

Introduction to Women's Studies/Gender & Sexuality Studies WMST 101 (3 credits)

Class Description

This course is designed to serve as a broad introduction to the history, theories, methods and issues that constitute the field of Women's Studies/Gender & Sexuality Studies. The primary objective of this course is to familiarize you with some of the core concepts and key debates that have shaped the field. Through reading both classic and contemporary women's and gender studies scholarship from a variety of disciplines, we will look at the social movements and historical factors that led to the emergence of women's studies/gender & sexuality studies as a field of study, with a focus on the following themes:

The historical and social foundations of Women's Studies and Gender & Sexuality Studies as disciplines
Social and historical constructions of gender (with a particular focus on the histories of science and medicine). How cultures, medias and markets influence the ways we perceive the human body (in particular, how women's bodies are represented and how those representations affect body image) The gendered nature of identities in nations and states (i.e., how gender, race, class and sexuality operate in different social, cultural and political contexts) How the forces of globalization and displacement are shaping contemporary ideas about gender Transnational perspectives on the future of women's studies/gender & sexuality studies, feminism and activism in the 21st century.

The Themes of This Class

Our approach will be interdisciplinary, with a focus on critical thinking. Critical thinking does not mean 'critique' in the ordinary sense of the word. In normal conversation, if you critique something it simply means you don't agree with it. But here, critical thinking means you learn to use evidence and analysis to come to judgment, instead of just depending on conventional wisdom. As you reconsider received wisdom based on evidence and analysis, you will often find that conventional wisdom, the 'normal' ways you have learned to think about things, may be wrong. This is one reason why people think that critical thinking is just another way of saying that you 'critique' (i.e., criticize) deeply held beliefs or strongly held convictions of others. But the real key is not whether you agree or disagree with something, but how you get there!

Learning Outcomes

In keeping with the core requirements this course satisfies, my aim is to help you attain the following learning outcomes. Keep these in mind as you work through this class:

1. Develop respect for and engage in constructive discussion about the establishment and evolution of the disciplines of Women's Studies and Gender & Sexuality Studies;
2. Articulate how race, class and gender have impacted the development of the various
3. theories, methods and issues employed by those working in this area;
4. Interpret and debate multidisciplinary perspectives articulated by feminists and those have contributed to the discipline through their writings and/or art;
5. Deepen existing critical thinking skills in order to analyze and interpret data and recognize bias and faulty reasoning;
6. Develop confidence in expressing ideas both orally and in writing;
7. Integrate personal experience into the theoretical and analytical frameworks studied and discussed in class.

Required Text

Aulette, Judy Root and Judith Wittner. 2014. *Gendered Worlds* (3rd Edition). Oxford University Press.

Grades

Your final grade will be calculated as a composite of grades earned for each component of the class requirements, based on the following weighted percentages for each category:

Critical Autobiography	10%
Analytical Essay	15%
Online Midterm	25%
Online Final	25%
In---Class Assignments	15%
Class Participation	10%
TOTAL	100%

Grading System

Letter Grade	Range
A	91---100
A---	90
B+	89
B	81---88
B---	80
C+	79
C	71---78
C---	70
D+	69
D	61---68
D---	60
F	<59

Five In---Class Assignments (all 5 assignments constitute 15% of your class grade; each assignment is worth 100 points each)

(See specific dates in the class syllabus.)

(15% of your final grade)

More details about each assignment will be given in class.

Critical Autobiography (minimum 1500 words) --- Due Th, 9/15

(10% of your final grade)

More details about this essay will be given in class and on Web Campus. General writing guidelines are also available on Web Campus under "Other Essential Information."

Analytical Essay (minimum 1500 words) --- Due Th, 11/17

(15% of your final grade)

More details about this essay will be given in class and on Web Campus. General writing guidelines are also available on Web Campus under "Other Essential Information."

Online Midterm --- Due T, 10/18

(25% of your final grade)

The midterm will be an online multiple---choice, true---false and essay exam. It will test your knowledge of the terms and concepts from the first half of the semester. More information and guidelines for this exam will be given in class and on Web Campus.

Given the format and time limits of the test, I strongly advise you to make sure you've done the following before the n to ensure maximum success: (1) Read all assigned readings before attempting to take the test and (2) Take good detailed notes on the information given in class at every session.

Online Final (25% of your final grade)

Due, W, 12/15

The final will be an online comprehensive multiple---choice, true---false and essay exam. It will test your knowledge of the terms and concepts from the entire semester. More information and guidelines for this exam will be given in class and on Web Campus.

Given the format and time limits of the test, I strongly advise you to make sure you've done the following before the final to ensure maximum success: (1) Read all assigned readings before attempting to take the test and (2) Take good detailed notes on the information given in class at every session.

Class Participation (10% of your final grade)

I expect you to attend class regularly and to read the day's assigned materials prior to class. The success of this class depends on very active student participation.

Good attendance means more than simply being physically present. It also means arriving on time, staying for the entire class, and actively contributing to class discussions or group work. Above all, it means you're not text messaging or doing something else on your laptop computer or any other electronic device (all laptops, cell phones and electronic devices should be turned off [or put away on silent mode] at the beginning of class and should not be taken out again until the end of class; if you wish, you may use paper and a pen to take notes during class time), unauthorized activities that may lead to your eventual expulsion from the classroom.

Since your preparedness will affect the quality of class interaction and the degree of learning taking place, you should also come ready to discuss, question and argue your interpretation of the readings. During every class session, students will be called on at random to answer questions about the readings and will be graded on their preparedness or lack thereof. So you can participate fully in these discussions, I suggest you write down your thoughts and reactions to the readings before class. Class discussions will include portions of the reading assignments with a variety of in---class exercises and structured group discussions. More guidelines for this component of your grade can be found on Web Campus in the document entitled "On Class Discussion."

Students will be required to view all videos and DVDs shown during class. If you happen to be absent on a day that a video or DVD is shown, you are still responsible for viewing those particular films on your own time.

Note: Exceptions to this policy are classes missed due to the observation of a religious holiday or an officially sanctioned extracurricular activity, as stipulated by university policy (please see the university policy on religious holidays at the end of the syllabus). Provided you follow UNLV policy and notify me of

anticipated absences, you will be provided with an opportunity to make up missed work in this case. Similarly, those of you who miss class because you had to represent UNLV at an official extracurricular activity will have an opportunity to make up missed work provided you give me official written notification no less than one week in advance. In both cases, I will work out a new set of deadlines with you – these new deadlines will be binding and subject to all the same policies about late or missed work, discussed above and below.

Protocol When Web Campus is Not Working:

If Web Campus doesn't allow you to attach your assignment or doesn't show your assignment or assessment has been submitted, you should:

Send me an attached copy of your work via Web Campus mail in a .doc or .rtf file (1st preference); or
(2) Send me an attached copy of your work in a .doc or .rtf file via to my e---mail address. (2nd preference).

(3) Any time there's a problem with the Web Campus system, you should contact Web Campus support immediately to inform them of the problem. Web Campus should then give you a ticket number for the issue. You should also contact me within 24 hours of the problem via Web Campus mail to inform me of the issue and give me the ticket number so I may contact Web Campus support for more information.

IMPORTANT: Students who assert they are turning in work late due to technical problems with Web Campus who have failed to adhere to the procedures detailed in this document will receive no credit for that particular assignment/assessment.

Class Sessions and Readings --- Fall 2016

Session 1 (8/30): Introduction

Session 2 (9/1): School/Life 101

Session 3 (9/6): Chapter 1: Introduction, 1---17. Session 4 (9/8): Chapter 1: Introduction

Session 5 (9/13): Chapter 2: Bodies and Genders, 18---57.

In---Class Assignment 1: Gender Markers

Session 6 (9/15): Chapter 2: Bodies and Genders

Critical Autobiography Due

Session 7 (9/20): Chapter 3: Socialization and the Social Construction of Gender, 58--- 92.

Session 8 (9/22): Chapter 3: Socialization and the Social Construction of Gender Session 9 (9/27): Chapter 4: Sexualities, 93---140.

Session 10 (9/29): Chapter 4: Sexualities Session 11 (10/4): Chapter 5: Education, 141---177. Session 12 (10/6): Chapter 5: Education

Session 13 (10/11): Chapter 6: Gender and the Global Economy, 178---222.

In---Class Assignment 2: Gender and Your Work Experience

Session 14 (10/13): **Out---of---Class Assignment (TBA)**

Session 15 (10/18): **Online Midterm**

Session 16 (10/20): Chapter 6: Gender and the Global Economy Session 17 (10/25): Chapter 7: Families, 223---269.

Session 18 (10/27): Chapter 8: Violence, 270---318.

Session 19 (11/1): Chapter 9: Gender--- and Race---Based Illness: Diseases of the Division of Labor, 319---370.

In---Class Assignment 3: A Visit to the Doctor

Session 20 (11/3): Chapter 9: Gender--- and Race---Based Illness: Diseases of the Division of Labor
Session 21 (11/8): Chapter 10: Politics, Prison, and the Military, 371---410.
Session 22 (11/10): **Out---of---Class Assignment (TBA)**
Session 23 (11/15): Chapter 11: Popular Culture and Media, 411---441.
In---Class Assignment 4: Analysis of a Film Using the Bechdel Test
Session 24 (11/17): Chapter 11: Popular Culture and Media
Analytical Essay Due
Session 25 (11/22): Chapter 12: Sports, 442---463. Session 26 (11/29): Chapter 13: Religion, 464---499.
Session 27 (12/2): Chapter 13: Religion
Session 28 (12/6): Chapter 14: Globalizing, Organizing, and Making the World a Better Place, 500---520.
Session 29 (12/8): Conclusion
In---Class Assignment 5: Putting It All Together

University Memos

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and

modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit:
<http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: <https://www.unlv.edu/provost/teachingandlearning>
<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at:
<http://www.unlv.edu/registrar/calendars>.

Library: Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for

academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.