**Women’s Studies 405.03: Gender, Power, and Privilege**

TR 12:40-2:00, Nesmith 113

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| Instructor: Kimberly Young | Email: Kms253@unh.edu | Office: Conant B09 | Office hours: TR 11:30-12:00 |

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| TA: Mikayla Jacobs | Email: mbh35@wildcats.unh.edu | Office: Huddleston 203 (WS Lounge) | Office hours: R 2:30-3:30 |

**Course Description:**

In this course, we will explore social identities, diversity, oppression, and social change movements in the contemporary U.S. While gender will be a prime category of difference that we analyze in the course, we will spend significant time on others categories of difference, including race, class, religion, sexual orientation, gender identity and expression, age, ability, weight, and appearance. We will view these phenomena through a feminist lens. We will discuss intersectionality and the importance of understanding multiple identities and interlocking systems of domination. We will endeavor to understand individual, interpersonal, institutional, and cultural oppression and the impact of each on members of targeted groups. We will also spend time discussing feminist and social justice activism, cultivating allyship, coalition building, interrogating privilege, and becoming agents of change in our diverse communities.

**Required Textbook:**

Adams, Maurianne, Warren Blumenfeld, Carmelita Castaneda, Heather W. Hackman, Madeline L. Peters, and Ximena Zuniga, Editors. ***Readings for Diversity and Social Justice***. New York: Routledge, 2013. Third Edition.

**Grade Breakdown:**

Attendance and participation: 10%

Weekly blog posts: 35%

2 short essays: 10% each

Final project: 35%

Attendance and participation:

Attendance will be taken at every class. It is important to attend all classes, be on time, and stay until the end of class. Speaking during class discussions is also vitally important. Since this class is not a traditional lecture, engagement in our class dialogues is critical to your learning in the course. Students are encouraged to bring internet-enabled devices to class for use during group work that might involve web exploration.

Weekly blog posts:

Using the blog feature of Blackboard, you will write one post of approximately 500 words each week. For each post, find a news article that in some way relates to the topic(s) that we are discussing in class. Using our class readings, discuss how the concepts we are covering in class shed light on the issues at stake in the article. You will be graded based on the relevance/ timeliness of the article that you choose, your use of the required readings in your discussion, and the complexity, depth, and originality of your commentary on the article. Please post each week by the end of the day Friday.

Short papers:

There will be two graded writing assignments. More detailed guidelines are provided at the end of the syllabus. The essays will be 2-3 pages in length, asking you to engage with a particular topic/ text that we are discussing in class.

Final project:

The final project in the class will be a group project. You will work in groups of 6-7. More details are provided at the end of the syllabus. The project will involve analyzing an ad through a feminist lens, then re-creating it in a less sexist way. Each group will present their project during the last few classes of the semester.

**Course Policies:**

Late Policy: Blog posts must be completed by midnight every Friday. Late posts will not be accepted/graded. For writing assignments, one grade level will be deducted for each day the assignment is late. Final projects ***must*** be presented on the scheduled day: ***no exceptions***.

Academic Integrity: Violating academic integrity is considered a serious offense by the University and is treated accordingly. Violation of academic integrity includes, but is not limited to, all of the following: cheating on exams, having unauthorized possession of exams, not properly citing sources, and in any way submitting the work of another person as your own (plagiarism). Academic dishonesty may result in a failing grade for the particular assignment or exam, a failing grade for the entire course, suspension or expulsion from the university. For more information: Please see the UNH link for the tutorial on plagiarism on the College website: http://www.unh.edu/liberal-arts/plagiarism/plagiarismHome.cfm.

Disability Accommodations: The University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with Disability Services for Students (DSS), Contact DSS at (603) 862-2607 or disability.office@unh.edu. If you have received Accommodation Letters for this course from DSS, please provide me with that information privately in my office so that we can review those accommodations in a timely manner. All information regarding disabilities is confidential.

Program Advising: This course may count for credits towards other UNH academic programs in addition to Women’s Studies such as: Race, Culture, and Power; American Studies; Queer Studies. If you are taking the course for credit in one of these programs, please check in with an appropriate advisor.

UNH Presidential Commissions Respectful Classroom Climate Statement: Individual class members may have strong opinions about material on this syllabus or about the content of in-class lectures and discussions. Members of the class are encouraged to express their opinions, explore controversial material, risk making mistakes in writing about and discussing issues, and ask for help in understanding ideas they do not understand. This intellectual work may be uncomfortable at times, but risking such discomfort often leads to insight. If discussions get heated, I will slow down our conversations to ensure that students have the opportunity to clarify their points. These guidelines should help create non-discriminatory classroom climate: speak from your own experience and reading; engage thoughtfully with the content of the class; listen to others' thoughts and feelings, even if they differ significantly from your own; and do not expect yourself or other class members to speak as representatives of a social/cultural group.

Women’s Studies Website and Social Media: Be sure to check out the Women’s Studies website http://cola.unh.edu/womens-studies AND “Like” our Facebook Page, “Follow Us” on Twitter and connect with us on LinkedIn. This is where we will display details of upcoming campus events, internships and other great opportunities.

* www.facebook.com/UNHWomensStudiesProgram
* https://twitter.com/UNHFeminists
* http://www.linkedin.com/groups/UNH-Womens-Studies-Program-4757129/about

Writing Center: You are strongly encouraged (though not required) to use the Connors Writing Center (www.unh.edu/writing/cwc/) for writing assistance. The Connors Writing Center is located in 329 Dimond Library. Feel free to call or stop by for further information about the Writing Center and their services. They can be reached by phone at (603) 862-3272 or by email at writing.center@unh.edu.

Cell Phone Policy: Cell phone use in class will not be tolerated. This includes phone calls, text messaging, and internet use. If I see your phone out, I will take away your participation points for the class period. If you have an extenuating circumstance (for example, if you are a medical professional on call or have a family situation) please see me before class.

**Schedule:**

T 9/1—Introduction

R 9/3—Section 1—“Conceptual Frameworks”

*Readings*: “Introduction” (p. 1); “The Complexity of Identity: Who Am I?” (p. 6); “The Social Construction of Difference” (p. 15)

T 9/8—Section 1—“Conceptual Frameworks”

*Readings:* “Theoretical Foundations” (p. 21); Conceptual Foundations (p. 26)

R 9/10—*No class*

T 9/15—Section 5—“Sexism”

*Readings:* “Introduction” (p. 317); “Night to His Day: Social Construction of Gender” (p. 323); “Feminism: A Movement to End Sexist Oppression” (p. 340)

R 9/17—Section 5—“Sexism”

*Readings:* “Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity” (p. 329); “Violence Against Women Is a Men’s Issue” (p. 342); “He Works, She Works, But What Different Impressions They Make” (p. 355)

***Short paper #1 due (Blackboard)***

T 9/22—Sexism in Literature

*Readings*: “Lusus Naturae” (BB); “The Birthmark” (BB)

R 9/24—Sexism in Popular Culture

*Readings:* excerpts from *50 Shades of Grey* (BB); excerpts from *Twilight* (BB)

T 9/29—Section 2—“Racism”

*Readings:* “Introduction” (p. 57); “Defining Racism: Can We Talk?” (p. 65); “5 Shockingly Racist Scenes from Superhero Comics” (BB)

R 10/1—Section 2—“Racism”

*Readings:* “Symbolic Racism, History, and Reality: The Real Problem with Indian Mascots” (p. 73); “Injustice for All: The Rise of the US Immigration Policing Regime” (p. 102); “Recitaf” (BB)

T 10/6—Section 3—“Classism”

*Readings:* “Introduction” (p. 141); “The Dangerous Consequences of Growing Inequality” (p. 157); “Is the Near-Trillion-Dollar Student Loan Bubble About to Pop?” (p. 176)

***Group project update due (submit a sheet of paper informing the instructor what cultural artifact you will be using for your project—you only need to submit one copy per group, but make sure all group members’ names are included)***

R 10/8—Section 3—“Classism”

*Readings:* “Bonds of Sisterhood—Bonds of Oppression” (p. 192); “How Occupy Wall Street Changes Everything” (p. 212); “A Rose for Emily” (BB)

T 10/13—Section 4—“Religious Oppression”

*Readings:* “Introduction” (p. 229); “Christian Nation or Pluralistic Culture: Religion in American Life” (p. 237); “Christian Privilege: Breaking a Sacred Taboo” (p. 243)

R 10/15—Section 4—“Religious Oppression

*Readings:* “Jews in the US: The Rising Costs of Whiteness” (p. 289); “Student Faces Town’s Wrath in Protest Against Prayer” (p. 299); “Head Scarves Before the Supreme Court” (BB)

T 10/20—Section 6—“Heterosexism”

*Readings:* “Introduction” (p. 373); “How Homophobia Hurts Everyone” (p. 379); “Becoming an Ally: A New Examination” (p. 411)

R 10/22—Section 6—“Heterosexism”

*Readings:* “United Nations Address on Global LGBT Rights” (p. 420); “Sport: Where Men Are Men and Women Are Trespassers” (p. 398)

T 10/27—Heterosexism and Literature

*Readings:* “Mountain Ways” (BB)

R 10/29—Section 7—“Transgender Oppression”

*Readings:* “Introduction” (p. 425); “Introduction—How Sex Changed: A History of Transsexuality in the United States” (p. 432); “Cisgender Privilege: On the Privileges of Performing Normative Gender” (p. 455)

***Group project update due (submit a typed, one-page description of how you will create your revised, nonsexist, cultural artifact—you only need to submit one copy per group, but make sure all group members’ names are included)***

T11/3—Section 7—“Transgender Oppression”

*Readings:* “Passing Realities” (p. 450); “Look! No, Don’t! The Invisibility Dilemma for Transsexual Men” (p. 453); “Calling All Restroom Revolutionaries!” (p. 457)

R 11/5—Transgender Oppression and Literature

*Readings:* “Coming of Age in Karhide” (BB)

***Short paper #2 due (Blackboard)***

T 11/10—*no class (classes follow Wednesday schedule)*

R11/12—Section 8—“Ableism”

*Readings:* “Introduction” (p. 461); “The Social Construction of Disability” (p. 481); “Harrison Bergeron” (BB)

T 11/17—Section 9—“Ageism and Adultism”

*Readings:* “Introduction” (p. 535); “Police Make Life Hell for Youth of Color” (p. 558); “Ageism: Another Form of Bigotry” (p. 559)

R 11/19—Section 10—“Working for Social Justice: Visions and Strategies for Change”

Readings: “Introduction” (p. 589); “Toward a New Vision: Race, Class, and Gender” (p. 606); “What Can We Do?” (p. 612); “Current Initiatives” web pages for UNH President’s Commissions on the Status of Women, Status of People of Color, and Status of GLBT Issues (BB)

***Print out a copy of the first paper that you wrote and bring it to class.***

T 11/24—Movie—*Girl Rising*

R 11/26—*No Class (Thanksgiving)*

T 12/1—Movie—*Girl Rising*

R 12/3—Presentations—Groups 1-3

T 12/8—Presentations—Groups 4-6

R 12/10—Presentations—Groups 7-9