the course may challenge your perceptions of privilege, identity, experience, power and normativity in the world – they certainly do for me. You need not agree with all of the positions presented in this course (the authors and I don’t), but I ask you to remain open to engaging in critical dialogue about them, and practice intellectually and interpersonally respectful communication with individuals whose ideas deviate from your own. Silence is acquiescence: if certain concepts are unclear or troubling, ask questions and voice critique. You will be assessed on the quality of your analysis and its engagement with core texts and themes, NOT the degree with which you agree – indeed, you should be in the habit of articulating why a point is particularly compelling or troubling. *Take advantage of office hours to enhance your learning!*

Learning requires, embracing being a novice, saying “I don’t understand,” examining our presumptions, and pushing ourselves. In short, it is an intellectual workout where growth emerges from the sometimes-uncomfortable place of venturing into the lesser known. Embrace it!

CLASS POLICIES

Attendance Policy

Health, Safety & Illness in the Covid-Era:

Until we decide otherwise as a collective, masks are required in this course and eating or drinking are prohibited to minimize our risk. If you need to take a quick sip, you are welcome to remove your mask for a moment but please don’t plan to drink a full cup during class. We will revisit this after add/drop.

Should we decide as a class to make masks optional, you must still mask if you have any cold or Covid-like symptoms, however minor, because covid can be transmitted prior to testing positive. If you have symptoms, do report them to the Wellness center (717-245-1663) and do test – whether at the Wellness Center or via an at-home test. If you are negative, do attend class but out of courtesy continue to mask until symptoms resolve. If you are positive notify the wellness center [via this link](#), follow the [college’s &](#)

[CDCs Covid isolation guidelines](#) (currently, isolating in your residence for 5 days after your positive test, which is day 0 & wear a well-fitting mask for days 6-10).

Attending remotely will be a possibility on a case-by-case basis via our [class Zoom link](#) but the Hyflex format/audio isn't optimal for learning, so it **will be reserved for communicated covid-isolation or extenuating illness/medical circumstances**. Communication is key here – so please contact me in a timely fashion (before or immediately afterwards) so that we can work out an alternative. Cameras must be turned on and you need to participate at least twice when you attend remotely.

Absences & Communication

Even outside a global pandemic we all live multifaceted lives, therefore two absences are automatically excused as “personal days” – whether for illness, self-care, or other obligations. Following professional courtesy norms, just email me that you are taking them, but you don't need to say why. You don't need to make them up.

After the two personal days have been used, additional absences should primarily be for communicated illness/isolation or extenuating circumstances ONLY and should be discussed with me. Should attending remotely not be feasible in extended illness/Covid circumstances, a short (2 page) written response on the readings will likely be required to substitute for your participation after your first two personal day absences. It is due one week after the illness/Covid-related absence, in hardcopy if feasible. Do take individual responsibility to obtain peer notes and other missed content.

Uncommunicated absences are considered unexcused, which is the equivalent of a 4-point deduction from your final grade. Unless there are extenuating or Covid-related circumstances, we will discuss dropping or failing the course if you miss more than 5 classes, particularly if most absences are uncommunicated.

Recording Classes: This class may be recorded on an as-needed basis so that students with an accommodation granted by Access and Disability Services (ADS), or students who have encountered valid barriers to attending a synchronous class (either due to illness, caring for a sick family member, inability to access the internet, personal days, etc) will be able to view it on an as-needed basis. We will set norms around recording in the first week, but due to the sensitive nature of the course content and my desire to encourage open dialogue, in general recordings will be available by individual email request only, depending on a number of factors. If class discussions become particularly sensitive, I may provide guiding discussion questions or a transcript in lieu of audio video recordings.

Recording of any session in this course other than for the above purposes is strictly prohibited, as is sharing, sending, posting, publishing, making public, or duplicating any recordings without the written authorization of those recorded. Failure to abide by these rules is a breach of privacy and a violation of copyright laws. It is furthermore considered a serious violation of Dickinson's [Community Standards](#) and subject to disciplinary action. It may also be a violation of Wiretapping and Electronic Surveillance laws. Unless otherwise instructed, students are to destroy any recordings shared by their professor at the end of the semester.

Technology Best Practices *Plug In, Not Out!* Use technology to **enhance your engagement** and minimize its distractions.

- Laptop use is for note-taking and article-access only.

- Turn your email off
- Close any open browsers
- If laptops are used in a way that is distracting to yourself and others, a zero will be assigned for participation for the day and the privilege may be revoked permanently.
- Put your phone away, unless we are using it in class.
- If we have to go temporarily remote:
 - **Cameras should be turned on.** (If you think doing so will be consistently challenging, come chat)
 - **Close your email and all browser windows except for Zoom and others relevant to class** unless I ask you to open them.
 - **Plan on trying to participate at least twice**

Extra Credit is available for attending speakers, performances or films and writing a two-page double-spaced reflection for each event on their relationship to course themes and questions. Each event may earn up to a total of 1 point for exceptional work, a maximum of 2 points can be added to the final grade if you attend two events. Opportunities include those mentioned in class, required events on the syllabus, as well as relevant programming from the Women’s and Gender Resource Center, LGBTQ Office, Center for Race and Ethnicity, Community Studies Center, Trout Gallery, Office of Disability Services and a variety of College departments and programs. Do suggest relevant events that may be appropriate, including those on the live [Diversity Events](#) calendar. Extra credit is due no later than two weeks after the event via the Moodle.

Late Work: Your grade is lowered a grade-level (e.g. from “A” to “A-”) for every day an assignment is late. All work should be turned in at the beginning of class to be considered on-time via both hardcopy and Moodle. Extensions require communication ahead of time.

Use of ChatGPT & other text writing applications are prohibited in this class at this time.

Copyright Notice: The syllabi and all assignments, lectures and their materials are the intellectual property of the instructor. No recording or distribution of these materials may be done without the explicit consent of the instructor.

Changes to Syllabus: The instructor reserves the right to make changes to the syllabus as needed. You are responsible for finding out about changes if you miss class but after you’ve made that inquiry feel free to reach out if you still have questions.

EVALUATION RUBRICS

In general, I will evaluate your writing by considering how well you have achieved the following goals (developed by the Writing Program):

1. The author crafts an introduction that identifies a question, frames the question, and states a thesis.
2. The author organizes the writing, demonstrates a progression of ideas, and maintains a consistent focus or thread.
3. The author contextualizes the question and supports it with evidence.
4. The author sustains analytical inquiry throughout the assignment.

5. The author effectively incorporates relevant outside information.
6. The author engages the intended audience with a consistent, distinctive voice appropriate to the task.
7. The author adheres to appropriate standards for language use.
8. The author conforms to appropriate formats for citation of source material

Papers, Presentations, Exams: with + and - gradations

- A = high, in-depth level of understanding, analysis and application for an introductory course
- B = good, substantial level of understanding, analysis and application for an introductory course. Increased details, accuracy, evidence, specifics or explanation are needed to clearly articulate your point or argument in a few (B+), some (B), several (B-) areas, requiring the reader to deduce your understanding/argument rather than having it explained to us.
- C = satisfactory level of understanding, analysis and application for an introductory course, but the assignment substantially lacks detail, specifics, evidence or explanation and inaccuracy can cloud the analysis. The reader typically has to deduce connections between your point and evidence or connections between your points rather than having them explained to us.
- D = minimal level of achievement required to receive course credit. The response is superficial, doesn't address substantial areas of the prompt/assignment objective; inaccuracies confuse analysis
- F = unacceptable level of achievement. The assignment is completed but partial, doesn't address the prompt or only one aspect of it; or is only partially done.

Postings/Quizzes:

- 5: Clear evidence that all readings are completed. Comments demonstrates thoughtful analysis or application of core ideas, explores why that idea was compelling to you, and draws brief links between both readings. Questions have analytical depth and briefly address why the question matters or are linked to an analytical comment.
- 4: Good evidence that all readings are completed. Comments demonstrated thoughtful analysis or application, but readings might not be linked. Questions are analytical, and briefly addresses why the question matters or are linked to a thoughtful comment but those explanation/link could go a bit deeper.
- 3: Shows evidence of most readings, but comment implies a more superficial engagement with the ideas or cursory skim of one article; Question is analytical, but doesn't explore why it matters or isn't linked to an analytical comment.
- 2: Some evidence of reading one article but little of the other; comment more restates a key point or two rather than explores why these points are compelling; questions are closed-ended, and don't explore why it matters.
- 1: Unsatisfactory/Redo (U): Inadequate evidence of reading. Comment/questions points to ideas only introduced in the introduction or abstract, is easily addressed in the body of the article, or is superficial and close-ended.

Strong Participation is much less about getting something "right" and more on engaging deeply with the ideas – including saying "I don't get it" and "I disagree with the author because...".

- A: in most classes you should be using the text to contribute to class discussion, ask questions and build off your peers' comments multiple times.
- B: you should be generally active in class discussion most days, but you could push yourself to participate more often, build off the text and your peers more, or ask questions more frequently.

- **C:** participation you are contributing to class discussion each week but need to anchor your responses within the text more and generally be more engaged.
- **D:** includes infrequent contributions to discussion, and students tend to not link their comments to the text, indicating they may not have read or read sufficiently.
- **E:** students do not contribute to class discussions, come unprepared with notes/marked text, or distract themselves and others.

DICKINSON COLLEGE POLICIES

Accommodating Students with Disabilities:

Dickinson values diverse types of learners and is committed to ensuring that each student is afforded equitable access to participate in all learning experiences. If you have (or think you may have) a learning difference or a disability – including a mental health, medical, or physical condition– that would hinder your access to learning or demonstrating knowledge in this class, please contact Access and Disability Services (ADS). They will confidentially explain the accommodation request process and the type of documentation that Dean and Director Marni Jones will need to determine your eligibility for reasonable accommodations. To learn more about available supports, go to www.dickinson.edu/ADS, email access@dickinson.edu, call (717)245-1734, or go to the ADS office in Room 005 of Old West, Lower Level (aka "the OWLL").

If you've already been granted accommodations at Dickinson, please follow the guidance at www.dickinson.edu/AccessPlan for disclosing the accommodations for which you are eligible and scheduling a meeting with me as soon as possible so that we can discuss your accommodations and finalize your Access Plan. If you will be using any test-taking accommodations in this class, be sure to enter all test dates into your Access Plan in advance of our meeting.

SOAR: Academic Success Support and More

Students can find a wealth of strategic guidance (like weekly planners, semester calendars, and much more) by going online to www.dickinson.edu/SOAR or to Old West's Lower Level (aka "the OWLL"). SOAR stands for **S**trategies, **O**rganization, & **A**chievement **R**esources, and there you'll find apps, tips, and other resources related to organization, study skills, memory strategies, note-taking, test-taking, and more. You'll find strategies for managing your time and well-being, as well as information about academic success workshops offered throughout the semester. If you'd like to attend a workshop or request one-on-one assistance with developing a strategy for a manageable and academically successful semester, email SOAR@dickinson.edu.

Academic Violations of Community Standards – Cheating and Plagiarism:

Cheating and plagiarism are, of course, unacceptable. They undermine all that we do here at Dickinson, as scholars, as students, and as activists.

All of the assignments you submit need to be original, and developed for this course. Be aware you cannot recycle papers you have developed for other classes. Beyond the obvious originality problem, these self-plagiarized papers are not reflective of course content, discussion and methods and therefore do not meet assessment standards. Moreover, you deprive yourself of learning opportunities.

The College defines *cheating* as “deception or the provision or receipt of unauthorized assistance. Students are expected neither to receive nor to provide unauthorized assistance with academic work. Cheating may take many forms, including plagiarism.”

The College defines *plagiarism* as taking a number of forms, but “to plagiarize is to use without proper citation or acknowledgement of the words, ideas, or work of another.”

To avoid inadvertent plagiarism, I suggest that you carefully document your sources when taking notes, taking special care to indicate when you are directly quoting, paraphrasing using significant portions of the author’s wording, or summarizing in your own words. This same process should be used to clarify when you are reiterating another’s ideas or expanding upon them.

Normally, a student found responsible for an academic violation of the Community Standards will receive a failing grade for the course, and be placed on stayed suspension from the College for one semester.

Please familiarize yourself with the Community Standards [at this link](#).