This syllabus provides all the logistical details for this course. Therefore, if you have any questions about topics to be covered, course policies, assignment due dates, exam dates, my contact information, etc., you should immediately refer to this syllabus to find your answers. I will not answer any questions that can be answered by this syllabus.

Course Description:
Welcome to Women, Images and Ideas! In this introductory course, we consider the historical and contemporary concepts and practices of several episodes in the U.S. and global world, relevant to movements toward feminist ideas and gender discourse. Scholars within Women’s Studies have produced frameworks, methods and theories to understand not only ourselves, but our natural and social worlds. Though readings will be drawn from a variety of disciplines, the course highlights the intellectual tradition of U.S. and transnational feminisms. Therefore the course readings, drawing from primary sources, life stories and scholarly essays, investigates how women themselves make sense of their experiences in order to show how women not only imagined, but also applied liberatory practices. As we explore these, we examine the shifting understandings of social movements, of gender, and of activism. In our study, we will ask what is the theory of change imagined in each case study? How is resistance and liberation understood, and how is a movement constituted? Who is the subject of liberation and of the “social,” and how is difference imagined? An assumption in this course is that these are open questions, and that our own agency in shaping our futures derives from how we contribute to the ongoing mutability of gender, race, class, and sex. Furthermore, we will discuss and think critically about the ways categories of difference proved both sources of solidarity and division for women in the US and international communities more broadly.

Course Learning Objectives:
1 – To establish an understanding of key concepts and ideas with the field of Women’s Studies.
3 – To understand how hegemonic ideas about gender impact not only women, but also men.
4 – To understand “difference,” as productive to understanding the context of competing ideas about feminism – instead of as a negative.
5 – To develop a deeper understanding of issues relating to social inequality and social justice, with particular consideration of the intersections of ability, race, ethnicity, gender, sexuality & social class.
2 – To understand how larger social structures relate to our individual lives.
4 – To improve critical reading, thinking and writing skills.
All assigned texts will be available online (Black Board).

Your Final grades will be computed as follows:

- Midterm Paper 25% (250 points)
- Final Exam 25% (250 points)
- Unit Paper 15% (150 points)
- Weekly Homework Assignment 15% (150 points)
- Attendance 15% (150 Points)
- Social Media Engagement 5% (50 points)

Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94.5-100</td>
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<tr>
<td>A-</td>
<td>89.5-94.4</td>
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<tr>
<td>B+</td>
<td>86.5-89.4</td>
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<tr>
<td>B</td>
<td>82.5-86.4</td>
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<td>76.5-79.4</td>
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<td>C</td>
<td>72.5-76.4</td>
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<td>B-</td>
<td>79.5-82.4</td>
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<td>C-/P</td>
<td>69.5-72.4</td>
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<tr>
<td>D</td>
<td>59.5-69.4</td>
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EXAMINATIONS: Exams will be on the course readings, lectures, and movies. Exams may include multiple choice, true/false, definitions, short answer and/or essay questions. The take home midterm paper will be due in class Week 7 Tuesday March 1st and the final exam will be held May 10th. Each exam is worth 25% of your grade, respectively. Combined, the exams are worth 50% of your course grade! This is significant. I highly recommend you buddy up with classmates early in the semester in order to form study groups. Note: the final exam will NOT be open-book.

UNIT PAPER: Every student must sign up once to write a 3-4 (double-spaced) paper examining key themes and arguments from a chosen week’s assigned readings – beginning in week 2. The objective of this assignment is for you to write a clear & direct essay that (1) Demonstrates your critical reading skills and understanding of the assigned reading’s main argument(s) (2) Demonstrates your critical analysis by detailing the assigned articles key themes and ideas AND connecting these to larger themes of the week readings and class lectures (3) Demonstrates your ability to follow directions and to express your ideas and insights in clear, concise and coherent sentences and paragraphs. Please staple the criteria for unit papers to your essay (available on blackboard). Students will also serve as discussion leaders during the week they choose to write the unit paper. Papers are due on Thursday before class begins (physical copies only).

WEEKLY HOMEWORK ASSIGNMENTS: Each student is required to submit three multiple-choice questions each week that are pulled directly from course discussions, media, lectures, and/or readings. You must include 5 (A, B, C, D, and E) possible answer choices and either make the answer bold or circle it. If you produce uninteresting or obvious questions, your homework will not be counted (for example, questions like: Which class is this? will not be accepted for credit). However, you can be creative and make your questions interesting. Homework assignments are due by the end of Thursday via Blackboard. Please advise that I will be selecting questions from the homework assignments for the final examination. You will receive a list of pertinent questions as a study guide. Homework assignments are due every Thursday.
SOCIAL MEDIA ENGAGEMENT: We will be using Instagram (IG) to document and engage popular culture as it relates to gender and feminist discourse. A class IG account will be created and the password will be emailed to students. Students are required to post on the class IG (make sure to write your name under the post) at least 5 times during the semester and follow and respond to the blog from their personal accounts. While it is completely up to the students on what to post, it should at least be related to themes discussed within the course.

LATE ASSIGNMENT POLICY: Late papers, if accepted, will be marked down accordingly. With a documented excuse of a medical or family emergency, you may be able to submit a paper late, but you need to discuss this first with me first. Make-up exams will be given only for valid and documented medical or personal reasons. You must notify me as soon as possible about any missed assignments or exams and work with them to schedule necessary arrangements. Incompletes are allowed only in unusual circumstances.

Disability Services: Disability services are available through the university. If you have a documented disability and anticipate needing accommodations in this class, please contact the instructor as soon as possible to make arrangements.

Academic Integrity: If any work you produce for this course is plagiarized in whole or in part, you will automatically receive an “F” for the assignment. Further sanctions may be taken against you, which may result in your failure in the course, suspension from school, and/or your expulsion. The same will hold true for other forms of academic dishonesty. You can read more about student academic integrity in the Student Code beginning at: http://studentaffairs.sdsu.edu/SRR/conduct1.html

Learning process:
Our class will engage in analyses of the readings, short lectures followed by discussions, film and other media, and active-learning components including hands-on, in-class exercises. A key feature of our class is the weekly student-led discussions. The goal of the oral presentation is to contribute to your ability in producing, interpreting and communicating feminist knowledge.

On reading:
Engaging the readings is an essential component of success in every class. Be an active reader -- take notes on what intrigues you and on key phrases. Print reading (black board) on recycled paper and write in the margins. Consider finding a space to read where you have no internet access or mobile phone reception so that you can finish reading without interruptions.

My advice on when and how to read:
Try reading in the early morning. At night you may be tired, you’ll want to nap, you’ll be hungry, people will be calling/texting you and you’ll be interrupted. In the morning, you will have a fresh mind, fewer people will bug you by phone/text, you’ll have fewer
distractions, there may be fewer people online/Facebook, etc. You may find your time will be used more effectively and you’ll finish much faster.

**Email Policy:** Please allow 48 hours for responses to emails. Email is best used for asking logistical questions and making inquiries about assignments or course material. For all emails, please include a subject line indicating your reason for emailing, and employ professional email etiquette.

***Disclaimer: The instructor reserves the right to make changes to the syllabus. Any changes will be announced in class. An updated version of the syllabus will be available on the Blackboard website.***

**Feminism and Theories**

**Week 1: Introduction**  
January 21  
**What You Need to Know:** How to prepare for Class/Resources  
**Homework:** Begin class readings for Tuesday and go to the course website on blackboard **alongside** asking five people you know: What does one learn in a Women, Gender, Sexuality Studies course? Who do they think majors in Women’s Studies? Record their answers. Also note their tone of voice and facial expressions.

**Week 2 What is Women’s Studies, Gender and Feminism?**  
January 26  
- Hunter College, Women Studies Collective, “Introduction: Why Women’s Studies, What is Women’s Studies?”  
- Patricia Y. Martin, “Gender as Social Institution” pgs. 1249-52 & 1256-59 only  
January 28  
- bell hooks, “Feminism: A Movement to End Sexist Oppression”  
- Alice Walker, “Womanist”

**Week 3 Biological Determinism & Social Construction**  
February 2  
- Lois Gould, “X”  
February 4 – **No Class. Activity will be posted on Blackboard**  
- Daphne Taylor-Garcia, “‘Mixed’ Existence: On Rachel Dolezal and Alleles”  
  http://www.thefeministwire.com/2015/08/29107/  
- Patricia J. Williams, “Meditations on Masculinity”

**Week 4 Race, Sex and Power**  
February 9  
- In-class screening: *The Couple in the Cage*  
February 10  
Week 5 Constructing the Body
February 16
  • Richard Juang, “Transgendering the Politics of Recognition”
  • Anne Fausto-Sterling, “How to Build a Man”
February 18
  • Robert McRuer, “As Good as It Gets: Queer Theory and Critical Disability”

Week 6 Performing Gender
February 23
  • Judith Butler, “Undiagnosing Gender”
  • In-class film screening: Diagnosing Difference
February 25
  • Dean Spade, “Transformation”

Gender Politics in Contemporary Society

Week 7 Politics of the Body
March 1
  • Sabrina Strings and Long T. Bui, “SHE IS NOT ACTING, SHE IS’: The conflict between gender and racial realness on RuPaul’s Drag Race”

TAKE HOME MIDTERM DUE
March 3
  • Eithne Luibheid, “Looking Like a Lesbian”: The Organization of Sexual Monitoring at the United States-Mexican Border”

Week 8 Gender, Media, and Representation
March 8
  • Stuart Hall, “The Whites of Their Eyes: Racist Ideologies and the Media”
  • Meda Chesney-Lind and Michele Eliason, “From Invisible to Incorrigible: The Demonization of Marginalized Women and Girls”
March 10
  • Jillian Hernandez and Anya M. Wallace, “Nicki Minaj and Pretty Taking All Fades: Performing the Erotics of Feminist Solidarity”
  http://thefeministwire.com/2014/03/minaj-erotics/

Week 9 Consumerism and Identity
March 15
  • Jillian Hernandez, “‘Miss, You Look Like a Bratz Doll’: On Chonga Girls and Sexual-Aesthetic Excess”
March 17
  • M. Jacqui Alexander, “Imperial Desire/ Sexual Utopias: White Gay Capital and Transnational Tourism”
Week 10 The Right To Work? Personal Responsibility and the Welfare State
March 22
- Lisa Cacho, “‘You Just Don’t Know How Much He Meant’: Deviancy, Death, and Devaluation”
March 24
- Premilla Nadasen, “Expanding the Boundaries of the Women's Movement: Black Feminism and the Struggle for Welfare Rights”

SPRING BREAK MARCH 28-APRIL 3

Week 12 Nation and Globalism
April 5
- Mimi Thi Nguyen, “The Biopower of Beauty: Humanitarian Imperialisms and Global Feminisms in an Age of Terror”
April 7

Week 13 Nation and Globalism (cont.)
April 12
- Julietta Hua and Holly Nigorizawa, “US Sex Trafficking, Women’s Human Rights and the Politics of Representation”
April 14
- Saba Mahmood, “The Subject of Freedom”

Week 14 Prisons, Poverty and Policing
April 19
- Angela Y. Davis, “How Gender Structures the Prison System”
- Nicole Pasulka, “The Case of CeCe McDonald”
  http://www.motherjones.com/politics/2012/05/cece-mcdonald-transgender-hate-crime-murder
April 21
- Alicia Garza, “A Herstory of the #BlackLivesMatter Movement”
  www.thefeministwire.com/2014/10/blacklivesmatter-2
- Joanne Archibald, “Being in Prison”
- Tina Reynolds, “Glossary of Terms”

Week 15 The Politics and Economics of Families, Marriage and Work
April 26
- Gwyn Kirk & Margo Okazawa-Rey, Chapter 7, in Women’s Lives: Multicultural Perspectives
- Judith Wajcman, “The Built Environment: Women’s Place, Gendered Space”
April 28
- Lisa Duggan, “Holy Matrimony!”
  http://www.thenation.com/article/holy-matrimony#

Week 16 Reproductive Justice, Poverty, and Access
May 3
- Jael Silliman, Marlene Gerber Fried, Loretta Ross, and Elena Gutierrez, “The Political Context for Women of Color Organizing”

May 5
- Sesali Bowen, “Age & Consent: From a real life ‘fast ass girl’”

Final Exam: Tuesday, May 10th 8am-10am in SH 127

Have a Great Summer Break!