Though your primary contact in this class will be with your TAs, I really enjoy getting to know you and encourage you to show up in my office hours — even if you have nothing specific to ask me, and just want to introduce yourself.

Email policy: You may also use e-mail to ask questions, share ideas, or make suggestions. However, I will NOT respond to emails that can be easily answered by reading this syllabus. If you did not get an answer from me within about 24 hours, and suspect the answer to your question may be on the syllabus, please read it again. I only respond to email during normal daytime work-hours (that is, not in the evening or on the weekend between Friday afternoon and Monday morning). Neither I nor the TAs will respond to emails about grades or papers. Please come see us in office hours.

Teaching assistants & discussion sections

<table>
<thead>
<tr>
<th>Teaching Assistant</th>
<th>Office Hours</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooke N. Barnhart</td>
<td>Mon 12:30-2:30, 2319 Sterling</td>
<td>Sterling 3405</td>
</tr>
<tr>
<td>Kadin Henningsen</td>
<td>MW 8:30-9:30 a.m., 1339 Sterling</td>
<td>Sterling 3405</td>
</tr>
<tr>
<td>Nicole Rudisill</td>
<td>W 11-12, 2319 Sterling</td>
<td>Sterling 3405</td>
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DESCRIPTION

*Gender, Women & Cultural Representation* is a humanities-oriented analysis of cultural representations of women and men within the social and historical contexts of race, class, gender, sexuality, and disability. The class engages with a range of traditions and modes of representation including literature, mass media and popular culture. The course is open to first year students. Students may not receive credit for both GWS 101 and GWS 102.

The course has a particular focus upon the experiences and representations of women in the United States, but will also bring in comparisons with other geographical and historical contexts as well as the perspectives of male and transgender / genderqueer people. The content is organized into three
sections: The Social Construction of Gender, The History of Western Feminism in Waves, and Beyond the Waves: Contemporary Western Gender Issues.

OBJECTIVE
The primary goal of the course is to train you in the art of critical and analytical reading, thinking, writing, and speaking about gender, feminism and women’s position in society in the past, the present, and the future.

Remember, it is unlikely that you will agree with everything you read or hear in this class — in fact, we welcome diverse viewpoints. Critical disagreement is often exactly the response from which we all learn the most. Important requirements for this course are therefore an open mind, respect for different viewpoints, and the ability to listen thoughtfully and compassionately to each other.

REQUIRED TEXTS
A course packet is for sale at the Social Science Copy Center: 6120 Social Science Building.

The one required book: Melody Berger (ed.), We don’t need another wave. Dispatches from the next generation of feminists (2006) [Berger. WDN] is for sale at Room of One’s Own Bookstore: 315 W. Gorham St.

Notes: I advise you to get an old-fashioned paper notebook for the class. In general, I do not allow laptops in class. If you would like to use a laptop for notetaking, I require that you contact me ahead of class to obtain permission to do so, that you sit in the front rows, and that you do not have an internet browser open.

For other COURSE REQUIREMENTS and POLICIES – See below course schedule.

COURSE SCHEDULE

UNIT 1: THE SOCIAL CONSTRUCTION OF GENDER

Week 1: INTRODUCTION - Sections will meet starting this week!

- Wednesday 1/20 Introduction to the class

Week 2: FROM SEX TO GENDER

- Monday 1/25 From sex to gender & what is the relationship between the two?
- Wednesday 1/27 The social construction of gender; hegemonic cultures of gender.

Week 3: FEMININITY

- Monday 2/1 Media representations of women; Film (excerpt): MissRepresentation [2010]
- Wednesday 2/3 Cultural representations of femininity; emphatic femininity
Week 4: MASCULINITY

- Monday 2/8 Media representations of men; Film (excerpt): Tough Guise 2 [2013].
- Wednesday 2/10 Cultural representations of masculinity: Heteronormativity.

Week 5: TRANS AND QUEER GENDERS

- Monday 2/15 Trans-gender; Passing; Gender Queering.
- Wednesday 2/17 Film (excerpt): Transgeneration [2005] and/or Nobody Passes Perfectly [2009]. QUIZ IN LECTURE

* 1. paper due Friday 2/19 NO LATER THAN 9 PM – posted on learn@UW in dropbox under “1. Paper.”

UNIT 2: THE HISTORY OF WESTERN FEMINISMS

Week 6: FEMINISM

- Monday 2/22 Feminism; Film (10 min): The F Word [1994].
- Wednesday 2/24 Introduction to the history of feminism.

Week 7: EARLY FEMINISM IN THE US

- Monday 2/29 Fighting for citizenship; Fighting for recognition as sane and human.
- Wednesday 3/2 Early feminism in the US continued; Film (excerpt): The Life and Times of Rosie the Riveter [1980].

Week 8: THE WOMEN’S MOVEMENT IN THE US—1

- Monday 3/7 Liberating the American housewife; Film (excerpt): She is Beautiful When She is Angry [2014]
- Wednesday 3/9 Redstockings; liberating everyone else?

Week 9: THE WOMEN’S MOVEMENT IN THE US—2

- Monday 3/14 Race, sexuality and the second wave.
- Wednesday 3/16 Achievements of “modern” feminism. QUIZ IN LECTURE
Week 10: SPRING BREAK (3/21 + 3/23)

UNIT 3: CONTEMPORARY WESTERN GENDER ISSUES

Week 11: CONSTRUCTING CATEGORIES OF DIFFERENCE

- Monday 3/28 Intersectionality: Gender, Race, Class, Sexuality, and Disability.
- Wednesday 3/30 “Room for Maneuver”: individual choices in social worlds.

Week 12: CULTURAL CAPITAL & PRIVILEGE

- Monday 4/4 Cultural capital & privilege; Film (excerpt): Race – the power of an illusion
- Wednesday 4/6 Cultural capital & privilege II

Week 13: THE LABOR MARKET

- Monday 4/11 The labor market
- Wednesday 4/13 Academia as example of the labor market

Week 14: SEXUALITY & GENDERED VIOLENCE

- Monday 4/18 Domestic abuse
- Wednesday 4/20 Sexual violence

Week 15: REPRODUCTIVE POLITICS

- Monday 4/25 Film (excerpt): The Last Abortion Clinic [2005] QUIZ IN LECTURE
- Wednesday 4/27 Reproductive Politics. Final paper prompt passed out in lecture.

Week 16: ADOLESCENT SEXUALITY

- Monday 5/2 Film: The purity myth [2011].
- Wednesday 5/4 Sexuality and gender stereotypes; sexual double standards

* Final papers are due 05/11/2016 @ 2:25PM [Scheduled exam time for the class] - posted on learn@UW in dropbox under “Final exam.”
COURSE REQUIREMENTS & POLICIES

Attendance & participation
Attendance is required in both lectures and discussion sections. The TAs will take attendance in sections and lecture. Make sure that you show up on time to sign a sheet every time! You may miss lecture 2 times and sections 1 time without it directly affecting your grade. For any absence beyond that we will reduce your final grade by 2 points. However, not attending lecture or section will also give you an incomplete grasp of the material. Quizzes and papers will be based on lectures as well as readings for class. We do not have any way for you to “make up” for lectures or sections you have missed.

Active participation in sections: The subjects discussed in class all require active engagement to fully understand readings and lectures, and simply attending sections is therefore not enough to do well in the class.

Religious holidays: Absences from either lecture or section due to religious holidays will not be penalized. However, you must inform either me or your TA at least two weeks in advance if you are missing a lecture or a section for religious reasons, and you are responsible for finding out what happened in class and for turning in all assignments.

Notecard responses in lectures
During lecture I will sometimes pass out notecards for you to respond to smaller questions. I will use these notecards to get to know you, to integrate your stories and perspectives in the lectures and to monitor how the course is going. These notecards are not graded and are anonymous.

Quizzes in lecture
At the end of each unit I will give you a short quiz in lecture. These quizzes cover material from readings, lectures and movies from the units that we have just finished.

Two 2-pages response papers and a 4-page final paper
Prompts for two short response papers will be passed out in lecture in the first week and posted on learn@UW. The papers are to be posted on learn@UW in the dropbox—in the appropriate folder. The final exam prompt will be passed out in lecture in week 15 and thereafter posted on learn@UW.

Policy on late responses
Papers turned in late will be penalized by 5%—and an additional 5% for each 24 hours that they are late after that. No papers will be accepted more than one week after the due date.

Discussion posts
At least 10 weeks you must post a short response and questions to the readings (max 100 words) under the appropriate week and section in the dropbox on learn@UW no later than 5 PM on Tuesday night.

Oral presentation
As part of your participation in discussion section you are to choose one week with a topic that seems particularly interesting to you, and make a short oral presentation (5 minutes) in which you relate class readings and lectures to outside material (newspaper articles, poems, blogs, movies, radio programs, etc.). Inform your fellow students about something that goes on out there in the world related to what we discuss in class. You will be put in groups of 2-4 and you are to create the presentation together.

Grade breakdown

<table>
<thead>
<tr>
<th>Attendance in lecture</th>
<th>10%</th>
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<tbody>
<tr>
<td>Attendance in section</td>
<td>10%</td>
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<tr>
<td>Participation and active engagement in section</td>
<td>15%</td>
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<td>------------------------------------------------</td>
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<tr>
<td>Discussion posts</td>
<td>10%</td>
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<tr>
<td>Oral presentation</td>
<td>5%</td>
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<tr>
<td>Quizzes in lecture, each 5%</td>
<td>15%</td>
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<tr>
<td>Midterm papers, each 10%</td>
<td>20%</td>
</tr>
<tr>
<td>Final paper</td>
<td>15%</td>
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**Classroom conduct**

Please respect your fellow students’ right to a quiet non-distracting learning environment. LAPTOPS ARE NOT ALLOWED IN LECTURE. Cell phones are to be turned off during class—neither texting nor phoning is allowed during lectures or sections. You will be expelled from class for using a phone during lecture or sections!

**Statement on accessibility**

It is very important to fully include all students with disabilities, chronic health issues, or learning difficulties in this course. Please let me or your TA know as early in the semester as possible if you need any accommodation in order to enable you to participate fully.

**Statement on grade appeals**

If you have any questions about a grade, please speak first to your TA, and then, if needed, to me. If the question is not resolved, speak with the Chair, Judith A. Houck. She will attempt to resolve the issue informally and inform you of the appeals procedures if no resolution is reached informally.

**Academic misconduct (plagiarism and cheating)**

This class will strictly follow and enforce the rules defined in UWS 14 through our own "Student Academic Misconduct Campus Procedures." UWS 14.03 defines academic misconduct as follows:

Academic misconduct is an act in which a student:
* seeks to claim credit for the work or efforts of another without authorization or citation;
* uses unauthorized materials or fabricated data in any academic exercise;
* forges or falsifies academic documents or records;
* intentionally impedes or damages the academic work of others;
* engages in conduct aimed at making false representation of a student's academic performance;
* assists other students in any of these acts.

Examples include but are not limited to: cutting and pasting text from the web without quotation marks or proper citation; paraphrasing from the web without crediting the source; using another person’s ideas, words, or research and presenting it as one’s own by not properly crediting the originator; signing another person’s name to an attendance sheet; hiding a book knowing that another student needs it to prepare an assignment. Plagiarism and other misconduct are NOT WORTH IT. It will create a lot of unnecessary work for both you and me and may cause you to be expelled from this class or college in general!