

**GSWS 0100 (1170): Introduction to Gender, Sexuality, and Women's Studies**  
**Course Syllabus Fall 2017**  
**M 6:00pm-8:30pm – CL 402-C**

**INSTRUCTOR:** William R. Upchurch

**E-MAIL:** wru3@pitt.edu

**PHONE:** 412.624.6485 (office)

**OFFICE LOCATION:** Cathedral of Learning, 402 (cubicle)

**OFFICE HOURS:** W 3:30 p.m. – 4:30 p.m., and by appointment if needed. Better yet, email me.

**COURSE DESCRIPTION**

This course is designed to offer students an overview of the field of Gender, Sexuality, and Women's Studies. As this field is interdisciplinary, this course will introduce students to the range of scholarship from various departments and epistemological perspectives that are engaged in promoting the discipline. This course will serve as a foundation for future coursework in the Gender, Sexuality, and Women's Studies Program at the University of Pittsburgh, and as a result will encourage students to engage in activities and events promoted by the Program.

Through the readings, activities and assignments in this course, students will develop tools to critically analyze the ways in which social and cultural forces shape us as gendered individuals in the context of the world in which we live. We will analyze a range of perspectives and consider the ways that gender, sex, biology, race, class, nationality, power, politics, and social movements intersect to influence our understanding of gender and culture. In fulfillment of a University Writing Requirement, this writing intensive course will provide students with opportunities to write, revise and hone their academic writing skills.

**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.

**REQUIRED COURSE MATERIALS**

Shaw, Susan and Janet Lee. (2015). *Women's Voices, Feminist Visions: Classic and Contemporary Readings*, 6th Edition. New York, NY: McGraw Hill.

Additional readings and media will be made available on Courseweb.

**TECHNOLOGY POLICY**

Unless otherwise stated, cell phones, tablets, and laptops should be turned off and stored while in the classroom. Texting during class will result in the loss of all participation points for the day, as well as other sanctions as determined by the instructor. If you are expecting an important call or have an emergency situation, you must inform me before class and then set your device to vibrate, if possible. Always step out of the classroom to take emergency calls.

**COURSE OBJECTIVES**

At the end of this course, you should be able to:

- 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.

**TEACHING PHILOSOPHY**

I bring a set of experiences and knowledge into the classroom, as does each and every student. You know things I do not know, and one of the pleasures of teaching is sharing in the knowledge and experiences that you bring to class. I believe in sharing the process of learning equally, so class participation will be a key factor in my success and yours. I value each of your contributions, and hope that you will always feel comfortable offering opinions, asking questions, and helping everyone around you get the most out of the course.

I will come to class prepared, make myself available to you during office hours as well as accommodate special scheduling needs, grade assignments fairly, and give useful and ongoing feedback to you throughout the semester. I will strive to let you know how you are doing at any point during the semester; anxiety over grades should not interfere with the learning process.

Classroom learning is a mutual process. I will have high expectations of you, but I want you to have high expectations of me as well. I am more interested in how you think about what we will learn than in transmitting a set of facts directly to your brain. This course will teach you to think more critically in everyday life. Each of us has different goals, and so we will each take something different from this course. My challenge every day is to help you learn and apply the course content to *your* life.

**GRADES**

Aside from the final project and final exam, your grade in this class will be determined by your participation in class and engagement with the readings outside of class. If at any time you are wondering how you are doing, please feel free to visit me in my office and chat. If necessary I will give you a "midterm report" letting you know how I think you can improve in order to ensure the best grade possible.

A+	97-100	B	83-86	C-	70-72
A	93-96	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62

**CLASSROOM CONDUCT**

As a member of this class, it is your responsibility to engage in several constructive behaviors during each class meeting you attend. These include:

- Giving your full attention to other speakers and class activities.
- Asking questions when you don't understand something.
- Offering insights when you do.
- Displaying encouragement and giving aid to other students.
- Preparing for class not only by reading but also by formulating thoughts and questions about the material covered.

**Participation:** Your participation is vital to your learning, and to the learning of others in the classroom. There are rarely right and wrong answers in classroom discussion or group projects, and often the most insightful and productive discussions form out of two or more perspectives that students share with the class. If you don't share yours, you won't experience the feeling of creation and discovery that can occur when your experience meets a theory or concept we've learned!

**DO NOT BE AFRAID TO BE WRONG.** Ideas do not always spring fully formed from your head. Sometimes they require discussion or engagement with the thoughts and experiences of others. We learn more from being wrong than from being right. Michael Jordan said, "I've failed over and over and over again in my life and that is why I succeed." Let's all be like Mike.

**Respect:** Our classroom is an academic environment, which is a safe, comfortable place to offer ideas. A hostile learning environment will not be tolerated. Respect others' right to express opinions that differ from your own, and do not be disruptive while others are speaking. Our goal is to facilitate and encourage discussion and a diversity of experiences and opinions. Avoid using negative, disparaging, or dismissive language; if you disagree with someone, do so respectfully and within the boundaries of academic discourse. One of the easiest ways to make sure that you're being respectful is to present evidence for your arguments, either from the readings, other sources, or personal experience. Harassment of any sort will not be tolerated during or in association with the activities of this class.

### **CLASSROOM & ONLINE DECORUM**

- Whenever possible, try to begin postings and comments with sincere affirmation of the other
- (e.g., "Chayah made a great point when she said . . ." "I liked how Kevin noticed that . . .")
- Avoid generalizations about others, and essentializing by assuming that certain experiences are universal
- Stay focused on academic issues
- Stay focused on issues and ideas, not people
- Use "I" language
- Support your position with class notes or course texts. You can also refute this information with course concepts.
- Write and speak thoughtfully on CourseWeb and in the classroom to avoid any dismissive or misunderstood messages. If an online or classroom interaction is unpleasant, talk to your instructor after/before class.
- Maintain a climate of civility where all participants can feel comfortable expressing their views without fear of reprimand. I welcome discussion, disagreements, and intellectual growth by thinking in new ways.
- Avoid personal revelations unless they are relevant to course topics and you are absolutely confident that you are comfortable sharing your personal experiences in class or on-line.

**Gender-Inclusive/Non-Sexist Language:** 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. 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. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff 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>. For additional information please visit the Gender, Sexuality, and Women's Studies Program: <http://www.gswstudies.pitt.edu>

**OUT-OF-CLASSROOM CONDUCT**

Interacting with your instructors outside the classroom is one of the most important things you can do to ensure your success and to get the most out of each class. The two primary ways you and I will interact outside class are via email and meeting in my office face to face.

**Email:** I check my email frequently and respond quickly in most cases. I expect you to act in a professional manner when communicating electronically: use a descriptive Subject header, address me by name, use proper grammar and spelling, and (at least until we get to know each other) include your name and class day/time at the end of your message.

- **Good reasons** to email me include informing me of an absence, setting up an appointment, clarifying assignment instructions, or asking for help finding resources to use in your work.
- **Bad reasons** to email me include asking for information available in your syllabus or class notes, asking me what you missed due to an absence in recitation or lecture, or asking for feedback on paper drafts or test reviews. **I do not look over drafts or answer test review questions over email.**

**Office Visits:** I am always available during my office hours without appointment. I am very flexible about setting up alternative meeting times as well – please email me with a suggested alternative time. I am happy to visit about assignments, test reviews, course content, life, the universe, and everything. If you want feedback on a draft, or to ask questions about written feedback I have given you, **you must bring a printed copy of the assignment with you.**

**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>

**ATTENDANCE & PARTICIPATION**

Attendance is an important part of your grade as well as the success of the class. You are an important part of this class and your classmates will rely on you to be present for discussions and group assignments. In addition, you will not benefit from this class without regular attendance. Our projects and discussions are specifically designed with your learning in mind. Book material, while necessary, is only preparatory.

Think of the classroom like a movie theater. You would not intentionally pay for a movie ticket and not go to the movie, or buy a ticket just to watch a trailer. Class meetings *are* the experience you are paying for in college. Likewise, you would not lightly ditch your friends after planning to see a movie, so do not ditch your classmates or me. We value your presence and contributions to our education.

**Physical Attendance:** Please be in your seat with materials ready at the beginning of the scheduled class time. Do not begin packing your belongings until the end of the scheduled class time, or until I indicate that class is over. It is disrespectful and distracting. If I run over time (which I will strive not to do), then you are free to leave at any time after the end of the scheduled course time.

**Mental Attendance:** Being in your seat is a good start, but I expect you to pay attention to me and your fellow classmates at all times. Engagement with what others are saying will benefit you greatly, let you practice your listening skills, and improve your ability to think critically. Did you ever want to be that person that seems to always have a witty comeback or pulls out the perfect quote during a conversation? This course will help teach you how to be that person, but only if you're mentally engaged and participating!

**Tardiness Policy:** Tardiness is sometimes unavoidable, and it is better to come to class than not, so if you are going to be late please come in to the classroom with as little disturbance as possible and expect to jump right into whatever we are doing at the moment. This means that I will likely call on you as soon as you get settled. This is not a punishment; it is to jumpstart your brain so you can get as much out of the remaining class time as possible.

**Break and Emergency Policy:** There will be no scheduled breaks. Our classes are very short, and activities and discussion will take up all of the time on most days. If you must leave for a legitimate reason, please do so quietly and without disturbing other students or me.

Emergencies happen to everyone. Contact me as soon as possible to let me know what happened and we will discuss alternative arrangements that need to be made. I would prefer you to have already thought about what impact this will have on your work and to make suggestions as to how to proceed, but I understand that in many cases you will have more important things on your mind. Most problems have a solution, but timely communication is key so that we have the most options available to us.

### **WRITING CENTER**

The University Writing Center is a valuable resource to help you improve the organization and language of your assignments. <http://www.writingcenter.pitt.edu/> - Phone: 412-624-6556 – Email: [writecen@pitt.edu](mailto:writecen@pitt.edu)

### **“W-COURSE,” WRITING INTENSIVE COURSE**

[http://www.wid.pitt.edu/writing\\_intensive\\_courses/teachingexistingcourses.php](http://www.wid.pitt.edu/writing_intensive_courses/teachingexistingcourses.php)

The particular shape and trajectory of any writing-intensive course will be partly determined by its relation to the discipline, its position in the major, and its instructor's pedagogical convictions. Across the Arts and Sciences, however, writing-intensive courses should enact these common practices:

1. Students in W courses should write regularly, from the beginning of the term onward. Students writing in the last month of class should be able to work from what they have learned by writing in the first month. By the end of the term, students should have written a minimum of 20-25 pages, and this writing should determine a significant portion of the final grade.
2. This semester-long sequence of writing assignments—both formal and informal—should engage students actively in the intellectual work of the course. Instructors should help students understand the purpose of each assignment and its relation to the rest of their course work. Students should also be made aware of how each assignment will be evaluated.
3. During the semester, students should revise at least one piece of writing substantially. Course schedules should allow enough time between drafts and revisions for teachers to provide instructive (rather than merely corrective) responses, and for students to revise their thinking as well as their prose.
4. Although students typically do most of their formal writing outside the classroom, in a W-course they should also spend time in class learning to write. Instructors should direct the students' attention to relevant issues of thinking and writing (whether specific to the discipline or more general), and use class time helping students address those issues.

**DISABILITY STATEMENT**

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**

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity (<http://www.provost.pitt.edu/info/ai1.html>). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam. Additionally, all source citations must be verifiable.

Academic dishonesty includes:

- Cheating or helping another to cheat on an exam.
- Using a speech, in whole or in part, authored by someone other than yourself.
- Plagiarizing another's written or oral work, in whole or in part, including insufficient citations or references.
- Falsifying information including, but not limited to, absence excuses, interviews, etc.
- Not citing websites, books, pamphlets, or any other source appropriately.
- For an explanation and discussion on plagiarism, see:

<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/plag.html>

**LATE AND MISSING ASSIGNMENTS**

All assignments must be completed to receive course credit; however, late assignments will receive points equal to a "C" or below at the instructor's discretion. Make-up exams require a medical excuse from a physician, detailing that it was impossible for the student to be in class. If you know you will not be in class, e-mail the instructor your assignment *before* the start of class to ensure that the work is not counted late. This also applies to situations when adverse weather keeps the student from attending class. On your presentation days, however, it is crucial that you attend.

**FORMATTING WRITTEN ASSIGNMENTS**

All written assignments prepared outside of class should follow these rules:

- Double-spaced, single-sided, 8.5 x 11 white paper
- Stapled
- 12-point Times New Roman font
- 1-inch margins (*note: this is not the default for Word, so go to Page Layout and set margins there*)
- Consistent headers and other internal formatting
- Use a single style guide: MLA, Chicago, or APA

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## **GSWS 0100: Introduction to Gender, Sexuality, and Women's Studies**

Readings are listed the day on which they are due, which means you must have read and responded to them before class.

Additional readings and media may be assigned and will be made available on CourseWeb.

The instructor reserves the right to alter and update the syllabus; updated versions will be available on CourseWeb.

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### **Monday, August 28: Introduction to Course**

### **Monday, September 4: LABOR DAY**

### **Monday, September 11: Introduction to Gender, Sexuality, and Women's Studies**

*Reading:* Shaw and Lee, Chapter 1

*Due:* Practice Reading Response, via email to me no later than Friday, September 8th at 11:59pm

9/13 Event: Undergraduate lecture by Denis Provencher on "Traacherous Love Stories." CL 144, Noon-1pm

9/13 Event: General lecture by Denis Provencher on "Queer Maghrebi French." CL 602, 1:30-3pm

### **Monday, September 18: Theories of Power and Privilege**

*Reading:* Shaw and Lee, Chapter 2

*Reading:* Collins: "The Social Construction of Black Feminist Thought"

*Due:* Reading Response #1

### **Monday, September 25: Gender, Sex, and the Body**

*Reading:* Shaw and Lee, Chapter 4

*Reading:* Karkazis, et al, "Out of Bounds"

*Watch:* Aimee Mullins, "My 12 Pairs of Legs" TED Talk

*Due:* Reading Response #2

9/29 Event: General lecture by Kathryn Stockton, "Race, Face, Ravage and Lyrical Fat: Deleuze and Childhood Poverty." WPU 548, 4-5:30pm

### **Monday, October 2: Theorizing Gender**

*Reading:* Shaw and Lee, Chapter 3

*Reading:* West and Zimmerman, "Doing Gender"

*Due:* Reading Response #3

### **Tuesday, October 10: Midterm Presentations**

10/11 Event: Roundtable on "Black Masculinity and Intimacy: Discussing Jay-Z's 4:44." CL 407, 5-6:30pm

### **Monday, October 16: Religion, Tradition, and Gender/Sexual Identity**

*Reading:* Shaw and Lee, Chapter 12

*Visit:* <http://ordainwomen.org/>

*Due:* Reading Response #4

10/17 Event: A conversation with Gayle Rubin for undergraduates. Scaife Hall, Auditorium 5, 2:30-3:45pm

10/17 Event: General lecture by Gayle Rubin, "Gay Sex and the Post-Industrial City: Leathermen and San Francisco's South of Market." University Club, 5-7pm

**Monday, October 23: Constructing Sexualities**

Reading: Shaw and Lee, Chapter 6

Reading: Connell: "Accountable Conduct: 'Doing Gender' in Transsexual and Political Retrospect"

Due: Reading Response #5

10/25 Event: General Lecture by Chloe Georas, "The Unkindest Cut of All: Coloniality, Performacne, and Gender in the Courtroom and Beyond." CL 602, 3-5pm.

10/26 Event: General lecture by Stacey Waite on "Teaching Queer." CL 501, 12:30-2pm.

10/26 Event: Lecture by Jack Halberstam, "Wild Things: Notes on Queer Anarchy." Frick Fine Arts Auditorium, 6-7:30pm.

**Monday, October 30: Media Representations and Technology**

Reading: Shaw and Lee, Chapter 5

Watch: Sarkeesian: "Women vs. Tropes in Gaming: Women as Reward", YouTube

Watch: Animation Workshop: "The Reward", YouTube

Due: Reading Response #6

10/31 Event: General lecture by Benjamin Kahan, "Sex in the Age of Fordism: The Standardization of Sexual Objects." Scaife Hall Auditorium 5, 2:30-4pm

**Monday, November 6: Gender, Sexuality, and Violence**

Reading: Shaw and Lee, Chapter 10

Watch: The Laramie Project, on hold at Hillman

Due: Reading Response #7

11/07 Event: Screening of transgender documentary *Real Boy* and discussion with the director, Shaleece Haas. Frick Fine Arts Auditorium, 7-9pm.

**Monday, November 13: The Family and Social Organization**

Reading: Shaw and Lee, Chapter 8

Reading: Braithwaite, "Seriously, Get Out"

Due: Reading Response #8

11/14 Event: General lecture by Kathleen Perry Long on "Depathologizing Diversity: Critiques of Normative Thinking about the Body." CL 602, 4-5:30pm

11/16 Event: General lecture by Elizabeth Rodriguez Fielder on "The Crooked Stitches of Desire: Sewing and Sexual Awakening in Alice Walker's *The Color Purple*."

**Monday, November 20: Health, Medicine, and the Gendered Body**

Reading: Shaw and Lee, Chapter 7

Due: Reading Response Folder + Reflection

**Monday, November 27: Gender, Sexuality, and Work**

Reading: Shaw and Lee, Chapter 9

Due: Final paper draft

**Monday, December 4: Gender, Sexuality, and the State (Online assignments, no class meeting)**

Reading: Shaw and Lee, Chapter 11

**Monday, December 11: The Future of Feminism and Gender & Sexuality Studies**

Reading: Shaw and Lee, Chapter 13

Due: Final paper



**EVALUATION**

Your final course grade will be based on the following:

- 1. Professionalism and Participation (30%):** We will only be meeting once a week this semester, so your participation and input is vital to the success of the course. We will be engaging in many in-class activities that are crucial to your learning. You should come every day ready to explore ideas, ask questions, and generally contribute to the intellectual inquiry that we are undertaking. This is not a course where you will memorize large quantities of facts and spit them back out on exams. Rather, we will spend our time thinking about a wide range of artifacts and learning new methods and theories as we move through the semester. Active thinking and learning requires you to bounce ideas around with me and your fellow students in a courteous and respectful manner.

Professionalism will be assessed based on the quality of your interactions in and out of class, including but not limited to appropriate behavior and appearance in class, adherence to email etiquette such as including a salutation and signature as well as writing in a manner consistent with the tone we set for the course, and well-formatted written assignments (see above).

Attendance is not mandatory, but will factor into your professionalism grade. The textbook is densely packed with information, and lectures will not only focus on the most important parts of the text but will also add contextual information. This course is not driven by the textbook; it will be driven by your responses to the readings and your willingness to learn in the group. In addition, this will be an agile classroom, meaning some assignments will be added or altered based on daily feedback and class discussions. If you must miss, please email one of your group members to find out what you missed, in addition to emailing me as soon as you know you will not be in attendance.

**Special Events:** Finally, there are many GSWS-related events across campus this semester, and I would like you to take advantage of them. You must attend at least one event prior to class on October 23rd, and at least one event after that class period. Write a short (200 word maximum) summary of the event and what you got out of it and give it to me at the next class meeting. If you would like to attend an event not listed on the syllabus or the GSWS website, email me a link to the event and an explanation of its connection with our course content.

***If you do not attend at least two events this semester, you can score no higher than 70% for professionalism and participation.***

- 2. Reading Responses (30%):** You are responsible for reading the assigned readings listed in the Course Schedule before you come to class each week. Chapter readings from Shaw and Lee work like this: You must read the entire Introduction (including sidebars such as Learning Activities, Historical Moment, Activist Profiles, and others) as well as a selection of *at least* three of the supplementary readings that interest you. Hint: choose your readings based on your interest after scanning them all rather than on their length. Not only will you enjoy the readings more, but you will be able to write meaningfully about them in your weekly reflection.

You must submit a reading response on each day listed in the schedule below (Weeks 3-10). Reading responses will be used to stimulate class discussion, and then be turned in at the end of class. If you are going to be absent for a class period, email your reading response at least one hour before the beginning of class in order to receive credit. Also, indicate in your email whether or not I may read part or all of your response in class. There are two types of reading responses: short and long.

- Short responses should be between 300 and 400 words. (A response less than 300 words will not be accepted.)
- Long responses should be between 700 and 800 words. (A response less than 700 words will be counted as a short response.)

Each reading response should include the following four (4) components:

1. A list and explanation of key points and concepts learned from each of the assigned readings.
2. *At least* one question for class discussion based on the readings. These can be questions you have about the readings, or concepts/ideas that you would like to explore in more depth during class discussion.
3. The most notable, affecting, wrong, inspirational, or otherwise interesting quotation from the week's readings, and your response to it. **Quotations do not count toward your word count requirements!**
4. A discussion on how the readings you selected link to one another and other course content (specifically mention other class readings/films/activities etc.). First, identify all the readings you selected (mention only author last names in order to conserve words...i.e., "This week I read Scott, Lorde, and Kimmell."), then either,
  - a. (for short responses) explore a link between at least two of the readings and the common introductory readings, or
  - b. (for long responses) explore a link between this week's readings and outside material such as scholarly articles, blogs, websites, media, or other weeks' readings, discussions, and activities. You must research and include *at least* one outside source in a long response, properly cited both in text and in a References section at the end of your piece.

Here you have the opportunity to focus on what you found most provocative. You will link the readings for this class period to other class concepts by specifically mentioning another course reading, film, or activity. You may reference personal experiences, current events, readings that are not required but all references must be very specific (use author names and/or titles). If you reference readings/websites not assigned in this course, you are required to provide a citation.

Reading Responses will be evaluated on a scale of 1, 2 or 3.

1. (Poor): Response is insufficient and short and does not demonstrate that the student actually read all of the assigned readings. Response includes only unsubstantiated opinions or irrelevant autobiographical anecdotes and/or only 1 or 2 readings were referenced and/or one of the three components of the reading response listed above is missing.
2. (Average): At least half of the readings were included in the reading response and the response demonstrates that the student read the material, but did not critically engage with the material.
3. (Excellent): All of the readings are included in the reading response and the student engages with the course material demonstrating a deeper level of understanding.

At the end of the course, you will collect all of your reading responses in a folder and write a 300-400 word reflection about your development as a writer and thinker about the field of Gender, Sexuality, and Women's Studies. Your grade for reading responses will be determined by your growth as a writer and thinker about GSWS-related issues, as well as the thoughtfulness of your self-reflection.

3. **Midterm Project (20%):** For your midterm project, you will create a 5-6 minute presentation teaching the class about an activist or scholar working in the field of Gender, Sexuality, and Women's Studies. More details will be provided in class and on the assignment sheet.
4. **Final Paper (20%):** Your final paper will ask you to synthesize your reading responses into a coherent, argument-driven statement about feminist politics. More details will be provided in class and on the assignment sheet.