Introduction to Gender, Sexuality, and Women’s Studies
GSWS 0100-1100 (11457) Spring 2017
Monday/Wednesday 4:30-5:45
402 Cathedral of Learning

Instructor: Dr. Yoko Suzuki
Email: yos8@pitt.edu
Office hours: 1:00-2:00, Monday at 129 Music Building

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

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

Required Texts:
All additional materials will be available on CourseWeb.

Course Requirements and Grading:
Attendance and Participation (20%)
6 Short response papers (best of 5 papers for 30% total)
Paper Planning Assignments (20%)
Final paper (8-10 pages) (30%)

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

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

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

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

Each response paper should include the following three components:
1. Key points and concepts of the assigned readings or an event.
2. Question(s) or comment(s) for class discussions based on the readings or an event.
3. Connection(s) to other course materials, personal experiences, current events, etc. If you reference materials that are not assigned in this course, you need to provide a citation.

Final Paper Planning Assignments
Planning Assignment #1: Topic proposal and preliminary bibliography
Planning Assignment #2: Preliminary thesis, outline, revised bibliography
Planning Assignment #3: Rough draft (at least five pages), which will be reviewed by me as well as a peer reviewer.
Planning Assignment #4: Peer review (1-2 pages)
Planning Assignment #5: Final presentation and abstract

Final Paper (8-10 pages)
The final paper will be a 8 to 10-page (double-spaced) research paper that explores how gender issues are problematized in your area of interest. Some potential topic ideas include analysis of gender: in a certain institution such as workplace, school, and family, in a specific governmental policy, in a specific advertisement, in a magazine article or newspaper piece, in a film, in a work of art, in a piece of literature, in a music video, in the lyrics of a song, on a television show, etc. I encourage you to pursue a topic that considers intersection of gender and other variables (race, class, sexuality, religion, etc). Please follow the paper planning assignments indicated in the schedule below. You must use Times New Roman 12-point font, 1-inch margins, and consult MLA handbook for instructions on citing sources.
GSWS EVENTS (extra credit)
Extra credit will be added to your attendance grade for one-page (single-spaced) responses to GSWS events. Responses must be turned in within 2 weeks of the event. Late responses will not be accepted.

Late Assignments
Late assignments will be marked down 10% per day.

University and GSWS Program Policies and Statements

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

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

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

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

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

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

Non-discrimination policy:
As an educational institution and as an employer, Pitt values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. For more information, visit
Gender-Inclusive language guidelines:
Aspiring to create a learning environment in which people of all identities are encouraged to contribute their perspectives to academic discourse, the University of Pittsburgh Gender, Sexuality, and Women’s Studies Program provides guidelines and resources regarding gender-inclusive/non-sexist language (gsws.pitt.edu/node/1432). Following these guidelines fosters an inclusive and welcoming environment, strengthens academic writing, enriches discussion, and reflects best professional practices.

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

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

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

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

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

There are two important exceptions to this requirement about which you should be aware:
A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: http://www.titleix.pitt.edu/report/confidentiality

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

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:
- Title IX Office: 412-648-7860
- SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)

If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121. Other reporting information is available here: http://www.titleix.pitt.edu/report-0

Schedule: Readings, Assignments, and Events

Week 1: **Introduction to the course**
Wed, 1/4, Introduction, Essentials for Effective Classroom Discussions

Week 2: **Women’s and Gender Studies: Perspectives and Practices**
Mon, 1/9
Chapter 1. Introduction (1-19)
#1, 4

Wed, 1/11
#5, 7, 8
DUE: Short Response Paper #1

**Thu, 1/12 4-5:15, 402 CL**
Karen Frost-Arnold, “To Lurk or Not to Lurk: Feminist Philosophy for the Internet”

**Fri, 1/13 1-2 402 CL**
Angela Anderson, “Femininity By Any Other Name: Hysteria, Witchcraft, and Chronic Illness”

Week 3: **Systems of Privilege and Inequality (male privilege, cisgender privilege)**
Wed, 1/18
Chapter 2. Introduction (49-70)
#10

Mon, 1/23
#13, 14

Wed, 1/25
#16, 17

Week 4: **Learning Gender (femininity, masculinity, LGBTQ)**
Mon, 1/30
Chapter 3. Introduction (116-135)
#20, 21

**Tue, 1/31 12:30-2, 602 CL**
Jennifer Nash, “Love Letter from a Critic, Or Notes on the Intersectionality Wars”

Wed, 2/1
#24, Chapter 2 from Gender Outlaw (on courseweb)
DUE: Short Response Paper #2
**Thu, 2/2  4-5:15, 501 CL
Patricia Ulbrich, “Activist and Academic Alliances in the Women’s Movement Community in Pittsburgh, 1969-1975”

Week 5: **Inscribing Gender on the Body**
Mon, 2/6
Chapter 4. Introduction (181-203)
#28, 30

Wed, 2/8
#32, 35, 36

**Thu, 2/9  4-5:15, 402 CL
anupama jain, “Historicizing Asian/American (Trans)National Feminists”

Week 6: **Media and Culture 1**
Mon, 2/13
Chapter 5. Introduction (250-274)
#38, 40

**Tue, 2/14  4-5:15, 501 CL
Rostom Mesli, “The Complexities of Integrating Complexity: Notes on the Theoretical and Political Challenges of Intersectionality”

Wed, 2/15
#42, 44
DUE: Short Response Paper #3

**Fri, 2/17 3-5, G24 CL
Ronald Jackson, “The Dangerous Public Fantasies of Post-racialism and the Black Bogeyman”

Week 7: **Media and Culture 2**
Mon, 2/20

Wed, 2/22
#47, 48

Week 8: **Sex, Power, and Intimacy (homosexuality, heterosexuality, asexuality)**
Mon, 2/27
Chapter 6. Introduction (313-333)
#49, 51

Wed, 3/1
#53, 54, 55
DUE: Short Response Paper #4

**Wed, 3/1  5-6:30**
Lecture by Ann Pellegrini

Spring Break-No Class

Week 9: Health and Reproductive Justice
**Mon, 2/29 6-7:30pm, 602 CL
Kale Fajardo, “Queer/Asian Filipinos in Oregon: A Trans*Colonial Approach”

Mon, 3/13
Chapter 7. Introduction (362-372)
#56, 57

Wed, 3/15
#59, 61
Planning Assignment #1: Topic proposal and preliminary bibliography

** Wed, 3/15 4-5:30, 602 CL
Jane Ward, “Not-Gay: Sex Between Straight White Men” (discussion-based colloquium)
**Thu, 3/16 2:30-4, 602 CL.
Jane Ward, “The Tragedy of Heterosexuality” (lecture)
**Fri, 3/17 12:30-1:30
Matt Lovett, “On the Sexual Genesis of Thought in Deleuze”

Week 10: Family Systems, Family Lives
Mon, 3/20
Chapter 8. Introduction (433-451)
#62, 63

Wed, 3/22
#65, 66
DUE: Short Response Paper #5

Week 11: Work Inside and Outside the Home
Mon, 3/27
Chapter 9. Introduction (470-499)
#69, 73

Planning Assignment #2: Preliminary thesis, outline, and revised bibliography
Wed, 3/29
#70, 75, 76

Week 12: Resisting Gender Violence
**Mon, 4/3 12-1
Chris Haywood, “Teacher Sex, Pupils and Masculinity” (lecture)
Mon, 4/3
Chapter 10. Introduction (537-564)
#78, 80

**Tue, 4/4 4-5:15
Chris Haywood, “Masculinity and Methodology” (presentation)

Wed, 4/5
#82, 84
DUE: Short Response Paper #6

**Fri, 3/31 3-5, 501 CL

Week 13: **State, Law, and Social Policy**
Mon, 4/10
Chapter 11. Introduction (582-604)
#85, 86
Planning Assignment #3: two copies of your rough draft

Wed, 4/12
#88, 90

Week 14 **Final Paper Presentation**
Mon, 4/17

Wed, 4/19

**Fri, 4/21 9-5
GSWS Undergraduate Masculinities Symposium

Week 15: **Final Paper Due by 4:00 pm (hard copy only)**