

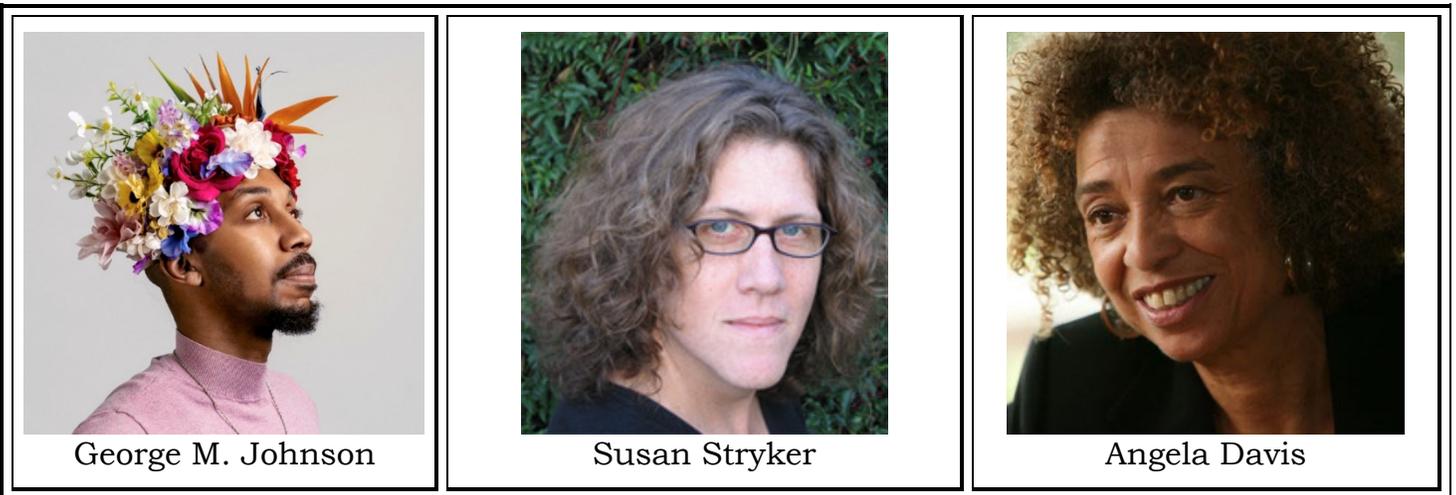
GSW 101

Introduction to Gender, Sexuality, & Women's Studies

Instructor: Dr. Lisa Hager
Email: hagerl@uwm.edu
Gender Pronouns:
 they, them, theirs & she, her,
 hers

Meeting Times & Location:
 Wednesdays 2:30-3:45pm
 Northview 129
Office: Westview 129

Office Hours: [Microsoft Teams](#)
 Tuesdays & Thursdays: 1-2pm;
 Wednesdays: 10:30am-12pm;
 & by appointment



Course Description

An introduction to the major issues addressed by gender, sexuality, and women's studies with an emphasis on interdisciplinary social science theories and methodologies involved in gaining accurate knowledge about women's lives and contributions to society, both within the United States and around the world. Perspectives, texts, and methodologies from across the social science disciplines ranging from history, economics, sociology, political science, public health, criminal justice, psychology, and others will be used to understand the experience of women and the cultural construction of gender.

A Note Before We Begin

When asked about the main difference between college and high school, I respond that college is where students choose to continue their education rather than being forced to attend by the law or parents. While the faculty and staff of UWM at Waukesha, myself included, genuinely want all of our students to succeed and will go to great lengths to foster that success, your academic performance is closely tied to *your* commitment to *your* education.

College is what you make of it. Yes, you can skate by in this (and other) class(es) by putting in a minimum amount of effort and not caring about it in the least. However, as a former student myself, I can tell you that you will need the writing skills, strategies, and processes that you can gain in this class in order for you to progress in any field of study, be it astronomy or business or forestry. To get the most out of this class, you must put forth genuine effort and take ownership of your college career.

Course Schedule

The schedule of assignments for this course is available online through Canvas. Though the assignments for the next few weeks are pretty much set, be aware that I will revise the rest of the schedule extensively throughout the semester in order to respond to how the class is progressing. Thus, the schedule, as it currently stands, is more of a guide than a “written in stone” guarantee of what will be happening in this class. I will always notify you when I make changes.

Required Texts and Materials

I have ordered all of the books below through the UWM eCampus Bookstore. [Click here to view the list of required books in eCampus.](#)

- Shaw, Susan and Janet Lee. *Gendered Voices, Feminist Visions: Classic and Contemporary Readings*. Oxford UP, 7th ed., 2019.
ISBN: 019092487X / 978-0190924874
- Gold, Rachel. *Just Girls*. Bella Books, 2014.
ISBN: 1594934193 / 9781594934193
- Johnson, George M. *All Boys Aren't Blue*. Farrar, Straus and Giroux, 2020.
ISBN: 0241515033 / 978-0241515037
- Course Packet (required to print it out from Canvas on your own)

Grade Breakdown

You are also responsible for keeping track of your grades in the Canvas gradebook (click on “Grades” in the navigation bar). I will respond to emails asking for “progress reports” by telling you to consult your grades on Canvas. It is your responsibility to check your grades periodically to make sure that they are correct.

As mentioned on the first page of this syllabus, your grade will be largely determined by your commitment to this class. If you are unsatisfied with a grade on an essay, put forth the effort to revise that paper (see revision policy below). Work to improve your grade throughout the semester and meet with me whenever you have problems or questions. You have a far greater chance of earning the grade you want by working diligently over the long term rather than trying to pull it together at the end of the term.

Category	Percentage	Point Value
Course Concept Essay	20	100
Feminist Intervention Annotated Bibliography & Reflection Essay	20	100
Feminist Intervention Analytical Annotations	10	50
Feminist Intervention Alternative Essay	30	150
Discussion Posts	10	50
Daily Grades (reading note worksheets, embedded class activities, and other short assignments)	10	50
Total	100	500

Note: You must earn a 65% (D) or higher on ALL four major assignments (the first four items listed above) in order to pass this class.

Grade Scale

Percentages	Letter Grade
100 – 97	A+
96 – 94	A
93 - 90	A-
87 - 89	B+
86 – 84	B
83 - 80	B-
79 - 77	C+
76 – 74	C
73 - 70	C-
69 - 67	D+
66 – 64	D
60 - 63	D-
59 – 00	F

Explanation of Letter Grades

Below is the general meaning behind the grades I assign to your papers. You should use the statements to determine how you might work toward a higher grade):

- A** You did what the assignment asked for at a high quality level, and your work shows originality and creativity. Work in this range shows all the qualities listed below for a B, but it also demonstrates that you took extra steps to be original or creative in developing content. Since careful editing and proofreading are essential in writing, papers in the A range must be free of typos and grammatical or mechanical errors.
- B** You did what the assignment asked of you at a high quality level. Work in this range needs revision; however, it is complete in content, well organized, and effective stylistically.
- C** You did what the assignment asked of you. Work in this range needs significant revision, but it is complete in content and the organization is logical. The style is straightforward but unremarkable.
- D** You did what the assignment asked of you at a poor quality level. Work in this range needs significant revision. The content is often incomplete and the organization is hard to discern. Attention to style is often nonexistent or chaotic.
- F** An F is usually reserved for people who do not do the work or do not come to class. However, if your work is shoddy and shows little understanding of the needs of the assignment, you will receive a failing grade.

Assignments and Other Requirements

Reading Note Worksheets

10 points each

Part of Daily Grades Category 10% (50 points)

As part of completing your reading assignments for this class, you will complete reading note worksheets for many of the scholarly essays (secondary sources) that we will read in conjunction with novels, short stories, and films. The worksheets will be available on Canvas (under Readings on the Content page).

Discussion Posts

10% (50 points)

Since this class is an online class, a significant portion of our class discussions will take place online via Canvas' Discussions tool. There will be assigned reading and a post prompt for each discussion. In addition to writing your own post, you will also be required to comment on at least two of your classmates' posts. Responses will be graded out of ten, with a ten being equivalent to a check for completion. Each post will be no less than 300 words.

Course Concept Essay

(3-4 pages)

20% (100 points)

This assignment is designed to help you to develop insight into course terminology. For this assignment, you will write an essay in which you hypothetically explain a course concept to a person who you know (friend, family member, romantic partner). You will use both course texts and examples from your life and/or popular culture to help this person understand what you have learned thus far in this class.

Feminist Intervention Project (three-part project)

The goal of this project is for you to mobilize the processes and concepts of gender and sexuality studies in analyzing a text from your major fields of study or other classes in which you are currently enrolled. Then you suggest a feminist alternative vision, narrative, or strategy to the problematic ideas in this text.

Part 1: Annotated Bibliography & Research Process Reflection Essay

10 item bibliography & 3-4 page reflection essay

20% (100 points)

Each student in the class will create an annotated bibliography as a first step in using feminist analysis to intervene in a particular discipline. Possible items for bibliographies include academic essays, images, and current popular culture texts – from YouTube videos to memes. You will then write an essay evaluate your data gathering (research) process by explaining why you chose the items that you did and how bring together these items impacts your understanding of the discipline/issue's engagement with gender and sexuality, paying particular attention to intersections with other issues of like class, race, nationality, disability, education, institutional power, and immigration status.

Part 2: Analytical Annotations & Reflection Essay

Length: 5 annotations on your text/ 3 annotations on each of your group members' texts;

1-2 page reflection essay

10% (50 points)

Building on your annotated bibliography, you will choose one text from your bibliography to analyze in depth using texts and ideas from throughout the class. The goal here is to add your ideas and connections to course concepts to an existing text. In addition, you will also annotate and respond to annotations on two of your classmate's texts. We will use the annotation tool [Hypothesis](#) to do these annotations, and I will provide instruction in how to use this tool.

Part 3: Feminist Alternative Essay

Length: 5-6 pages

30% (150 points)

After having created your annotated text, you will use course texts in order write a critical essay that explains how your annotations use particular central concepts of gender and sexuality studies. You will also use course texts to propose an alternative vision of what this text could be if it embraced feminist ideas and processes.

Class Policies

Student-Teacher Conferences

I strongly encourage you to see me during office hours (or through appointment) via Teams to discuss specific questions about any paper (preferably after peer workshop). While I will read sections of any paper before the final due date, I will only give feedback as directed by a specific question from the concerned student (i.e. "Is my thesis clear enough?" "Does this paragraph do a good job of supporting my thesis?" etc).

Additional Help with Assignments

You are strongly encouraged to make use of the writing tutors in the Academic Success Center (, who will gladly read a draft of your essay and give you helpful feedback. You can also work with a writing tutor via e-mail through the UWM at Waukesha Online Writing Lab; instructions are located at <https://uwm.edu/waukesha/tutoring/>.

For Students Re-Taking this Class

If you are retaking this class because you did not pass or complete the course the previous time that you took it with me, you must write entirely new essays for each of the major writing assignments. Resubmission of essays from your previous class is not allowed.

Submission of Work

Major assignments are accepted late with a five-point-per-day-late penalty.
Daily Grade assignments are accepted late for half credit (5/10).

If you will be absent on a day that an assignment is due for whatever reason, you must still submit your work to the appropriate Canvas Assignment by the deadline.

All assignments must meet the length requirements indicated on this syllabus and assignment pages. Failure to fulfill this requirement will result in **5 points** per missing page (300 words) being deducted from your grade on the assignment.

Failure to complete any of the major writing assignments listed above without discussing your missing assignment with me within **seven** calendar days of the due date will **result in an automatic F in the course**.

All submissions should be **MS Word documents** unless otherwise specified in an assignment. Please note that I generally set up the Canvas Assignments to accept only Word Documents.

Note: computers are notorious for failing just before an assignment is due. I strongly encourage you to keep copies of all work in multiple locations!

Participation and Classroom Etiquette

This is a class in communication, so your participation is essential. Get involved. Volunteer. Question. Probe. Share relevant ideas and observations. Offer your own experiences. Make connections between what we're discussing in this class and what you hear elsewhere. I will evaluate your participation throughout the term.

Revisions

You may choose to revise any of your major assignments in order to earn a higher grade. If you revise your paper, your grade will either stay the same or be replaced entirely with the higher new grade that you have earned. Your grade will not go down if your revised paper receives a lower grade than your original paper—your grade will stay the same. In order to revise your paper, you must meet with me to discuss the revision. Revisions must be submitted by the announced deadline and cannot be made up unless you have an excused absence.

In order to earn a higher grade on your revised essay, you must revise your paper as whole, not just fix the marginal comments that I have written. This revision should be global rather than local. However, that being said, failure to address any of my marginal comments or grammar errors will result in your grade remaining the same.

Format of Essays

Drafts must be typed and in MLA format, unless otherwise directed. The paper should be double-spaced (with no additional spacing between paragraphs) with one-inch margins using 12 point Times New Roman font. Each paper should have in the upper left-hand corner of the first page your name, my name, the course number, and the date. Your last name should also appear next to the page number in the upper right corner of each page. Give each of your formal papers a descriptive title. Papers must be turned in to the Canvas dropbox by midnight on the day they are due.

COVID-19 Policies

College in the time of COVID-19 (based on the policy of Dr. Jessica Van Slooten)

There is no way to know how “normal” this semester will be because we’re still dealing with a global pandemic. I want to acknowledge that none of us know how this might impact our lives in the coming months, so being flexible and communicating often is important. Please know that I recognize that the pandemic impacts us all—you, your families, me, my family—in a wide range of ways, from caregiving responsibilities, job changes, mental and physical health challenges, etc. I can help connect you to campus resources that might help you manage the challenges you’re facing; you can also look at the [UWM COVID-19 Information website](#).

My goal is to help you be successful in the class no matter what challenges you’re facing—we can work together to develop a plan that works for you if your situation changes. The plan for the class may need to change as our collective situations change. I am committed to providing you with a meaningful educational experience that is flexible and geared toward your success. Reach out to me via email, office hours, or Teams chat, and we’ll work to move forward together.

Attendance

I will take attendance at every in-person class meeting. However, attendance is **not** factored into your grade.

Students who miss class due to COVID-related illness or caregiving will **not** be penalized for their absence and will **not** be asked to provide formal documentation from a healthcare provider. If you are unable to attend class, take the following steps.

- Notify me in advance of the absence or inability to participate, if possible.
- Participate in online class activities and submit assignments, to the extent possible.
- Reach out to me if illness will require late submission or other modifications to deadlines.
- If remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related circumstances, contact me to discuss other options.

Policy on Children in the Classroom (based on the policies by Dr. Melissa Cheyney & Dr. Elizabeth Horn) Caregivers deserve access to education. At all times, I strive to be inclusive of parents and other caregivers. In our classroom, we can expect children to be present in class from time to time since many schools & daycares will be facing periodic sudden closures. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in caregiving status. I am happy to problem solve with you in a way that makes you feel supported as you strive for school-caregiving balance so that you can meet the expectations of this class.

University Policies

UWM Panther Community Health and Safety Standards

UWM has implemented health and safety protocols, taking into account recommendations by local, state, and national public health authorities, in response to the COVID-19 pandemic. As a member of our campus community, you are expected to abide by the [Panther Interim COVID-Related Health & Safety Policy](#), which was developed in accordance with public health guidelines. These standards apply to anyone who is physically present on campus, UWM grounds, or participating in a UWM-sponsored activity:

- UWM recommends that all individuals visiting UWM facilities wear face coverings while indoors.
- UWM recommends getting vaccinated for COVID-19 and getting the most recent booster shot available to you.
- UWM requires that you check daily for COVID-19 symptoms and not come to campus if you are feeling sick. If you are feeling sick, get tested for COVID-19 and quarantine until symptoms subside. Use the [CDC Quarantine and Isolation Calculator](#) to determine next steps.
- If you test positive for COVID-19, UWM requires that you self-report at the [Dean of Students Reporting Form](#). Use the [CDC Quarantine and Isolation Calculator](#) to determine next steps.

Additional details about student and employee expectations can be found on the [UWM COVID-19 webpage](#).

UWM Americans with Disabilities Act (ADA)

UWM 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) 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 Accessibility Resource 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. Visit <http://uwm.edu/arc/> for more information. If you need accommodations or have a disability but do not have an official accommodation plan, you can apply for accommodations with ARC's online application: [Apply for Accommodations](#)

UWM at Waukesha Title IX Syllabus Statement

Title IX/Sexual Violence. Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: <https://uwm.edu/sexual-assault/>. If you would like to speak with someone who is not required to report to the Title IX Deputy Coordinator, the campus counselor is a confidential resource for you. You can contact the counselor by calling (262) 521-5480 or emailing wak-counseling@uwm.edu.

UWM at Waukesha Inclusive Learning Statement

The UWM at Waukesha are committed to building diverse and inclusive learning, living, and working environments. We value mutual respect for all and do not tolerate discrimination on our campuses or within our programs and activities. We view this as both a moral imperative consistent with an intellectual community that celebrates individual differences and diversity, as well as a matter of law. If you encounter discrimination or harassment based on your age, ancestry, color, disability, ethnicity, gender identity or expression, marital status, medical status, military status, national origin, pregnant or parenting status, race, religion, sex, sexual orientation, or protected veteran status, please contact the Office of Equity, Diversity, and Inclusion at <http://inclusion.uwex.uwc.edu/> or file a report a report at <http://uwc.edu/students/report-bias>.

UWM at Waukesha Academic Integrity Statement

Academic Integrity is an expectation of each UWM at Waukesha student. Our campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UWM at Waukesha student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information, please read the Academic Misconduct Guide located here: https://uwm.edu/deanofstudents/conduct/conduct_procedures/academic-misconduct/

UWM at Waukesha BIT Syllabus Statement

UWM at Waukesha is committed to the safety and success of all members of the campus community. To support this initiative, the UWM at Waukesha campus has a Behavioral Intervention Team which works to support campus community members, including students, by reaching out and providing resources in areas where an individual may be struggling or experiencing barriers to their success. The program allows faculty to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your faculty member, I may contact the Behavioral Intervention Team if I sense you are in need of additional support that I may not be able to provide. You may also contact the Behavioral Intervention Team if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here: <https://uwm.edu/deanofstudents/report-it/>.

UWM at Waukesha Assessment Statement

CGS assesses the quality and effectiveness of the curriculum, programs, and services of the college. As a course in the UW Milwaukee Associate Degree of Arts and Sciences, the Student Learning Objectives (SLOs) for this course are aligned with the UW System shared learning goal of Effective Communication (EC) which focuses on students' development of reading, listening, speaking, information literacy, and/or writing proficiencies. Therefore, as part of the UW Milwaukee College of General Studies assessment processes, student progress in fulfilling the EC SLOs will be evaluated by using the EC assessment rubrics for written communication or oral communication. Assessment will be part of a regular assignment or activity in the class but is not a grade and does not become part of your transcript.

GSW 101 Schedule of Assignments & Due Dates

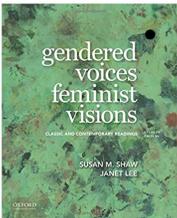
The readings listed for a particular day will be discussed on that day, so the reading assignment listed should be done **before that class meeting**.

For each of the online discussions, you should read the listed reading assignment and then complete the discussion activity ([see the Discussions tool on the menu to the left \(https://uwmil.instructure.com/courses/527795/discussion_topics\)](https://uwmil.instructure.com/courses/527795/discussion_topics)). All discussion posts should be completed by Friday midnight and replies completed by Sunday midnight on the week in question.

Major assignments are accepted late with a five-point-per-day-late penalty. Daily Grade assignments are accepted late for half credit (5/10).

Both this schedule and individual assignments are subject to change.

CP = Course Packet (under each week's module)



GVFV = Susan Shaw and Janet Lee's *Gendered Voices, Feminist Visions: Classic and Contemporary Readings*

Week 1 (8/30 - 9/3) - Getting Started

- Complete the following by September 13:
 1. Read all pages and complete all assignments linked under the Week 1 Module, including Discussion 1A & 1B
 2. [Download Microsoft Office \(free access via UWM\) if you don't have it already](https://kb.uwm.edu/page.php?id=45766)  (<https://kb.uwm.edu/page.php?id=45766>)
 3. [Download Microsoft Teams for free on your computer and mobile device](https://www.microsoft.com/en-us/microsoft-365/microsoft-teams/download-app)  (<https://www.microsoft.com/en-us/microsoft-365/microsoft-teams/download-app>) (if you have either or both)
 4. Read all the articles listed below under **Week 2: Wednesday**

- Week 1B Discussion Reading:

We should all be feminists | Chimamanda Ngozi Adichie | T...



Week 2 (9/12 - 9/16) - Introduction & Basic Concepts

- Wednesday:

"Email Etiquette" (<https://uwmil.instructure.com/courses/527795/files/50235698?wrap=1>) 
(https://uwmil.instructure.com/courses/527795/files/50235698/download?download_frd=1)

”; Annotate the Class Syllabus

(<https://uwmil.instructure.com/courses/527795/assignments/5051777>) (due Saturday); "Women's and Gender Studies Perspectives and Practices" (GVFV 1-22); Adrienne Rich's "Claiming an Education" (GVFV 22-25); Sara Ahmed's "Living a Feminist Life" (GVFV 25-27); Kia M. Q. Hall's "A Transnational Black Feminist Framework" (GVFV 32-38); Christine Garcia "In Defense of Latinx" (GVFV 38-40)

(complete a Reading Note Worksheet for any one of the readings in GVFV listed above
(<https://uwmil.instructure.com/courses/527795/assignments/5051798>.)

*Please note that the readings above are available under the Week 2 Module in case people are still waiting for their books to arrive.

- Week 2 Discussion Reading:

"Learning Gender" (GVFV 95-115); Judith Lobner's "The Social Construction of Gender" (GVFV 120-123); Audre Lorde's "There Is No Hierarchy of Oppression" (GVFV 75-76); Susan Wendell's "The Social Construction of Disability"; (CP 24-11); Rachel Adams, Benjamin Reiss, and David Serlin's "Disability" (CP 12-28); Watch the two videos below:

*Please note that the readings above are available under the Week 2 Module in case people are still waiting for their books to arrive.

Zach Anner & The Quest for the Rainbow Bagel



Week 3 (9/19 - 9/23) - Women's Work & Wage Gaps

- Wednesday: **[Print & Bring the Course Packet 1 to Class \(hole-punched in a 3-ring binder\)](https://uwmil.instructure.com/courses/527795/assignments/5051793)** (<https://uwmil.instructure.com/courses/527795/assignments/5051793>); "Ch. 2: Systems of Privilege and Inequality" (GVFV 41-61); Vivian M. May's "Intersectionality" (GVFV 79-85); Gina Crosley-Corcoran's "Explaining White Privilege to a Broke White Person" (GVFV 76-78);

Watch this video before class and consider the intersections of race and class as you do so:

The Disturbing History of the Suburbs | Adam Ruins Everyt...



- Week 3 Discussion Reading:

"Work Inside and Outside the Home" (GVFV 457-484); Rose Hackman's "Women are Just Better at this Stuff" (GVFV 514-516); Excerpt from the Pew Research Center's Modern Parenthood: Roles of Moms and Dads Converge as They Balance Work and Family (CP 29-59); Gary J. Gates' "LGBT Parenting in the United States" (CP 60-65); Emma's "You Should've Asked" (CP 66-85); Eileen Patten's "Racial, Gender Wage Gaps Persist in U.S. Despite Some Progress" (CP 86-89)

Week 4 (9/26 - 9/30) - Transnational Feminism & Fashion

- Wednesday:

Sharlene Hese-Biber and Gregg Lee Carter's "A Brief History of Working Women" (GVFV 484-495); Claire Cain Miller's "Nearly Half of Men Say They Do Most of the Home Schooling. 3 Percent of Women Agree" (CP 90-94); Caroline Kitchener's "'I Had to Choose Being a Mother': With No Child Care or Summer Camps, Women Are Being Edged out of the Workforce" (CP 95-106); *Impact of COVID-19 on UW System Caregivers: 2021 Survey Results* (CP 107-110)

(complete a Reading Note Worksheet for one of the readings listed above--your choice!

(<https://uwmil.instructure.com/courses/527795/assignments/5051803>.)

- Optional: **It's Getting More Expensive to Be Poor** 

(<https://www.washingtonpost.com/news/wonk/wp/2016/03/30/its-getting-more-expensive-to-be-poor/>)

- Week 4 Discussion Reading:

Susie Orbach's "*Is Fat a Feminist Issue*" (GVFV 215-217); Caroline Criado Perez's "The Plough Hypothesis" & "One-Size-Fits-Men" (CP 111-122); Leila Ahmed's "The Veil Debate—Again" (CP 123-133); @LaSauvageJaune's "The Lottery of Indecency" (CP 134); Watch the video below:

Majede Najar: Why I wear a hijab



- Optional: [Gina Kolata's "After 'The Biggest Loser,' Their Bodies Fought to Regain Weight"](http://www.nytimes.com/2016/05/02/health/biggest-loser-weight-loss.html)  (<http://www.nytimes.com/2016/05/02/health/biggest-loser-weight-loss.html>)

Week 5 (10/3 - 10/7) - Gender Violence

- Wednesday:
"Ch. 10: Resisting Gender Violence" (GVFV 525-552 - [complete Reading Note Worksheet for this reading](https://uwmil.instructure.com/courses/527795/assignments/5051795) (<https://uwmil.instructure.com/courses/527795/assignments/5051795>)); Julia Serano's "Reclaiming Femininity" (CP 135-149); Alice Hines' "Why Won't We Let Transgender Inmates Wear Makeup: Investigating the Politics of Lipstick in Prison" (CP 150-153); Aviva Stahl's "The Uphill Battle to Make Prison Safer for Trans Women" (CP 154-161)
 - Week 5 Discussion Reading: No Discussion -- work on your Course Concept Essays!
 - Friday (midnight): [Course Concept Essay Due](https://uwmil.instructure.com/courses/527795/modules/2183493) (<https://uwmil.instructure.com/courses/527795/modules/2183493>)
-

Week 6 (10/10 - 10/14) - Rape Culture & Gender Violence

- Wednesday:

bell hooks' "Violence in Intimate Relationships: A Feminist Perspective" (CP 163); Ntozake Shange's "With No Immediate Cause" (CP 164); "What 'Rape Culture' Means" (CP 189); Chelsea Spencer et al.'s "Why Sexual Assault Survivors Do not Report to Universities: A Feminist Analysis" (GVFV 559-570); Watch the two videos below before class:

Jackson Katz
Violence against women — it's a man's issue

Tea and Consent



- Optional: [↗\(http://www.huffingtonpost.com/josh-sugarmann/for-women-gun-violence-of_b_5913752.html\)](http://www.huffingtonpost.com/josh-sugarmann/for-women-gun-violence-of_b_5913752.html)
 - [Katie J.M. Baker's "The Powerful Letter the Stanford Victim Read To Her Attacker"](https://www.buzzfeednews.com/article/katiejmbaker/heres-the-powerful-letter-the-stanford-victim-read-to-her-ra) [↗\(https://www.buzzfeednews.com/article/katiejmbaker/heres-the-powerful-letter-the-stanford-victim-read-to-her-ra\)](https://www.buzzfeednews.com/article/katiejmbaker/heres-the-powerful-letter-the-stanford-victim-read-to-her-ra)
[\(Emily Doe/Chanel Miller's Victim Impact Statement\)](#) [↗](#)

<https://www.buzzfeednews.com/article/katiejmbaker/heres-the-powerful-letter-the-stanford-victim-read-to-her-ra>

- **Josh Sugarmann's "For Women, Gun Violence Often Linked to Domestic Violence"**
[⌄ \(http://www.huffingtonpost.com/josh-sugarmann/for-women-gun-violence-of_b_5913752.html\)](http://www.huffingtonpost.com/josh-sugarmann/for-women-gun-violence-of_b_5913752.html)
- **Evan Phillips' "Having a Gun in the House Doesn't Make a Woman Safer"** [⌄](https://www.theatlantic.com/national/archive/2014/02/having-a-gun-in-the-house-doesnt-make-a-woman-safer/284022/)
[\(https://www.theatlantic.com/national/archive/2014/02/having-a-gun-in-the-house-doesnt-make-a-woman-safer/284022/\)](https://www.theatlantic.com/national/archive/2014/02/having-a-gun-in-the-house-doesnt-make-a-woman-safer/284022/)
[⌄ \(https://www.npr.org/2011/11/08/142111804/penn-state-abuse-scandal-a-guide-and-timeline\)](https://www.npr.org/2011/11/08/142111804/penn-state-abuse-scandal-a-guide-and-timeline)
- **Background on Penn State case that Jackson Katz discusses** [⌄](https://www.npr.org/2011/11/08/142111804/penn-state-abuse-scandal-a-guide-and-timeline)
[\(https://www.npr.org/2011/11/08/142111804/penn-state-abuse-scandal-a-guide-and-timeline\)](https://www.npr.org/2011/11/08/142111804/penn-state-abuse-scandal-a-guide-and-timeline)

- Week 6 Discussion Reading:

Amy Silvestro's "Rape Law Reform" (CP 172); Rhonda Copelon's "Rape and Gender Violence: From Impunity to Accountability in International Law" (CP 173-175); Holly Kearl's "Catcalls, Groping, and Stalking in Public Places: How to Deal with Street Harassment" (CP 176-178); "Hey, Man, That's Not Cool": Men Stopping Street Harassment" (CP 179); Kelly Wilz's "Rape Culture 101: A Love Letter to My Fellow Rape Survivors" (CP 190-195)

- Optional:

- **Kelly Wilz's "A Love Letter to My Fellow Rape Survivors Part 2: Your Stories Edition"** [⌄ \(http://feministing.com/2015/09/03/a-love-letter-to-my-fellow-rape-survivors-part-2-your-stories-edition/\)](http://feministing.com/2015/09/03/a-love-letter-to-my-fellow-rape-survivors-part-2-your-stories-edition/)
[⌄ \(https://www.theguardian.com/society/2016/aug/26/brock-turner-stanford-sexual-assault-victim-testimony-laugh\)](https://www.theguardian.com/society/2016/aug/26/brock-turner-stanford-sexual-assault-victim-testimony-laugh)
- **Further information on the Brock Turner case** [⌄](https://www.theguardian.com/society/2016/aug/26/brock-turner-stanford-sexual-assault-victim-testimony-laugh)
[\(https://www.theguardian.com/society/2016/aug/26/brock-turner-stanford-sexual-assault-victim-testimony-laugh\)](https://www.theguardian.com/society/2016/aug/26/brock-turner-stanford-sexual-assault-victim-testimony-laugh)
[⌄ \(http://www.pbs.org/newshour/updates/spring-fever/\)](http://www.pbs.org/newshour/updates/spring-fever/)
- **The Case for Starting Sex Education in Kindergarten** [⌄](http://www.pbs.org/newshour/updates/spring-fever/)
[\(http://www.pbs.org/newshour/updates/spring-fever/\)](http://www.pbs.org/newshour/updates/spring-fever/)

Week 7 (10/17 - 10/21) - Women's Pain & Toxic Masculinity

- Wednesday: Read [Annotated Bibliography - Bibliography Guidelines](https://uwmil.instructure.com/courses/527795/pages/annotated-bibliography-bibliography-guidelines)
[\(https://uwmil.instructure.com/courses/527795/pages/annotated-bibliography-bibliography-guidelines\)](https://uwmil.instructure.com/courses/527795/pages/annotated-bibliography-bibliography-guidelines), [Annotated Bibliography - Reflection Essay Guidelines](https://uwmil.instructure.com/courses/527795/pages/annotated-bibliography-reflection-essay-guidelines)
[\(https://uwmil.instructure.com/courses/527795/pages/annotated-bibliography-reflection-essay-guidelines\)](https://uwmil.instructure.com/courses/527795/pages/annotated-bibliography-reflection-essay-guidelines)

guidelines); Explore [GSW Research Guides](#)

(<https://uwmil.instructure.com/courses/527795/modules/2183502>)

Bring a computer with you to class (you can check one out from library if you don't have access to a laptop)

- Week 7 Discussion Reading:

Lili Loofbourow's "The Female Price of Male Pleasure" (CP 196-205); Mary Halton's "The 'Husband Stitch' Leaves Women in Pain and Without Answers" (CP 206-211); Zoë Naseef's "Doctors Regularly Give Anesthetized Patients Non-Consensual Pelvic Exams—and this Needs to Stop" (CP 212-213); Caroline Criado Perez's "The Drugs Don't Work" (CP 214-224)

- Optional: [Yale study shows that adults take girls' pain less seriously than boys'](https://qz.com/1535889/yale-study-shows-that-adults-take-girls-pain-less-seriously-than-boys/) 
(<https://qz.com/1535889/yale-study-shows-that-adults-take-girls-pain-less-seriously-than-boys/>)

Week 8 (10/24 - 10/28) - Women's Pain & Toxic Masculinity

- Wednesday: Stephanie Pappas' "APA Issues First-Ever Guidelines for Practice with Men and Boys" (CP 225-228); Tim Winton's "About the Boys: Tim Winton on How Toxic Masculinity Is Shackling Men to Misogyny" (CP 229-234 - [complete Reading Note Worksheet for this reading](#) (<https://uwmil.instructure.com/courses/527795/assignments/5051802>)); Rebecca Ruiz's "How to Raise Boys so They're Comfortable with Their Emotions" (CP 235-238); Watch the videos below before class:

We Believe: The Best Men Can Be | Gillette (Short Film)



- Week 8 Discussion Reading:

*Note: the readings below are the second volume of the course packet:

[GWS101_Course_Packet2.pdf](https://uwmil.instructure.com/courses/527795/files/50656458?wrap=1) (<https://uwmil.instructure.com/courses/527795/files/50656458?wrap=1>) [↓](https://uwmil.instructure.com/courses/527795/files/50656458/download?download_frd=1) (https://uwmil.instructure.com/courses/527795/files/50656458/download?download_frd=1)

Beverly Daniel Tatum's "Defining Racism: 'Can We Talk?'" (CP 2-7); Peggy McIntosh's "White Privilege: Unpacking the Invisible Knapsack" (CP 8-10); Angela Davis's "An Autobiography" (CP 11-12); The Combahee River Collective, "A Black Feminist Statement" (CP 13-19); Watch these videos (CW: alcohol consumption):

Drunk History - Harriet Tubman Leads an Army of Bad Bitc...



How Do You Handle a Racist Joke? | Decoded | MTV News



Week 9 (10/31 - 11/4) - #SayHerName & #BlackLivesMatter

- Wednesday:

[Print & Bring the Course Packet 2 to Class \(hole-punched in a 3-ring binder\)](https://uwmil.instructure.com/courses/527795/assignments/5051794)

[\(https://uwmil.instructure.com/courses/527795/assignments/5051794\)](https://uwmil.instructure.com/courses/527795/assignments/5051794); Patricia Hill Collins'

"Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought" (CP

20-38); Mary-Elizabeth Murphy's "Black Women are the Victims of Police Violence, Too" (CP 39-

42); Watch all of the short videos from the #SayHerName section of **[Frank Leon Roberts' Black](http://www.blacklivesmattersyllabus.com/sayhername/)**

[Lives Matter Syllabus](http://www.blacklivesmattersyllabus.com/sayhername/) [↗](http://www.blacklivesmattersyllabus.com/sayhername/) (<http://www.blacklivesmattersyllabus.com/sayhername/>); Take a look at

[AAPF's #SayHerName Campaign](https://aapf.org/sayhername) [↗](https://aapf.org/sayhername) (<https://aapf.org/sayhername>)

- Week 9 Discussion Reading:

George M. Johnson's *Not All Boys Are Blue* (pgs. vii-80/ Author's Note-Ch. 4); Petra Mayer's "Give Them The Damn Information!: Questions for George M. Johnson" (CP 43-46); Watch this video:

George M. Johnson talks All Boys Aren't Blue, #BooksNotB...



Week 10 (11/7- 11/11) - Intersectional Feminisms

- Wednesday:

George M. Johnson's *Not All Boys Are Blue* (pgs. 81-192/ Ch. 5-10); bell hooks' "Loving Blackness as Political Resistance" (CP 47-58); Audre Lorde's "Scratching the Surface: Some Notes on Barriers to Women and Loving" and "The Master's Tools Will Never Dismantle The Master's House" (CP 59-64); Alice Walker's Womanist Definition Preface and "In Search of Our Mothers' Gardens" (CP 65-72); (**[complete Reading Note Worksheet either the hooks, Lorde, or Walker readings](https://uwmil.instructure.com/courses/527795/assignments/5051799)** (<https://uwmil.instructure.com/courses/527795/assignments/5051799>))

Optional:

- Check out George M. Johnson's website
- **[Queer Literature Resources](http://waukeshapridealliance.pbworks.com/w/page/64438987/Queer%20Literature)** 
(<http://waukeshapridealliance.pbworks.com/w/page/64438987/Queer%20Literature>)
- Some recommendations for further reading: **[Kacen Callender's Felix Ever After](https://wisconsin-uwm.primo.exlibrisgroup.com/permalink/01UWI_ML/13nukll/alma9913032569202121)** 
(https://wisconsin-uwm.primo.exlibrisgroup.com/permalink/01UWI_ML/13nukll/alma9913032569202121), **[David Levithan's Boy Meets Boy](https://wisconsin-uwm.primo.exlibrisgroup.com/permalink/01UWI_ML/13nukll/alma991012692077002124)** 
(https://wisconsin-uwm.primo.exlibrisgroup.com/permalink/01UWI_ML/13nukll/alma991012692077002124), **[David Levithan and John Greene's Will Grayson, Will Grayson](#)** 

(<http://davidlevithan.com/books/will-grayson-will-grayson/>), and [Malinda Lo's *Huntress*](#) 
(https://wisconsin-uwm.primo.exlibrisgroup.com/permalink/01UWI_ML/13nukll/alma991012691920502124), [Morgan Rogers' *Honey Girl*](#) 
(https://wisconsin-uwm.primo.exlibrisgroup.com/permalink/01UWI_ML/13nukll/alma9913191052402121),
and [Aiden Thomas' *Cemetery Boys*](#) 
(https://wisconsin-uwm.primo.exlibrisgroup.com/permalink/01UWI_ML/13nukll/alma9913098671502121) (all are owned by our library)

- Week 10 Discussion Reading: None!
- **Friday (midnight): [Annotated Bibliography & Reflection Essay Due](#)**
(<https://uwmil.instructure.com/courses/527795/assignments/5051790>)

Week 11 (11/14 - 11/18) - Queer- & Trans-Inclusive Feminisms

- Wednesday:
Read [Analytical Annotations - Guidelines](#)
(<https://uwmil.instructure.com/courses/527795/pages/analytical-annotations-guidelines>); Rachel Gold's *Just Girls* (pgs. 1-53/ Ch. 1-5); Susan Stryker's "Transgender Feminism: Queering the Woman Question" (CP 73-84 - [complete Reading Note Worksheet for this reading](#)
(<https://uwmil.instructure.com/courses/527795/assignments/5051801>)); Leslie Feinberg's "Transgender Liberation: A Movement Whose Time Has Come" (CP 85-95)

Optional:

- Check out [Rachel Gold's website \(our library has most of her books\)](#) 
(<https://rachelgold.com/>)
- Week 11 Discussion Reading:
George M. Johnson's *Not All Boys Are Blue* (pgs. 193-300/ Ch. 11-Afterword: All Boys Aren't Blue);
Content Warning: Johnson discusses the sexual abuse he experienced as a teenager in Chapter 11 (pgs. 197-212), and you can skip this chapter if this is material that you are unable to engage with for any reason.

Watch this video:

Kimberlé Crenshaw Discusses 'Intersectional Feminism'



- **Friday (midnight): Analytical Annotation Source Due**
(<https://uwmil.instructure.com/courses/527795/assignments/5051776>)

Week 12 (11/21 - 11/25)

- Wednesday:
No class! Thanksgiving Break
- Week 13 Discussion Reading:
None! Thanksgiving Break!

Week 13 (11/28 - 12/2) - Queer- & Trans-Inclusive Feminisms

- Wednesday:
Chapter 5: "Navigating Binary Spaces" (CP 96-113 - [complete Reading Note Worksheet for this reading \(https://uwmil.instructure.com/courses/527795/assignments/5051797\)](https://uwmil.instructure.com/courses/527795/assignments/5051797)); Evin Taylor's "Cisgender Privilege" (CP 114-117); Andrea Smith's "Dismantling Hierarchy, Queering Society" (CP 117-119); Kimberly Springer's "Queering Black Female Heterosexuality" (CP 120-124);
Watch these three videos before class:

Is Gender REAL? – 8-Bit Philosophy



- Week 13 Discussion Reading: Rachel Gold's *Just Girls* (pgs. 54-125/ Ch. 6-11); Julia Serano's "Trans Woman Manifesto" and "Skirt Chasers: Why the Media Depicts the Trans Revolution in Lipstick and Heels" (CP 125-140); Watch this playlist of four short videos:

Janet Mock on 'Passing' & Redefining Realness



Week 14 (12/5 - 12/9) - Queer- & Trans-Inclusive Feminisms

Individual in-person or online conferences throughout the week -- see Canvas Calendar tool to reserve an appointment

- Wednesday:

Rachel Gold's *Just Girls* (pgs. 126-264/ Ch. 12-23 -- content warning: Lindy's sexual assault of Tucker is the main subject of Chapter 16, pgs. 177-183); Chapter 6: "Navigating Government Documents, Work, and Healthcare" (CP 141-157)

 - Optional resources on transgender healthcare:
 - American Psychological Association Definition of Gender Dysphoria
 - [Information on Gender Dysphoria for Patients and Families](https://www.psychiatry.org/patients-families/gender-dysphoria/what-is-gender-dysphoria) 
 - [Gender Dysphoria in the DSM](https://www.psychiatry.org/patients-families/gender-dysphoria/what-is-gender-dysphoria) (pdf download)
 - [WPATH Standards of Care](https://www.wpath.org/publications/soc)  (https://www.wpath.org/publications/soc)
 - [Trans Bodies, Trans Selves \(health information by, for, and about transgender people\)](http://transbodies.com/)  -- the UWM Library has a [print copy of this book](https://uwi-primoalma-prod.hosted.exlibrisgroup.com/permalink/f/1766211/UWI71334465060002121)  [to the e-book](https://uwi-primoalma-prod.hosted.exlibrisgroup.com/permalink/f/1766211/UWI71434819830002121)  (https://uwi-primoalma-prod.hosted.exlibrisgroup.com/permalink/f/1766211/UWI71434819830002121)
- Week 14 Discussion Reading:

Your choice! See [Week 14 Discussion: Coming Full Circle](https://uwmil.instructure.com/courses/527795/discussion_topics/3734206) (https://uwmil.instructure.com/courses/527795/discussion_topics/3734206)
- **Friday (midnight): Analytical Annotations & Reflection Response Due** (https://uwmil.instructure.com/courses/527795/assignments/5051791)

Week 15 (12/12 - 12/16) - Diverse Sexualities

- Wednesday:

Chapter 2: "Sexual Orientation" (CP 158-180); Sarah E. S. Sinwell's "Aliens and Asexuality: Media Representations, Queerness, and Asexual Visibility" (CP 181-186 - [complete Reading Note Worksheet for this reading](#) (https://uwmil.instructure.com/courses/527795/assignments/5051800).) CW: pg. 170 discusses

sexual abuse--you are welcome to skip this page and go to the "Conclusion" on pg. 171

The Femme Piece (with multiple cameras)



- Optional
 - [\(*A*\)sexual \(2012\) - a documentary by Angela Tucker, available to watch online via the UWM library](https://video.alexanderstreet.com/watch/a-sexual)  (<https://video.alexanderstreet.com/watch/a-sexual>)
 - [Jenna Kassnel's "Some People Don't Want Romance \(And That's Okay\): An Introduction to Aromanticism](https://uwmil.instructure.com/courses/527795/files/50235652/download?wrap=1)  (<https://uwmil.instructure.com/courses/527795/files/50235652/download?wrap=1>) 
(https://uwmil.instructure.com/courses/527795/files/50235652/download?download_frd=1)
 - [UWM at Waukesha LGBTQIA Resource Center's Asexuality Resources](http://waukeshapridealliance.pbworks.com/w/page/67070830/Asexual%20Resources)  (<http://waukeshapridealliance.pbworks.com/w/page/67070830/Asexual%20Resources>)
- Thursday:
 - Study Day -- open office hours on Teams (11am-3pm)**
(https://teams.microsoft.com/l/channel/19%3aMnW24F1Zf6ZiBx_MD7QZL_8pcwYhvtGcrMIFgEICHcQ1%40thread.tacv2/General?groupId=3eca0c72-f154-460d-a745-2888d38eaec0&tenantId=0bca7ac3-fcb6-4efd-89eb-6de97603cf21) --send me a message on Teams if you would like to meet during this time!

Monday, December 19 @ midnight
Feminist Alternative Essay Due

(<https://uwmil.instructure.com/courses/527795/assignments/5051792>)