

# Gender, Women & Cultural Representation

GWS 101 – SPRING 2018

MW 9:55AM - 10:45AM

VAN VLECK B130

[3 credits]

**Professor: Pernille Ipsen** [she/her]

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Office hours (Spring 2018): Mondays 1-3 or by appointment.

<https://canvas.wisc.edu/>

Welcome to GWS 101! 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). The TAs and I will not respond to emails about grades or papers. Please come see us in office hours.

## Teaching assistants & discussion sections

<b>Nora Diaz Chavez</b> [she/her] <a href="mailto:diazchavez@wisc.edu">diazchavez@wisc.edu</a> Office hours: Wedn. 8:45-9:45 & 12-1 and by appointment in Sterling 3405	<b>302</b> W 11:00-11:50 2333 Sterling	<b>305</b> W 1:20-2:10 2333 Sterling	<b>307</b> W 2:25-3:15 1323 Sterling
<b>Shelby Baker</b> [she/her] <a href="mailto:sbaker9@wisc.edu">sbaker9@wisc.edu</a> Office hours: Mon. and Tues. 1230- 1:30 and by appointment in 3405	<b>303</b> W 12:05-12:55 2333 Sterling	<b>306</b> W 1:20-2:10 2335 Sterling	<b>308</b> W 2:25-3:15 3425 Sterling
<b>Marie Gorman</b> [she/her] <a href="mailto:megorman@wisc.edu">megorman@wisc.edu</a> Office hours: Thurs. 11-11:55 & 1-2 and by appointment in 3405	<b>304</b> W 12:05-12:55 1335 Sterling	<b>309</b> TR 9:55-10:45 2339 Sterling	<b>313</b> TR 12:05-12:55 2135 Chamberlin
<b>Kyle Shook</b> [they/them] <a href="mailto:kshook@wisc.edu">kshook@wisc.edu</a> Office hours: Wen. 11-12 and Thurs. 1-2 and by appointment in 3405	<b>310</b> TR 9:55-10:45 216 Ingraham	<b>311</b> TR 11:00-11:50 216 Ingraham	<b>312</b> TR 12:05-12:55 216 Ingraham

## DESCRIPTION

*Gender, Women & Cultural Representation* is a humanities-oriented analysis of conditions and cultural representations of women, men and other people within the social and historical contexts of race, class, gender, sexuality, and disability through engagement with a range of traditions and modes of representation including history, literature, mass media and popular culture. The course has a particular focus on 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

transgender, genderqueer and male-identified people. The class consists of three 50-minute class periods (two lectures and one discussion section) and carries the expectation that you will spend an average of 2 hours outside of class for each class period. In other words, in addition to class time, plan to allot an average of 6 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this class. The course is open to first year students. Students may not receive credit for both GWS 101 and GWS 102.

## LEARNING OUTCOMES

The primary goal of the course is to train you in the art of critical and analytical reading, thinking, writing, and speaking about gender and other hierarchies of difference. It is preferable if you do not agree with everything you read or hear in this class and that you are willing to share your opinions in discussion sections—or, please, come see me and the TAs in office hours. Critical disagreement is often when we all learn the most. Important requirements for this class are therefore an open mind, respect for different viewpoints, the ability to listen thoughtfully and compassionately to each other, and readiness to share your thoughts in sections.

## REQUIRED TEXTS

A course packet is for sale at **The Social Science Copy Center** in 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. Ph. (608) 257-7888.

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

## COURSE SCHEDULE

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

*Readings*: Kelly, Parameswaran and Schneidewind. *Women: Images* [2008]; Rich. "Claiming" [1977]; Hull and Smith. "The Politics" [1982]; Kimmel. "Men and Women's Studies" [1996].

- Wednesday 1/24: Introduction to the class

### UNIT 1: THE SOCIAL CONSTRUCTION OF DIFFERENCE

**Week 2: FROM SEX TO GENDER**

*Readings*: Beauvoir. "Childhood" [1952]; Gould. *X: A Fabulous Child's Story* [1972]; Fine. "Delusions of Gender" [2012]; Fausto-Sterling. "Of Spirals and Layers" [2012].

- Monday 1/29: From sex to gender & what is the relationship between the two?
- Wednesday 1/31: The social construction of gender; hegemonic cultures of gender.

**Week 3: GENDER AND OTHER HIERARCHIES OF DIFFERENCE**

*Readings*: Rosenblum and Travis. "Constructing" [2011]; Chrystos: "I Am Not Your Princess"; Berger. WDN [2006], 40-50 (Moise) + 239-253 (Rangel).

- Monday 2/5: Hierarchies of difference: Gender, Race, Class, Sexuality, and Dis/ability etc..  
Guest speaker: Nora Diaz Chavez.
- Wednesday 2/7: Intersectionality. QUIZ in lecture

#### **Week 4: EMPHATIC FEMININITY**

*Readings:* Gilman. "Klaus Barbie" [2008]; Chernik. "The Body Politic"; Rodriguez. "Breaking the Model" [2000]; Mackler. "Memoirs" [2003]; Fawas. "Notes"; Berger. *We Don't Need another wave* (WDN) [2006], 51-63 (Martin) + 106-119 (Mitchell) + 283-301 (Abraham and Pozner).

- Monday 2/12: Representations of women; Film (excerpt): *MissRepresentation* [2010]
- Wednesday 2/14: Emphatic femininity; the politics of representation: Wonder Woman

#### **Week 5: MASCULINITY & MEN'S STUDIES**

*Readings:* Messner and de Oca. "The Male Consumer" [2005]; Pascoe. *Dude, You're a Fag* [2007]; Rochlin. "The Heterosexual" [1984].

- Monday 2/19: Representations of men; Film (excerpt): *Tough Guise 2* [2013].
- Wednesday 2/21: Hegemonic masculinity; Heteronormativity.

- 1. midterm paper due Friday 2/23 at 1PM on Canvas

#### **Week 6: TRANS AND QUEER GENDERS**

*Readings:* Wilchins. "Deconstructing Trans" [2002]; Bergman. "Butch" [2006]; Méndez. "A Slacker." [2010]; Fernández. "Transliteration." [2010]; (on Canvas:) Shook. "Why can't you" [2017].

- Monday 2/26: Trans\*; Gender Queering. Guest speaker: Kyle Shook.
- Wednesday 2/28: Passing; Film (excerpt): *Nobody Passes Perfectly* [2009]. QUIZ in lecture

#### **Week 7: CULTURAL CAPITAL & PRIVILEGE**

*Readings:* Langston. "Tired" [1988]; McIntosh. "White Privilege" [1988]; Katz. "Heterosexual" [1997]; Taylor. "Cisgender Privilege" [2010]; Lorde. "Age, Race" [1984]; Simmons. "Landscapes"; hooks. "Moving".

- Monday 3/5: Cultural capital & privilege; Film (excerpt): *Race – the power of an illusion* [2003].
- Wednesday 3/7: The mythical norm; the politics of representation 2: Lemonade

### **UNIT 2: FEMINISM IN THE US (a very brief introduction)**

#### **Week 8: Feminism before 1960**

*Readings:* Wollstonecraft. "A Vindication" [1792]; Stanton. "Declaration of Sentiments" [1848]; Truth. "Ain't I a Woman?" [1851]; Cooper. "A Voice" [1897]; Perkins. *The Yellow Wallpaper* [orig 1892], McGuire. "More than" [2015].

- Monday 3/12: Feminism; Film (10 min): *The F Word* [1994].
- Wednesday 2/14: Suffrage, citizenship and civil rights.

#### **Week 9: FEMINISM IN THE US (a brief introduction continued)**

*Readings:* Friedan. "The problem" [1963]; Mainardi. "The Politics of Housework [1969]; Radicalesbians. "The Woman" [1970]; Combahee River Collective. "Statement" [1977]; Walker. "Becoming the Third Wave" [2007]; Berger. WDN [2006], 8-39 (Olson, Jervis, Berger, Valenti and Spade) + 143-150 (Dela George) + 158-161 (Berger) + 166-185 (Piepzna-Samarasinha).

- Monday 3/19: The modern Women's Movement (1963-1990) Movie (excerpt): *She is beautiful* [2014]
- Wednesday 3/21: The modern Women's Movement (1990-). QUIZ in lecture

#### **Week 10 SPRING BREAK (3/26 + 3/28)**

## **UNIT 3: CONTEMPORARY ISSUES IN GENDER AND WOMEN'S STUDIES**

### **Week 11: THE LABOR MARKET**

*Readings:* Collins. "The Specter" [2008]; National Committee for Pay Equity. "Questions" [2008]; Sandberg. *Lean In* [2013]; Faludi. "Facebook feminism" [2013]; hooks. "Dig Deep" [2013].

- Monday 4/2: Individual choices in social worlds; "Room for Maneuver"
- Wednesday 4/4: Gender and race in the high- and low-wage labor markets
  - 2. midterm paper due Friday 4/6 at 1PM on Canvas

### **Week 12: GENDERED VIOLENCE AND SEXUAL HARASSMENT**

*Readings:* Lanette Fisher-Hertz. "Countdown" [2002]; Gold and Villari. "Just Sex" [2000]; Kimmel. "Predatory Sex" [2008]; Marling. "Harvey" [2017]; Time Magazine. "The silence breakers"; Berger. WDN [2006], 97-105 (Latty) + 120-135 (Vernon) + 193-198 (Crabb);

- Monday 4/9: Sexual harassment and gendered violence
- Wednesday 4/11: Sexual violence on campuses; Film (excerpt): *The Hunting Ground* [2015]

### **Week 13: REPRODUCTIVE POLITICS**

*Readings:* Solinger. "Pregnancy" [2005]; Prochoice/Prolife [2008]; Males. "Parental Consent." [2005]; Connecticut State Legislature. "Testimony." [1990]; Price. "What is" [2008]; Berger. WDN [2006] 180-185 (DelValle) + 186-192 (Seguin).

- Monday 4/16: Reproductive politics; Film (excerpt): *The Last Abortion Clinic* [2005]
- Wednesday 4/18: Reproductive justice

### **Week 14: SEXUAL EDUCATION**

*Readings:* Fields. "Risky" [2008]

- Monday 4/23: Sex education and sexual health; Film (excerpt): *Sex (ed) the movie* [2015]
- Wednesday 4/25: Sex education and social inequality. QUIZ in lecture

### **Week 15: ADOLESCENT SEXUALITY**

*Readings:* Schalet. *Not Under my Roof* [2011]; Greenfield. "A Purity Ball" [2011]; Walker. "Lusting" [2008]; Berger. WDN [2006], 64-78 (Azzoni) + 162-165 (Kennedy) + 199-209 (Wong).

- Monday 4/30: Film (excerpt): *The purity myth* [2011].
- Wednesday 5/2: Sexuality and gender stereotypes; sexual double standards
  - Final exam prompts passed out in lecture

\* **Final papers** are due 05/11/2018 @ 2:25PM [Scheduled exam time for the class] -- posted on in Canvas under "Final paper".

## **COURSE REQUIREMENTS & POLICIES**

### **Attendance & participation**

Attendance and participation is required in discussion sections. Make sure that you show up on time to sign a sheet every time! You may miss 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.

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**

A few times during lecture I will sometimes pass out notecards for you to respond to a question. 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**

Four times during the semester at the end of lecture I will give you a short quiz on Canvas. On those days I will ask you to bring a laptop, a tablet or a smart phone with access to Canvas to lecture and I will give you a passcode to access the quiz in lecture. These quizzes cover material from readings, movies and other material covered in lecture. If you have valid excuse to be absent from one of these quizzes, please contact me well before the quiz and we will set up a time for you to do a different quiz on paper in my office.

### **Two 2-page midterm 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 Canvas. The final paper prompt will be passed out in lecture in the last week and thereafter posted on Canvas. All three papers are to be posted on Canvas under assignments by the appropriate deadline.

### **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 in section**

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 Canvas no later than 1 PM on Tuesday. Please follow any further instructions in the specific discussion prompts on Canvas.

### **Oral presentation in section**

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. Your TA may choose to put in groups and ask you to create the presentation together.

<b>Grade breakdown</b>			<b>Grading scale</b>	
Attendance in section	10%		A	93-100
Participation and active engagement in section	15%		AB	88-92
Discussion posts	10%		B	83-87
Oral presentation	5%		BC	78-82
Quizzes in lecture, each 5%	20%		C	70-77
Midterm reflection papers, each 10%	20%		D	60-69
Final paper	20%		F	59>

### **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—except during the required Canvas quizzes. 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. I suggest you get an old-fashioned paper notebook for the class.

### **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, Aili Tripp. She will attempt to resolve the issue informally and inform you of the appeals procedures if no resolution is reached informally.

### **Academic integrity**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to <https://conduct.students.wisc.edu/academic-integrity/>

### **Accommodations for students with disabilities**

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA."

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

### **Diversity & inclusion**

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." <https://diversity.wisc.edu/>