**Gender, Sexuality, and Women’s Studies 171 (FYS):**

**Gender, Power, and Identity: An Introduction to Gender, Sexuality, and Women’s Studies**

Block 1, 2018-19

Professor: Rebecca Wines Email: [rwines@cornellcollege.edu](mailto:rwines@cornellcollege.edu)

Office: 309 College Hall Office phone: (319) 895-4552

Office hours: Wed & Thu. 3-5; also by appointment

Student Success Instructor: Jackie Sernek Email: jsernek@cornellcollege.edu

Office: Small Multisport Center Office phone: (319) 895-4411

Class times: see schedule Classroom: Atkinson (Commons)

**Course Description**

What is intersectionality? What is privilege? What is social constructionism? This interdisciplinary course will help you understand these concepts and more in the field of Gender, Sexuality, and Women’s Studies. We will examine the layout of this academic field, survey historical perspectives in it, address some of its basic ideas, and engage cultural debates that it highlights. We will analyze how notions of race, gender, sexuality, socioeconomic class, nation, physical ability, and other aspects of social location influence people’s lives, while paying close attention to their political, cultural, and economic contexts. Through assigned readings, class discussions, and films, this core course in the GSS program will introduce you to current debates with the field of Gender, Sexuality, and Women’s Studies, including issues such as family, the labor market, the body, science, and activism.

**GSS 171 Learning Objectives**

This course is designed to provide a forum for analysis that contributes to our understanding of gender and sexuality from an interdisciplinary, feminist perspective. Through readings, discussions, written work, lecture, and projects, students in this course will:

* Examine the field of Gender, Sexuality, and Women’s Studies—its issues, themes, theories, and applications
* Develop feminist, interdisciplinary, multicultural perspectives on gender and on society's construction of gender and gender roles.
* Explore the extent to which gender (as well as race, sexual orientation, social class, and physical disability) affects access to opportunity, power, and resources.
* Examine the contributions of women, especially in areas in which women have been neglected or devalued.
* Analyze gender as a theoretical concept and its relationship to various social, cultural and political domains.

**Common Goals for First-Year Seminars**

This course will also address objectives common to all First-Year Seminars. Students will:

* Be introduced to an academic discipline and the concept of a discipline within the context of the liberal arts
* Learn about academic skills common to all disciplines:
  + Academic Honesty:  knowing when to document sources; understanding ethical, legal and professional reasons for documenting sources
  + Critical Reading: restating central points; making inferences; identifying and questioning underlying assumptions; assessing evidence
  + Information Literacy: distinguishing between and evaluating primary and secondary sources as well as popular and scholarly sources
  + Writing: using write-to-learn assignments to investigate, analyze, and summarize course material
* Become familiar with college-level academic expectations and practices.
* Learn about Cornell’s academic support services and their value

**Educational Priorities and Outcomes**

As an intentional learning community, the college has chosen to emphasize the following Educational Priorities and Outcomes for all students:

* **Knowledge.** *Students will integrate and apply knowledge from a focused area of study as well as a broad general education which includes disciplinary and interdisciplinary perspectives in the arts, humanities, and social sciences.*
* **Inquiry.** *Students will respond to the complexities of contemporary and enduring problems using information literacy tools, research skills, creative thinking, and analysis.*
* **Reasoning.** *Students will evaluate evidence; interpret data; and use logical, mathematical, and statistical problem-solving tools.*
* **Communication.** *Students will speak and write clearly, listen and read actively, and engage with others in productive dialogue.*
* **Intercultural literacy.** *Students will connect with diverse ideas and with people whose experiences differ from their own and that may be separated from them by time, space, or culture.*
* **Ethical behavior.** *Students will recognize personal, academic, and professional standards and act with integrity.*
* **Citizenship.** *Students will collaborate with others and contribute in their communities and the larger world.*
* **Vocation.** *Students will discover and prepare for the range of opportunities and challenges that await them beyond their college experience.*
* **Well-being.** *Students will respect the ways physical, emotional, spiritual, and intellectual well-being may contribute to a balanced life.*

GSS 171 (FYS) supports the Educational Priorities and Outcomes of Cornell College with introductory level emphases on *Knowledge, Inquiry, Reasoning, Communication, Intercultural Literacy*, and *Citizenship*. *Ethical Behavior* is expected at all times (See statement on Academic Honesty).

**Required Texts**

There is a textbook required for this course as well as one novel. Any additional readings will be distributed in class and/or available on Moodle (in this case, you must print the readings and bring them to class for discussion). You are expected to keep up with all of the required readings and be prepared to participate in class discussions.

* Saraswati, L. Ayu, Barbara Lee Shaw, and Heather Rellihan, eds. *Introduction to Women’s, Gender and Sexuality Studies: Interdisciplinary and Intersectional Approaches*. Oxford , 2018.
* Crucet, Jennine Capó. *Make Your Home Among Strangers: A Novel*. Picador, 2015.

**Course Information**

1. *Responsibility:* As students at a liberal arts college, you are responsible for your own engagement in the academic conversation, meaning that you are expected to be a prepared and active participant every day. This includes reading or viewing all the assigned material as well as turning in each assignment on time, but more importantly, this means thinking critically, asking questions, coming to class having formulated your own ideas and responses to the course material, and engaging in dialogue with others. It means relying on your own reading for your opinions. It means not only carefully consulting the course materials to understand policies and assignments, but also taking the initiative to come talk with me outside of class if you still do not understand a topic of discussion, a set of directions, or a grade, or have any other questions or concerns.

2. *Class format:* This class will be run mostly in a discussion format designed to promote interaction and exchange. I expect everyone to contribute to discussion, which requires that you:

* Read/view carefully and think about the assigned material before every class. No one—neither professor nor student—can participate effectively without having completed and contemplated the course material.
* Be an informed participant: your comments should be related to the course material and should add to the topic being discussed.
* Listen to each other, which necessitates patience, empathy, and mutual respect. You should be willing to share your ideas and be open to opposing perspectives. It is possible to disagree and still interact respectfully.
* Listen attentively, ask questions, and respond to what people have said; this demonstrates respectful engagement. On the other hand, inattention, sleeping, talking to neighbors, texting, and rude or disconnected responses all show a lack of respect for the members of this class and for your own intellect.

Given the sensitive nature of the topics in this course, and the desire to create a true learning community, I discourage the use of laptops and other electronic devices as they detract from full engagement with those around you. Please speak with me if you must have a laptop in class.

3. *Basic Ground Rules:* One of the premises of Gender Studies is that living and learning are inseparable—that there is a relationship between our experiences as multi-identified individuals and how we see the world. Given the topics of this course, it is likely that some will discuss our personal experiences as they relate to issues we are addressing in class, although there is no requirement to do so. For those reasons, please pay attention to the following guidelines:

* Many of the issues we will discuss involve our personal and political philosophies. There is no reward and no penalty for having a particular set of beliefs. It is only important that we be clear about what we believe and why. We much recognize the importance of both academic research and personal experience in understanding issues of gender, identity, and power.
* You are under no pressure to share personal experiences on a particular topic if you don’t want to.
* You will not share the personal experiences revealed by other members of this class to anyone outside of class. Anyone violating this expectation of trust and confidentiality will receive a failing grade.

In sum, I expect that students in this course should be able to complete the required reading; examine course material from an analytic, feminist perspective; and engage in productive, non-combative discussions.

**Course Policies**

1. *Students Needing Accommodations*

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising, Brooke Paulsen (office: 309 Cole Library; [bpaulsen@cornellcollege.edu](mailto:bpaulsen@cornellcollege.edu)), and their course instructor of any disability-related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see: [http://cornellcollege.edu/disabilities/documentation/index.shtml](http://www.cornellcollege.edu/academic-support-and-advising/disabilities/documentation/index.shtml)2. *Drop/ Withdrawal policies*

The College drop policy will be strictly enforced, meaning that in order to drop on the fifteenth day of the block (Friday of the third week), you must have attended all class meetings, turned in all work, and made a good faith effort to succeed in the course. If you are sick for a lengthy period of time, you will need to have documentation in order to petition for a Health Withdrawal (note that the Student Health Center does not provide sick notes). Please speak with me and/or your advisor if you have any questions about these policies or are considering either a fifteen-day drop or a health withdrawal.

3. *Academic Honesty*

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in the Catalogue under the heading “Academic Honesty."

Dishonesty in academic work includes both cheating and plagiarism. **Cheating** refers to the use of unauthorized sources of information on examinations or any attempt by students to deceive the evaluator of an examination, paper, or project. **Plagiarism** is the act of taking the work of another and presenting it as one's own, without acknowledgement of the original source.

There is not one set of rules for the acknowledgement of sources that is appropriate across all disciplines. For this reason, students are always encouraged to consult their professors and guidelines included in their syllabi. However, in general the appropriate acknowledgement of sources involves meeting the following requirements:

* **Quotations and Paraphrasing.** All direct quotations, even if mingled with original words and ideas, must be placed within quotation marks and accompanied by a specific citation for the source of the quotation. Unless the information is generally known, all phrases that are not original to the author - even two or three words - must be placed in quotation marks and cited. If an existing idea is used but paraphrased or summarized, both the original author's words and sentence structure must be changed and a specific citation for the source must still be made. It is always the responsibility of the student to provide precise sources for all ideas, information, or data he or she has borrowed or adapted. Simply listing sources in a bibliography is not sufficient. Students who use information from the World Wide Web are expected to follow these same guidelines for the citation of sources. Failure to cite sources properly constitutes academic dishonesty, whether the omission is intentional or not.
* **Ideas and Data.** All students are required to acknowledge the ideas of others. Every student is expected to do her or his own work in the completion of an assignment or an examination unless either (a) the sources for these ideas are explicitly cited, or (b) the instructor explicitly allows such collaboration. In addition, a person giving unauthorized assistance to another on an examination is just as guilty of cheating as the person who accepts or solicits such aid. Submitting revisions of academic work previously submitted, either in the current course or in previous courses, qualifies as academic dishonesty unless the student obtains the explicit permission of all of the instructors involved. All data sources must be cited accurately. It is dishonest to fabricate or alter research data included in laboratory reports, projects, or other assignments.

A safe guide is to provide a full citation for every source consulted. Sources may include, but are not limited to, published books, articles, reviews, Internet sites, archival material, visual images, oral presentations, or personal correspondence. In addition, students should always keep previous drafts of their work in order to provide documentation of their original work. Finally, due to disciplinary differences, students should consult their professor, a librarian, and/or the Teaching and Learning Center for specific instructions on properly providing citations for sources.

4. *Attendance*

Coming to class in a timely manner is mandatory. Three tardy arrivals will result in an absence counted against you, and more than two absences (that is, two class sessions) will result in a lowering of your participation grade by 3.5 percentage points for each additional absence. I do not differentiate between “excused” and “unexcused” absences; however, in the case of extenuating circumstances I am willing to discuss your situation with you.

If you know that you will miss a class for religious reasons or for an official Cornell College activity, please let me know ahead of time so that we can talk about arrangements. Note that in any case of absence, it is your responsibility to cover the material you missed. It is therefore a good idea to exchange contact information with at least two other students in this class with whom you can discuss what you missed and who are willing to share their notes with you.

Student 1 Student 2

Name: Name:

Email: Email:

Phone number: Phone number:

5. *Technology*

* *Phones*. Turn off your cell phone or set it so that it does not make any noise or vibrate, put it in your bag, and leave it there during class. If you are texting, you are absent.
* *Laptops*. Students stay more engaged with class discussion and retain more information when they take notes by hand; therefore I ask that you not use your laptop or tablet during class. However, I might permit a laptop under special circumstances; please speak with me if you wish to have a laptop in the classroom.
* *Email*. Check your Cornell email account at least once per day, but not during class time. This is the main way I communicate with students. Please respond to course-related emails in a timely manner (24 hours or less, usually).

**Course Assignments and Requirements**

*Evaluation.* Evaluation of your work is based on several elements: addressing the assignment without digression; the quality of argument and development of ideas; demonstration of knowledge of material and level of feminist analysis; use of course materials and empirical information; and organization, coherence, and writings/presentation style.

*Grade Scale:*

A 93-100% B+ 87-89% C+ 77-79% D+ 67-69%

A- 90-92% B 83-86% C 73-76% D 63-66%

B- 80-82% C- 70-72% D- 60-62%

F 59% and less

*Graded work/Late work*. I do not grade on a curve. All coursework is due at the beginning of the indicated class period, unless otherwise stated (for example, reading response papers). During each successive 12-hour period, the assignment’s grade will be docked a further 10%. For example, if a journal is turned in at the beginning of afternoon class instead of morning class, the highest possible grade for that assignment is a 90%. If it’s turned in the next day at the start of morning class, that falls to 80%. And so on.

*Participation*. With attendance, worth 20% of your course grade. The quality of your learning and of each class session is highly dependent on completing the reading and coming to class prepared to engage the material. Students will be evaluated based on the quality of their presence in the classroom. “Quality” here is defined as informed and respectful participation in class. “Quality” participation is impossible to attain without careful reading and thinking about the assigned reading before every class, attending class, and interacting respectfully with others in the classroom. Your grade will not be based on how often you talk but on how well your presence in the classroom facilitates discussion and comprehension. This means not only are you speaking constructively, but also you are refraining from activities that inhibit class discussion. Be polite and respectful. Consider other people’s feelings. Every person in this class is equally responsible for the success of the course.

To make most of your experience in this class:

* Enter into class activities with enthusiasm
* Openly share related experiences
* Respect the views of your classmates
* Be patient with others
* Be honest and sincere about your thoughts and feelings
* Restrict discussions to relevant topics
* Try not to monopolize discussions

*Reading response papers*. Worth 15% of your final grade. You are required to submit three short (about ¾ of a typed page, and no more than 250 words) reading response papers over the course of the block. Each should be sent to the professor via email by 7:30 on the morning they are due. You will be assigned to one of two groups whose papers will be due on different dates; please pay careful attention to which group you are in and when your papers are due!

\*\*I am in Reading Response Group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

On days when there are readings both from the textbook and from the novel, you may choose whether to respond to the textbook or to the novel; do not respond to both. Your choice will impact the format for your response paper.

Reading response papers addressing the textbook should follow this format:

1. Identify and explain the main argument/theme from one of the readings. Your paper should examine the text’s key issues/concepts and then relate it to the rest of the day’s reading. It should consist of short statements that demonstrate an engagement with the readings as a whole. The paper should be a thoughtful attempt to synthesize the day’s readings; it should not be a general summary of the readings or a restatement of each article.

2. Pose two discussion questions. These questions should invite serious reflection on the material and encourage analytical, engaged discussion of the text at hand. We will use some of the questions generated in class, so be prepared to discuss the questions you ask. See the handout “Discussion questions” for more guidance about this part of your paper.

3. Reflect on the readings. Include a one-paragraph response to one of your discussion questions or furnish a more specific reflection on the readings. Reflections on the reading should make connections to other readings or concepts, examine a specific example, apply the reading to the “real world,” and/or demonstrate some analytic grappling with the material.

Reading response papers addressing the novels should follow this format:

1. Identify issues present in the novel that we have discussed using other course readings.

2. Analyze these concepts and issues by applying concepts and ideas that we have discussed in relation to other course readings.

3. Pose two discussion questions (see above and handout).

*Exam*. 15% of the final course grade. There will be one exam in this course. It will include essay and short-answer/identification questions. It will cover readings, class discussions, and films. Make-up exams will not be given except in cases of emergency.

*Textbook articles.* You will be assigned to a group of 3 or 4 students. After you have finished all of your reading for the next day, you and your group will more closely examine one of the articles assigned from *Introduction to Women’s, Gender, and Sexuality Studies*. It will be your responsibility to present this piece to the class and lead discussion on it during class time. Everyone in the group must share the preparation and the presentation in equal amounts!

\*\*I am in Presentation Group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Before beginning in class, your group must hand in an outline of your presentation with everyone’s name on it. Include an MLA-style citation of the article that you worked on. The presentation should identify several elements of the article:

* who the author is and what their standpoint might be (academic, artistic, activist, etc.)
* the piece’s genre and/or academic field it originated in
* thesis/central argument of text
* important supporting arguments
* evidence/data used to support the article’s arguments
* who the target audience of the piece is (specialists, students, general public, etc.)
* the text’s purpose/point/main take away (why does the thesis/text matter? How does it contribute to the larger academic conversation on the topic?)

It is important that you summarize and paraphrase in order to convey the essentials and not simply read from the text. This portion of your presentation should take 5-7 minutes.

Additionally, your group will lead discussion of the text for another 7-10 minutes. This conversation should afford deeper understanding of the article, more critical thinking about it, and perhaps put it in context in view of other course readings. You may use discussion questions such as the ones required with your reading journals (see discussion question handout) or some other activity that keeps focus on the text at hand and involves class participation.

*Research Project: Topic, Question, Bibliography, Revisions, Paper and Paper Presentation*. In the course of this term each of you will be involved in a substantial research project. The aim of the project is to ask and begin to answer a question about some aspect of gender, sexuality, and/or women’s lives, and to explore library research and resources to do so. To that end, you will be compiling an annotated bibliography. You can choose from a variety of topics, some of which we will cover in class and in the readings. You are required to select your topic and turn in a paragraph explaining it by Friday, August 31. You should get the topic approved by me as soon as possible, so that you can begin searching for the relevant literature. Detailed instructions for this project will be given in a separate handout.

**Breakdown of Grades**

Attendance and Participation 20%

Reading response papers 15%

Exam 15%

Textbook article presentations (2 at 3%) 6%

Research topic and question (3% each) 6%

Initial annotated bibliography entries (6 at 3%) 18%

Revised annotated bibliography 5%

Final research paper 15%

**Course Schedule**

→ Please note that this schedule may be amended if the need arises. Changes will be announced in class and posted on Moodle.

**Friday, August 24**

2:15-3:45 at classroom: Course introductions

What is an FYS?

Introduction of Student Success Components of FYS

Homework: Read: *Introduction to Women’s, Gender and Sexuality Studies* (WGSS) Section 1, chapter 13

Adrienne Rich, “Claiming an Education” (on Moodle: print & bring to class)

**Week One**

Monday, August 27

8:50 at classroom: Meet for roll call and walk to King Chapel together

9-9:15 at King Chapel: All-College Gathering: “Unlocking the Potential of the Block Plan One Failure at a Time” Jai Shanata and Brandi Shanata

9:15-10:30: Civil discussion, Discussion Rules

What is GSS?

10:30-11: Jennifer Ferrell, Writing and Teaching Specialist, CLT

What happens at the Writing Studio?

Homework: Read: *Introduction to Women’s, Gender and Sexuality Studies* (WGSS) Section 1, introduction and chapters 1 through 4

Tuesday, August 28

9-11: Mapping the Field, part one

1-3: Film: “Two Spirits” (~60 mn)

Homework: Read: WGSS Section 1, chapters 5-12

Write: Group A: response paper #1

Wednesday, August 29

9-12: Mapping the Field, part two

TED talk film: Kimberle Crenshaw “The Urgency of Intersectionality” (~20 mn)

Homework: Read: WGSS Section 2, intro and chapters 14-23

Write: Group B: response paper #1

Prepare: Presentation Group 1, presentation #1

Thursday, August 30

9-11: Historical Perspectives, part one

Presentation Group 1, presentation #1

Film: “She’s Beautiful when she’s Angry” (~90 mn)

1-2: Continued discussion of readings

2-3: Meghan Yamanishi, Consulting Librarian for Social Sciences, History, and Archives

Scholarly Sources: What they are, and locating and documenting them

Homework: Read: WGSS Section 2, chapters 24-34

Prepare: Research topic statement

Presentation Group 2, presentation #1

Friday, August 31

**Due**: Research topic statement

9-12: Historical Perspectives, part two

Presentation Group 2, presentation #1

Homework: Read: WGSS Section 3, introduction and chapters 35-38

Write: Two (2) Annotated Bibliography Entries

Prepare: Presentation Group 3, presentation #1

**Week Two**

Sunday, September 2

Student Success Component: Self care

Getting Involved

Monday, September 3

**Due**: Two annotated bibliography entries

9-12: Cultural Debates: Family

Presentation Group 3, presentation #1

Homework: Read: WGSS Section 3, chapters 39-44

Write: Group A: response paper #2

Prepare: Presentation Group 4, presentation #1

Tuesday, September 4

9-11: Cultural Debates: Gender, Sexuality, and Labor; Reproductive Politics

Presentation Group 4, presentation #1

1-2 at classroom: Meghan Yamanishi, Consulting Librarian

Turning Research Topics into Research Questions

2-3: Discussion, continued

Film: “Miss Representation” (~90 mn)

Homework: Read: WGSS Section 3, chapters 45-52

*Make Your Home Among Strangers* (MHAS), chapters 1 through 4 (32 p)

Prepare: Presentation Group 5, presentation #1

Wednesday, September 5

9-12: Cultural Debates: Gendered Violence; Popular Culture and Media Representations

Presentation Group 5, presentation #1

1-2 at Hedges (Commons): Student Success Component: Time Management

**Bring**: College Student Inventory Report

**Due**: Time Log (Turn in on Moodle AND bring a printed copy)

Homework: Read: WGSS Section 4, intro and chapters 53-59

MHAS, chapters 5-6 (18 p)

Write: Research question

Prepare: Presentation Group 1, presentation #2

Thursday, September 6

**Due**: Research question

9-11: Epistemologies of Bodies, part one

Presentation Group 1, presentation #2

1-3: Discussion

Homework: Read: WGSS Section 4, chapters 60-68

MHAS, chapters 7-9 (33 p)

Prepare: Presentation Group 2, presentation #2

Write: Group B, response paper #2

Friday, September 7

9-12: Epistemologies of Bodies, part two

Presentation Group 2, presentation #2

Homework: Read: WGSS Section 5, intro and chapters 69-72

MHAS, chapters 10-15 (59 p)

Write: Two annotated bibliography entries

Prepare: Presentation Group 3, presentation #2

**Week Three**

Monday, September 10

**Due**: Two annotated bibliography entries

9-11: Science, Technology and the Digital World, part one

Presentation Group 3, presentation #2

11-12: Jennifer Ferrell, Writing and Teaching Specialist, CLT

How to Approach a Paper Assignment

Homework: Read: WGSS Section 5, chapters 73-78

MHAS, chapters 16-18 (34 p)

Prepare: Presentation Group 4, presentation #2

Tuesday, September 11

9-10 in classroom: Student Success Component: Well-being

10-11: Science, Technology and the Digital World, part two

Presentation Group 4, presentation #2

1-3: Discussion, continued

Homework: Read: WGSS Section 6, intro and chapters 79-81

MHAS, chapters 19-21 (30 p)

Write: Group A response paper #3

Prepare: Presentation Group 5, presentation #2

Wednesday, September 12

9-12: Activist Frontiers, part one

Homework: Read: WGSS Section chapters 82-90

MHAS, chapters 22-24 (36 p)

Write: Group B response paper #3

Thursday, September 13

9-11: Activist Frontiers, part two

1-3: Discussion

Homework: Study for exam

Friday, September 14

9-12: Exam

Homework: Read: MHAS, chapters 25-30 (72 p)

Write: Two annotated bibliography entries

Work on draft of final paper

**Week Four**

Monday, September 17

**Due**: Annotated bibliography entries

9-11: Discussion of novel

11-12: Jennifer Ferrell, Writing and Teaching Specialist, CLT

Revising

Homework: Read: MHAS, chapters 31-end (58 p)

Tuesday, September 18

9-11: Discussion of novel

1-3: Work on final project

Wednesday, September 19

**Due**: Final paper and revised bibliography

9-11: Course wrap up and evaluations