Introduction to critical thinking about the construction of gender and the intersections of gender with race, ethnicity, class, and sexuality. Basic methods of studying gender from an interdisciplinary humanities perspective.

Required Texts:
Kelly, Parameswaran, and Schniedewind, *Women: Images and Realities Fifth Edition*
bell hooks, *Feminism is for Everybody*
Tom Perrotta, *Little Children*

Additional assigned readings are noted with (*) and are accessible on “D2L.” Students should download this material, print it in whatever format is preferred, and annotate it as you would with any other reading. Be sure to bring all readings with you to class.

Schedule of Assignments:

**Week 1** *Introduction to Gender and Women’s Studies*
T Jan. 12

*Introduction to the Course*
*Review Syllabus*

Th Jan. 14

*Read:*
Anne Cranny-Francis, from *Gender Studies: Terms and Debates* (*

**Week 2** *Terms and Debates in Gender Studies*
T Jan. 19

*Read:*
Anne Cranny-Francis, from *Gender Studies: Terms and Debates* (*

Th Jan. 21

*Read:*
Anne Cranny-Francis, from *Gender Studies: Terms and Debates* (*

**Week 3** *Family and Gender Roles*
T Jan. 26

*Read:*
Tom Perrotta, *Little Children* (1st half)

Th Jan. 28

*Read:*
Tom Perrotta, *Little Children* (2nd half)
Week 4

**Feminism**

**T Feb. 2**

*Read:*

bell hooks, *Feminism is for Everybody* (Introduction, Ch. 1-5)

**Th Feb. 4**

*Read:*

bell hooks, *Feminism is for Everybody* (Ch. 6-10)

**Week 5**

**Feminism (cont.)**

**T Feb. 9**

*Read:*

bell hooks, *Feminism is for Everybody* (Ch. 11-16)

**Th Feb. 11**

*Read:*

bell hooks, *Feminism is for Everybody* (Ch. 17-end)

*Write:*

**Essay #1 Due in Class**

**Week 6**

**Reproduction and Motherhood**

**T Feb. 16**

*Read:*

Ira Levin, *Rosemary’s Baby* (1st half)

**Th Feb. 18**

*Read:*

Ira Levin, *Rosemary’s Baby* (2nd half)

**Week 7**

**Cultural and Subcultural Practices**

**T Feb. 23**

*Read:*

Susan Bordo, “Are Mothers Persons?”*

**Th Feb. 25**

*Read:*

Amy Wilkins, from *Wannabes, Goths, and Christians*  
“From Geek to Freak”*  
“So Full of Myself as a Chick”*

**Week 8**

**cont.**

**T Mar. 2**

*Read:*

Wilkins, “Just Good People”*  
“Abstinence”*
Th Mar. 4

Read:
Susan Bordo, “Whose Body is This?”*

Week 9  cont.
T Mar. 9

Read:
Naomi Wolf, from The Beauty Myth*

Th Mar. 11

MIDTERM EXAMINATION

Week 10  Spring Break
T Mar. 16  SB

Th Mar. 18  SB

Week 11  Women, Work, and the Law
T Mar. 23

Read:
Women: Images and Realities (Ch. IV):
50, 51, 52, 53, 55, 56, 57, 58

Th Mar. 25

Read:
Women: Images and Realities (Ch. IV):

Week 12  Religion/Health Care
T Mar. 30

Read:
Women: Images and Realities (Ch. IV):
78, 79, 80, 81, 82, 83, 84

Th Apr. 1

Read:
Women: Images and Realities (Ch. V):
85, 86, 87, 89, BOX x3 [Mill, Dev., Gyno, Focus], 90

Write:
Essay #2 Due in Class

Week 13  Reproductive Justice/Matrices of Oppression
T Apr. 6

Read:
Women: Images and Realities (Ch. 5):
91, 92, 93, 95, 96, 98, 99, 100, BOX: Pro-Life, BOX: Access to Safe Ab.
Th Apr. 8
Read:
Women: Images and Realities (Ch. VI):
101, 102, 103, 104, 105, 106, 107

Week 14 Matrices of Privilege and Oppression
T Apr. 13
Read:
Women: Images and Realities (Ch. VI):
113, 114, 115, 116, 117

Th Apr. 15
Read:
Women: Images and Realities (Ch. VI):
108, 109, 111, 118, 119, 121

Week 15 Presentations
T Apr. 20
St Women: Images and Realities (Ch. VII):

Th Apr. 22 Student Presentations

Week 16 Presentations
T Apr. 27
Student Presentations

Th Apr. 29 Student Presentations

Final Examination Date to Be Announced
Course Policies

Grading:

Essay #1 – 20%
Essay #2 – 20%
Mid-Term Examination – 20%
Final Examination – 20%
Discussion Participation – 10%
Oral Presentation – 5%
Lecture/Cultural Event Response – 5%

Discussion Participation (100 pts.)

Students will receive a score based on how often and constructively they participate verbally in classroom discussions. Students who participate each week and engage thoughtfully in the discussion will receive full points, those who do not will receive substantially fewer.

Oral Presentation (50 pts.)

Students will present orally on a topic of their choosing in the final week of class. Students should select a topic and in 5-7 minutes per person, analyze that topic in relation to gender.

Lecture/Cultural Event Response (50 pts.)

All students in 2113 and 2123 GWST are required to attend one academic lecture or other cultural event (play, concert, art exhibition, etc.) related in some way to gender. Students will then compose a short response paper (500-750 words) describing the event and analyzing the role of gender in the event. Students should give a sense both of the content of the event as well as a critical response to the event but should be sure to focus the majority of attention on the student’s own analysis/critical reflection. I will periodically announce appropriate events at OSU-Stillwater and OSU-Tulsa as they approach, but you may also find an event to attend on your own. If you decide to attend an original event, you are encouraged to check with the instructor before you attend to make sure the event is appropriate for this assignment.

I do not accept any assignments via email. All work must be submitted to D2L to be considered “turned in.” If for some reason you are unable to upload to D2L, you may email an assignment to me to meet a deadline but must subsequently upload the assignment to D2L to receive a grade.

All assignments are due in class on the dates noted on the syllabus. Late work is not acceptable and may be returned to you for no credit except under extraordinary cases of documented emergency.

All students are required to complete all assignments. Any student who does not complete all assignments may not receive a passing grade for the course.

Note on Academic Honesty:
All work submitted for this course should be original with the student who submits the work and it should be prepared especially for this course. Work submitted for other classes, even if the student submitting it has written the work, is not acceptable except with permission of the
instructor. Any instance of plagiarism may be grounds for a failing grade in the course. Do understand the university policy on plagiarism.

Oklahoma State University is committed to the maintenance of the highest standards of integrity and ethical conduct of its members. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and fraudulently altering academic records) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript (F!), and being suspended from the University. You have the right to appeal the charge. Contact the Office of Academic Affairs, 101 Whitehurst, 405-744-5627, academicintegrity.okstate.edu.

**Essay Guidelines and Grading Standards:**
Essays submitted for this class should be written at a level appropriate for college level writing. Papers which are not appropriate for a college-level audience may receive a below average grade or be returned to the student for total revision.

Grades on finished papers will reflect the following elements:
- a. Clear control of the subject stated in an explicit thesis;
- b. Control of ideas through a logically formulated and well developed outline;
- c. Logical arrangement of ideas through effective paragraph division and structure;
- d. Adequately developed paragraphs with substantial and appropriate evidence;
- e. Effective sentence variety in length and type, with thoughtful subordination and coordination;
- f. Appropriateness and accuracy of diction;
- g. Manuscript form, mechanics, and use of standard written English; and
- h. Adherence to length and other parameters set by the instructor.

Generally, I define grading levels as follows:

*An A paper is substantial, well developed, and effectively organized and presented. It demonstrates substantial and original ideas; thoughtful engagement with content; and sensitivity to diction, tone, and style. Sentences are well-structured, clear, and precise. An A paper is well-formatted and virtually error-free.

*An A paper contains a number of the strengths of an A paper, but it often lacks the thoughtfulness, originality, sensitivity, and full development of the superior paper. In some instances, a B grade is given to a potential A paper undermined by minor mechanical errors.

*An A paper shows an understanding of the assignment and is reasonably well organized. The writer communicates ideas and is fairly successful in developing a thesis. There is no evidence of habitually-made, serious mechanical problems. The thought and expression, however, are usually undistinguished. In some instances, a C grade might be given to a potential B paper undermined by recurring errors in mechanics.

*An A paper usually contains such weaknesses as poor organization, lack of development, or failure to focus on a thesis. In some instances, a D grade may be given to a potential C paper undermined by some serious errors in mechanics.
*An F* paper usually shows some of the following weaknesses: failure to deal with the assignment, lack of thesis, lack of organization, failure to develop ideas, or failure to conform to the assigned length.

**Student Code of Conduct:**
The success of our class depends on the open exchange of thoughts and ideas. Thoughtful consideration of others’ written or spoken views will help us form our opinions and influence the thinking of classmates. Therefore, it is essential that we encourage an atmosphere of discussion and debate. Many of us may feel nervous about expressing ourselves verbally or in writing, so it is crucial that we are respectful to others at all times. We will respect individual speaking styles and native language origins. We will listen when others are expressing themselves and feel free to respectfully respond to other students’ ideas while receiving respect in return.

In this course we will be exploring controversial issues surrounding gender and sexual identities and practices. And sex is oftentimes very funny, whether because we laugh when we are uncomfortable or because we personally find some identities and behaviors weird. It is important, however, that we consciously work not to insult or disparage others because of their identities and private behaviors. Any derogatory or hurtful remarks are unacceptable and if you intentionally demean other members of the class you may be asked to leave or drop the class. It is great to ask questions, to challenge beliefs or perceptions, and to have an individual point of view that may conflict with the beliefs or attitudes of others. But we must work to be respectful of one another at all times in order to foster a positive learning environment for all.

All students are expected to be active participants in class. Being a participant means showing up prepared every day and engaging actively in class or group discussions. Failure to be an active participant in class discussions may result in a reduction of a student’s course grade.

Each and every student is also expected to behave at all times in ways that foster a positive learning environment. Some inappropriate behaviors include but are not limited to: eating during class, conversing with classmates while the professor is speaking, arriving late, leaving early, sleeping, completing work for other courses, and using electronic devices other than an electronic dictionary. Any of these behaviors may be grounds for the instructor asking you to leave the class if you are being disruptive. Repeated abuse may be grounds for a failing grade in the course or further sanctions.

Student use of any electronic device is not acceptable without the prior permission of the instructor. Please turn off all electronic devices before each class. Exceptions allowed for use of electronic texts if you opt to buy the course materials online. Any student who is unable to abide by this expectation may be asked to leave the class and may face grade penalties up to and including a failing grade in the course. The instructor reserves the right to refer students to the department or dean of students for further sanctions. **CELL PHONES must be turned off or silenced AND put away during class. NO text messaging is allowed in class.**

**Email:**
Email is usually the best and most efficient way to reach me. I usually check email Monday-Friday from 9:00-5:00. I am often teaching or conducting other college business during those hours, however, and so I may not receive and reply to an email on the same day you send it. I will try to respond to all email in a timely manner. I cannot, though, guarantee that will always be possible. I do not regularly check my email outside of those hours and so you should expect a delayed communication if you send email after 5:00pm or on weekends/holidays.
Students are expected to communicate ONLY with their official okstate.edu email address. Email sent from other accounts will not be acknowledged. Please conduct yourself professionally, i.e., type email in the context of a professional environment. Email not formatted professionally and respectfully may receive no response.

Attendance:
All students must regularly attend the course in order to receive credit. Attendance means not only showing up to class on time, but also being prepared with assignments completed.

You are expected to be present every day your class meets, but we do allow a specific number of absences without penalty for unavoidable circumstances that may occur. Absences beyond the limit are considered excessive and result in grade reductions. The only absences that do not count toward the total allowed are those taken for mandatory military service and activities required for classes or scholarships. **No other absences will be considered excused, including absences due to illnesses, doctor's appointments, and emergencies.** Students are expected to arrive in class on time in order to be counted present. Exemptions are extremely rare and have been granted only for the most extraordinary circumstances.

**Tues/ Thurs or Mon/ Wed classes:** 4 absences without automatic grade reduction, 5 absences = a final grade reduction of 7.5% of the total points possible for the course, 6 absences = a final grade reduction of 15%, and 7 or more absences = failure of the course.

Please keep in touch with me if emergencies arise before you begin to miss substantial portions of the course. Do not wait until you have already missed several classes to speak to the instructor.

Tardiness is also disruptive and disrespectful and will reduce your final course grade; excessive cases may also be cause for failing the course. Being late or leaving early 3 times will constitute an absence. It is your responsibility if you are late to make sure you are marked present.

Consultations:
Your first line of help should be your instructor. I am happy to help at any stage of the semester. You may come to me to discuss a reading, to clarify an idea, to plan or revise an essay, or for help with research or reading suggestions. If you are struggling with the course I especially encourage you to come speak with me before you get in over your head. If you are having trouble please come talk as soon as possible so we can develop a plan to help you.

I hold regular office hours weekly. I am more than happy to speak with you then or at another convenient time if you can’t make it to office hours. Please send an email or speak to me after class to schedule an individual conference.

Writing Center
Student Union 440/[http://osuwritingcenter.okstate.edu/](http://osuwritingcenter.okstate.edu/)
The Writing Center helps writers throughout the composing process; you should plan to visit early and often throughout the semester, not just the day before an assignment is due. Tutors will work with you to improve your brainstorming, organizational, and composing techniques.