

Introduction to Gender, Sexuality, and Women's Studies

GSWS 0100-1400 (25573) Fall 2017

Tuesday/Thursday 11:00-12:15

402 Cathedral of Learning

Instructor: Dr. Yoko Suzuki

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Office hours: 1:00-2:00, Tuesday and Thursday at 129 Music Building

Course Description:

What is sex? What is gender? What is sexuality? How are these concepts related to culture? To nature? To help you answer these important questions, this course will introduce you to the exciting field of gender, sexuality, and women's studies. We will use a range of interdisciplinary concepts, tools, and methods to understand and analyze sex, gender, femininity, masculinity, and sexuality. Through readings, multimedia, and class discussion, we will study how gender and sexuality are socially and culturally constructed. In addition, we will consider how gender intersects with other identity categories such as race, class, ethnicity, nation, age, ability, and sexuality. Because we all have a gender, this course is crucial for any profession and for understanding the world around us. It is also a great opportunity for you to develop your written and oral skills. The course is open to all students regardless of background. As a prerequisite for more advanced courses in the program and as the intro course for current or future students in the Gender, Sexuality, and Women's Studies major or certificate, this course will prepare you for more advanced courses in the program. Also, you will learn to apply the critical vocabulary used in gender studies to your major and minor fields of study. **This course fulfills your "W" requirement.**

Course Objectives:

At the end of the course, you should achieve the following:

- Demonstrate an introductory understanding of the field of gender, sexuality, and women's studies, and utilize a range of interdisciplinary tools and methods for understanding and analyzing sex, gender, and sexuality in culture.
- Develop a rich comprehension of both feminist and queer approaches to the social and cultural construction of gender, sex, and sexuality.
- Construct and enhance a critical understanding of intersectionality, including an awareness of gender and its complex intersections with other social, cultural, and biological categories, including but not limited to sex, race, ethnicity, class, nationality, sexuality, ability, and age.
- Cultivate a language framework for thoughtfully articulating the critical vocabulary in the field of gender, sexuality and women's studies.
- Improve reading and writing skills through effective synthesis of written material, and subsequently, the ability to convey course concepts in a concise and clear manner both verbally and in writing.
- Develop a skillset to think critically and thoughtfully about the self and others through a deepened understanding of how social, cultural, and biological categories shape our lives, and our understandings of the world.

Required Texts:

Shaw, Susan and Janet Lee. (2015). *Women's Voices, Feminist Visions: Classic and Contemporary Readings, 6th Edition*. New York, NY: McGraw Hill. Available in the bookstore

All additional materials will be available on CourseWeb.

Course Requirements and Grading:

Attendance and Participation (20%)

6 Short response papers (30%)

Article presentation (10%)

5 pop quizzes (15%)
Final paper draft (5 pages, 5%)
Final paper (7-8 pages, 15%)
Peer review (1-2 pages, 5%)

Attendance and Participation

Attendance will be taken at the beginning of each class; if you arrive late, you must speak to me after class **or your attendance will not be recorded**. Please make every effort to arrive to each class on time—frequent tardiness will be noted and points will be deducted from your attendance grade. If you have a valid reason for missing or being late for a class, please let me know by e-mail before the class. If notifying me ahead of time is not possible because of an illness or emergency, you must let me know before the next class, and come prepared with adequate documentation (Dr.'s notes, funeral programs, etc.) confirming your illness or emergency. If you miss 4 or more classes, you risk failing the course.

Participation means more than attendance. You are expected to finish all the assigned material before class and come prepared to contribute to class discussions. The following behaviors will negatively affect your participation grade: talking (private conversations, using a cell phone), texting, surfing the Internet, leaving classroom, sleeping.

We will occasionally have in-class writing activities and short oral presentations, which will be a part of your participation grade.

Reading journals

For each class, you will finish the assigned readings and take note of important concepts, their definitions, and their possible link to your own field and interests. This is done by using a journal function on CourseWeb. The format is free—you can use bullet points, complete sentences, etc. Although your reading journals are only shared with me and not graded, you are often asked to share your thoughts in class, small group discussions, pair and share activities, etc.

Pop quizzes

There are 5 pop quizzes throughout the semester. It will be a short response to the readings of the day and will be given at the beginning of the class. Quizzes cannot be made up.

Short response papers

Response papers must be one page (single spaced, Times New Roman 12-point font). Please keep in mind that ideas and concepts learned from the readings will be part of your final reflection paper. The schedule indicates 6 due dates. You may submit each paper **on or before** the due date. You may hand in **ONLY ONE** response paper per class. One of the papers **must** be written in response to an event on the GSWS Program events calendar that you attend, and it must be turned in the class period following the event. All response papers must be turned in at the beginning of class. **If you are absent for a class, you cannot hand in a paper for that class.**

Each response paper should include the following three components:

1. Key points and concepts of the assigned readings or an event.
2. Question(s) or comment(s) for class discussions based on the readings or an event.
3. Connection(s) to other course materials, personal experiences, current events, etc. As the semester progresses, try to think how you might be able to relate the readings to your final paper. If you reference materials that are not assigned in this course, you need to provide a citation.

Article+ Presentation

Each student will be responsible for leading the discussion for one of the assigned readings. The presentation should address the key terms/concepts and include your own questions and concerns about the reading that prompt discussion. In addition, you have to bring one item to supplement your presentation. This item can be anything (another article, a song, your clothing, etc.), and can be used to support /contradict/complicate the argument in the article. You will give a 5 to 10 minute in-class presentation using power point slides.

Final Paper (7-8 pages)

The final paper will be a 7 to 8-page (double-spaced) paper to explore one issue that you found interesting from this course. Your paper can be either an opinion paper or a research paper. In addition to the sources taken from the readings, you have to use at least 5 sources. You must use Times New Roman 12-point font, 1-inch margins, and consult MLA handbook for instructions on citing sources.

GSWS EVENTS (extra credit)

Extra credit will be added to your attendance grade for one-page (single-spaced) responses to GSWS events. Responses must be turned in within 2 weeks of the event. Late responses will not be accepted.

Late Assignments

Late assignments will be marked down 10% per day.

University and GSWS Program Policies and Statements

Disability resources and services:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course. For more information, visit <https://www.studentaffairs.pitt.edu/drs/> .

Academic integrity and plagiarism:

Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz, exam or paper will be imposed. For the full Academic Integrity policy, go to: www.as.pitt.edu/faculty/policy/integrity.html.

Violation of the Academic Integrity Code requires the instructor to submit an Academic Integrity Violation Report to the Dean's Office.

Classroom recording policy:

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

E-mail policy:

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-

mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

Cell phone and laptop policy:

All cell phones and other electronic communication devices are to be turned to the off setting during class. Laptops are to be used for note-taking only.

Non-discrimination policy:

As an educational institution and as an employer, Pitt values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. For more information, visit <http://cfo.pitt.edu/policies/documents/policy07-01-03web.pdf>

Gender-Inclusive language guidelines:

Aspiring to create a learning environment in which people of all identities are encouraged to contribute their perspectives to academic discourse, the University of Pittsburgh Gender, Sexuality, and Women's Studies Program provides guidelines and resources regarding gender-inclusive/non-sexist language (gsws.pitt.edu/node/1432). Following these guidelines fosters an inclusive and welcoming environment, strengthens academic writing, enriches discussion, and reflects best professional practices.

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive/non-sexist language acknowledges people of any gender (e.g. first-year student versus freshman, chair versus chairman, humankind versus mankind). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

These guidelines fulfill the best intentions of the University of Pittsburgh's Non-Discrimination Policy: <https://www.cfo.pitt.edu/policies/policy/07/07-01-03.html>.

Content warning and class climate:

Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in the Gender, Sexuality, and Women's Studies Program, course topics are often political *and* personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

I expect everyone to come to class prepared to discuss the readings in a mature and respectful way. If you are struggling with the course materials, here are some tips: read the syllabus so that you are prepared in advance. You can approach your instructor ahead of time if you'd like more information about a topic or reading. If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the classroom as needed. If you need to leave or miss class, you are still responsible for the work you miss. If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center.

Sexual misconduct, required reporting, and Title IX:

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware:

A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: <http://www.titleix.pitt.edu/report/confidentiality>

An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

- Title IX Office: 412-648-7860
- SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)

If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121.

Other reporting information is available here: <http://www.titleix.pitt.edu/report-0>

Schedule: Readings, Assignments, and Events

Week 1: Introduction to the course

Tue, 8/29, Introduction, Essentials for Effective Classroom Discussions

Thu, 8/31, **Women's and Gender Studies: Perspectives and Practices**

"What are the myths associated with feminism?" (19-27)

New York Radical Women, "No More Miss America"

Week 2: Women's and Gender Studies: Perspectives and Practices continued

Tue, 9/5

Chapter 1. Introduction (1-19)

Adrienne Rich, "Claiming an Education"

Baumgardner and Richards, "A Day Without Feminism"

Thu, 9/7

bell hooks, "Feminist Politics"

C.V. Harquail, "Facebook for Women vs. Facebook Designed by Feminists: Different vs. Revolutionary"

Anna Quindlen, "Still Needing the F Word"

DUE: Short Response Paper #1

Week 3: Systems of Privilege and Inequality (male privilege, cisgender privilege)

Tue, 9/12

Chapter 2. Introduction (49-70)

Patricia Hill Collins, "Toward a New Vision"

Presentation 1

Thu, 9/14

Peggy McIntosh, "White Privilege and Male Privilege"

Susan Wendell, "The Social Construction of Disability"

Presentation 2

Week 4: Learning Gender (femininity, masculinity, LGBTQ)

Tue, 9/19

Chapter 3. Introduction (116-135)

Anne Fausto-Sterling, "The Five Sexes Revisited"

Judith Lorber, "The Social Construction of Gender"

Presentation 3

Thu, 9/21

Kimmel and Sommers, "What's Up with Boys?"

Chapter 2 from *Gender Outlaw* (on courseweb)

DUE: Short Response Paper #2

Presentation 4

Week 5: Inscribing Gender on the Body

Tue, 9/26

Chapter 4. Introduction (181-203)

Joan Jacobs Brumberg, "Breast Buds and the 'Training' Bra"

Gloria Steinem, "If Men Could Menstruate"

Presentation 5

Thu, 9/28

Lisa Miya-Jervis, "Hold That Nose"

Fikkan and Rothblum, "Is Fat a Feminist Issue?"

Dan Frosch, "Bodies and Bathrooms"

Presentation 6

Week 6: Media and Culture 1

Tue, 10/3

Chapter 5. Introduction (250-274)

Virginia Woolf, "Thinking About Shakespeare's Sister"

Susan Douglas, "Enlightened Sexism"

Presentation 7

Thu, 10/5

Janelle Hobson, "Beyoncé's Fierce Feminism" "The Biggest Feminist in the World: On Miley Cyrus, Feminism, and Intersectionality," "The Passion of Nicki Minaj" (available online)

Presentation 8

Week 7: Gayle Rubin

Tue, 10/10 NO CLASS (Monday Schedule)

Thu, 10/12

Gayle Rubin, "The Traffic in Women: Notes on the 'Political Economy' of Sex" (available on CourseWeb)

Presentation 9

Week 8: Sex, Power, and Intimacy (homosexuality, heterosexuality, asexuality)

Tue, 10/17

Chapter 6. Introduction (313-333)

Jessica Valenti, "The Cult of Virginity"

Leila J. Rupp, "A World of Difference"

Presentation 10

Thu, 10/19

Cerankowski and Milks, "New Orientations: Asexuality"

Andrea Smith, "Dismantling Hierarchy, Queering Society"

Kimberly Springer, "Queering Black Female Heterosexuality"

Presentation 11

DUE: Short Response Paper #4

Week 9: Health and Reproductive Justice

Tue, 10/24

Chapter 7. Introduction (362-372)

Laurie Edwards, "The Gender Gap in Pain"

Carl Gaines, "Southern Discomfort"

Presentation 12

Thu, 10/26

Jennifer Parks, "Rethinking Radical Politics in the Context of Assisted Reproductive Technology"

"Freedom to Choose? Three Essays on Abortion Rights"

Presentation 13

Week 10: Family Systems, Family Lives

Tue, 10/31

Chapter 8. Introduction (433-451)

Emma Goldman, "Marriage and Love"

Lisa Miya-Jervis, "Who Wants to Marry a Feminist?"

Presentation 14

Thu, 11/2

"Marriage Equity: Three Essays"

Tamara Winfrey Harris, "Singled Out"

Presentation 15

DUE: Short Response Paper #5

Week 11: Work Inside and Outside the Home

Tue, 11/7

Chapter 9. Introduction (470-499)

Terrance Heath, "Will Marriage Equality Lead to Equal Sharing of Housework?"

Barbara Ehrenreich, "Maid to Order: The Politics of Other Women's Work"

Presentation 16

Thu, 11/9

Hesse-Biber and Carter, "A Brief History of Working Women"

Martha Burk, "Power Plays: Six Ways the Male Corporate Elite Keeps Women Out"

Peggy Drexler, "The Sexist Truth About Office Romances"

Presentation 17

Week 12: Resisting Gender Violence

Tue, 11/14

Chapter 10. Introduction (537-564)

Andrea Smith, "Beyond the Politics of Inclusion: Violence Against Women of Color and Human Rights"

Rachel Chinapen, "Sex Trafficking in the U.S."

Presentation 18

Thu, 11/16

Ben Atherton-Zeman, "How Some Men Harass Women Online and What Other Men Can Do to Stop It"

"Anti-LGBTQ Violence: Three Essays"

Presentation 19

DUE: Short Response Paper #6

Week 13: State, Law, and Social Policy

Tue, 11/21

Chapter 11. Introduction (582-604)

Eleanor Smeal, "The Feminist Factor"

Larris and Maggio, "Name It. Change It."

Presentation 20

Thu, 11/23 NO CLASS (Thanksgiving Holiday)

Week 14 Religion and Spirituality

Tue, 11/28

Chapter 12. Introduction (635-649)

Morny Joy, "Women's Rights and Religion"

Presentation 21

Thu, 11/30

"The Prophet's Daughters"

Caryn D. Riswold, "Feminist Questions of Christianity"

Presentation 22

Week 15: Activism, Change, and Feminist Futures

Tue, 12/5

Chapter 13. Introduction (692-714)

Final Paper Draft Due, In class peer review

Thu, 12/7

Byron Hurt, "Feminist Men"

Lisa Marie Hogeland, "Fear of Feminism: Why Young Women Get the Willies"

Presentation 23

Final Paper Peer Review (write up) Due

Week 16: Final Paper Due by Tuesday 12/12, 4:00 pm (hard copy only)

Gender, Sexuality, & Women's Studies Program

An interdisciplinary academic program focusing on excellence in teaching and research relating to gender, sexuality, and women.



GSWS FALL 2017 EVENTS

THURSDAY, AUGUST 31, 3-4 P.M.

402 Cathedral of Learning
Overview of certificate programs for graduate students, with reception to follow.

THURSDAY, SEPTEMBER 7, 5-7 P.M.

501 Cathedral of Learning
Reading group for faculty and graduate students on transracial/transgender. Contact mesli@pitt.edu for the readings.

WEDNESDAY, SEPTEMBER 13, Noon-1 P.M.

144 Cathedral of Learning
Undergraduate lecture by Denis Provencher, University of Arizona, on "Treacherous Love Stories."

WEDNESDAY, SEPTEMBER 13, 1:30-3 P.M.

602 Cathedral of Learning
General lecture by Denis Provencher on "Queer Maghrebi French."

THURSDAY, SEPTEMBER 14, 5-7 P.M.

602 Cathedral of Learning
Reading group for faculty and graduate students on transracial/transgender. Contact mesli@pitt.edu for the readings.

THURSDAY, SEPTEMBER 28, 12:30-2 P.M.

602 Cathedral of Learning
Faculty/graduate colloquium by Kathryn Stockton, University of Utah, "Making Out, Queerly: Kissing, Reading, Sex with Ideas (A Theoretical Memoir)."

FRIDAY, SEPTEMBER 29, 4-5:30 P.M.

William Pitt Union, Room 548
General lecture by Kathryn Stockton, "Race, Face, Ravage, and Lyrical Fat: Deleuze and Childhood Poverty."

WEDNESDAY OCTOBER 11, 5-6:30 P.M.

407 Cathedral of Learning
Undergraduate event, "Black Masculinity and Intimacy: Discussing Jay-Z's 4:44." Moderated by Gabby Yearwood, Department of Anthropology.

MONDAY, OCTOBER 16, 12:30-2 P.M.

602 Cathedral of Learning
Colloquium by Gayle Rubin, University of Michigan, on "A Short History of Perversion."

MONDAY, OCTOBER 16, 6-8:30 P.M.

A conversation with Gayle Rubin for graduate students. Contact mesli@pitt.edu for more information and to register.

TUESDAY, OCTOBER 17, 2:30-3:45 P.M.

Scaife Hall, Auditorium 5
A conversation with Gayle Rubin for undergraduates.

TUESDAY, OCTOBER 17, 5-7 P.M.

University Club
General lecture by Gayle Rubin, on "Gay Sex and the Post-Industrial City: Leathermen and San Francisco's South of Market."

FRIDAY, OCTOBER 20, 2-4 P.M.

University Club
Faculty/graduate workshop by Kris Knisely, University of South Dakota, on "Transgender/Non-binary Approaches to Language Teaching."

WEDNESDAY, OCTOBER 25, 3-5 P.M.

602 Cathedral of Learning
General lecture by Chloé Georás, University of Puerto Rico, on "'The Unkindest Cut of All': Coloniality, Performance, and Gender in the Courtroom and Beyond."

WEDNESDAY, OCTOBER 25, 3-5 P.M.

2500 Wesley W. Posvar Hall
PACWC lecture for new women faculty by Amanda Godley, School of Education, on "Gender, Intersectionality, and Equity in U.S. Schools."

THURSDAY, OCTOBER 26, 12:30-2 P.M.

501 Cathedral of Learning
General lecture by Stacey Waite, University of Nebraska, on "Teaching Queer."

THURSDAY, OCTOBER 26, 6-7:30 P.M.

Frick Fine Arts Auditorium
Lecture by Jack Halberstam, Columbia University, on "Wild Things: Notes on Queer Anarchy."

TUESDAY, OCTOBER 31, 12:30-2 P.M.

602 Cathedral of Learning
Faculty/graduate colloquium with Benjamin Kahan, Louisiana State University, "After Sedgwick: The Gordian Knot of the Great Paradigm Shift."

TUESDAY, OCTOBER 31, 2:30-4 P.M.

Scaife Hall, Auditorium 5
General lecture by Benjamin Kahan, "Sex in the Age of Fordism: The Standardization of Sexual Objects."

TUESDAY, NOVEMBER 7, 7-9 P.M.

Frick Fine Arts Auditorium
Screening of transgender documentary *Real Boy* and discussion with director Shaleece Haas.

TUESDAY, NOVEMBER 14, 4-5:30 P.M.

602 Cathedral of Learning
General lecture by Kathleen Perry Long, Cornell University, on "Depathologizing Diversity: Critiques of Normative Thinking about the Body."

THURSDAY, NOVEMBER 16, 4-5 P.M.

501 Cathedral of Learning
General lecture by Elizabeth Rodriguez Fielder, Department of English, on "The 'Crooked Stitches' of Desire: Sewing and Sexual Awakening in Alice Walker's *The Color Purple*."

UNIVERSITY OF PITTSBURGH
The DIETRICH School of
Arts & Sciences

All events are free and open to the public.
For more information, please consult our
events calendar at gsws.pitt.edu.