The course introduces students to the interdisciplinary fields of both Women’s Studies and Gender Studies from a global perspective. It explores the ways in which sex and gender manifest themselves in social, economic, cultural, and political arenas around the world. It draws upon scholarship in women’s and feminist studies, masculinities studies, and queer studies, fields that in turn draw upon a variety of intellectual perspectives or disciplines, including history, psychology, rhetoric, sociology, literary studies, and biology, among others. Students will use gender-based theory to look at the ways in which gender identification and representation influences individuals and societies globally. Students will learn about forms of global activism from a feminist and gendered lens, reflecting on solutions aimed at transforming social justice. The course follows a lecture and discussion format, including in-class exercises and small group work, and is structured around three thematic areas:

Unit 1: bodies, gender, and sexuality

Unit 2: theories and social movements

Unit 3: the global economy and gendered violence

This is a reading-grounded course. Students are required to complete the assigned reading by the date indicated in the schedule, and come to class prepared to ask and answer questions on the assignment. Student assessments include quizzes, tests on each of the three units, and a final exam.

**Important note:** It is important to know beforehand that the content of this course comprises social and political issues pertaining to gender roles and identities, the variety of sexual and gender expressions, body anatomy, health, sexualized images of bodies, and sexual attitudes and behaviors, among others. Exploring and challenging our own assumptions and expectations about sexual identity may produce a certain level of discomfort. Nonetheless, WSGS faculty believes the classroom to be a space where consideration of each student’s individual expression is paramount for learning. Students’ individual opinions and feelings are to be fostered, protected, and respected. Any personal opinion or experience shared within the class must and will remain within the class.

**Learning outcomes**
Students who successfully complete this course will have the ability to:
1. Identify and explain key concepts, theories, and terms in women’s studies and gender studies from a global perspective;
2. Synthesize information from a variety of academic disciplines as it relates to the impact of gender on individual lives, groups, or cultures around the world;
3. Explain how gender intersects with race, class, age, ethnicity, nationality, and sexual orientation in a variety of geographical and cultural areas;
4. Provide examples, both historical and contemporary, of the impact that gender can have on social, cultural, political, and economic material conditions around the world.

Required texts:


Required articles available in PDF in Sakai (marked as S in the schedule)

[http://sfonline.barnard.edu/polyphonic/print_ahmed.htm](http://sfonline.barnard.edu/polyphonic/print_ahmed.htm)


Requirements: Assignments and Assessments

1. Preparation, participation: (10% of final grade) You are required to come to class prepared and actively participate in class discussion and in-class group work.

   Preparation: To do well academically, you should come to class with all the readings completed for that day and be ready to engage with others on the factual and critical content of the material, ask questions, and create connections with your peers on the issues drawn from the readings, the group presentations, and the lectures.

   In preparing for classroom discussion and exams or tests, please consider the following questions about the assigned readings:
   - What are the main concepts and ideas presented in this section of the reading?
   - What type of reflections did the reading inspire? How can you connect the issue/info in the reading with current news and/or international events?
   - What struck you as particularly interesting, new, or particularly difficult to grasp?

2. Quizzes: (20% of final grade; 4@5% each). The quizzes will be scheduled during classroom time and are on a pass/fail basis; a pass grade earns 5 points, a fail earns 0 points. In order for students to receive a total of 20 points, they will have to pass all quizzes. Quizzes will help the instructor understand if and how students are reading, and to help students self-check and
prepare for the tests. The format will be similar to format of the tests, except questions will be more reflective in nature.

3. Unit tests (40% of final grade = 2@15%, 1@10)
Students will take a test at the end of each unit. Tests gauge the level of factual knowledge and critical skills acquired by each individual student for the material covered in each unit. The first two units are the longest and will count for 20% each of the final grade. The last test will count for 10%. Structure of tests: 70% of each test will consist of factual questions (identification and definition), and short answer questions about course material. 30% of each test will consist of a short analytical essay response to a question posed about a current international news article or issue. In this short essay, students will be asked to carry out two tasks: 1) apply what they have learned about historical, political, and economic factors that are relevant to the article/issue in question; 2) apply 2-3 key concepts learned from the module to the case in point. The first two tests will be in-class, closed-book assignments (75 minutes each). The third test will be an open-book, take-home test, similar formatting as previous two, due on the last week of the course.

4. Final exam (30% of final grade) The final exam is comprehensive and gauges the level of factual knowledge acquired during the whole semester. It is organized as each of the tests, closed-book, with ID/terminology questions and essay response(s). Final exam will take place in December according to JFRC academic policies. No make up is possible for final exams.

Specific Grading Criteria

<table>
<thead>
<tr>
<th>Grade (range)</th>
<th>Test/Exam/Written responses</th>
<th>Participation</th>
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</thead>
<tbody>
<tr>
<td>A (90-100) Outstanding</td>
<td>Excellent, original articulation of student’s understanding of major facts and concepts displaying deep and broad knowledge of reading material and critical insight; few, if any, problems with organization or mechanics.</td>
<td>Present and alert in class. Good listening, taking notes. Frequent, thoughtful contributions to discussion.</td>
</tr>
<tr>
<td>B (80-89) Very good</td>
<td>Good articulation of student’s understanding of major facts and concepts; displays very good grasp of the subject matter and reading material; perhaps some problems with organization or mechanics.</td>
<td>Present and alert in class. Good listening, taking notes. Contributes often to discussion.</td>
</tr>
<tr>
<td>C (70-79) Satisfactory</td>
<td>Meets requirements/expectations; displays a basic grasp of the subject matter and reading material; some problems with organization or</td>
<td>Present and alert in class. Listens, takes notes. Contributes occasionally to</td>
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</table>
mechanics.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>D (60-69)</td>
<td>Does not meet minimal expectations; does not display a clear understanding of basic concepts; writing may be incoherent or unintelligible.</td>
<td>Several absences from class and discussion. Inattentive or disruptive.</td>
</tr>
<tr>
<td>F (below 60)</td>
<td>Does not approach minimal expectations. Incomplete or missing work.</td>
<td>Does not meet minimal expectations. Numerous absences from class and discussion.</td>
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</tbody>
</table>

**Grading scale**

The following scale is a guide to grading in this class. If you have questions about your grade on a specific assignment, please see me individually.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
</tr>
</tbody>
</table>

**Course Policies:**

**Attendance/Participation/Extra credit**

Students are expected to attend class regularly. I will take attendance regularly at the beginning of class. Missed classes and tardiness will affect the participation portion of the final grade. Extra credit will not be allowed, except for attendance to guest speakers on campus. Please consult Sakai for a list of WSGS events during the semester. If you attend any of these events, please write a two-paragraph statement about the talk and what you have learned from it and turn it within one week of the scheduled event. You will receive an extra credit point on your participation. Any grade adjustment request must go through the formal grievance process, which is outlined here: [Http://luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml](http://luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml)

**In case of absence:** When you do miss a class, it is your responsibility to get notes on what was discussed in class from a fellow classmate. Please do not write to me to ask about missed work. You should take care of it on your own by looking on Sakai, consulting the schedule, or asking a fellow classmate. It is unnecessary to explain or apologize for absences, unless the absence is prolonged due to medical or family emergencies of which your academic advisor and other professors have also been made aware.

**Authorized Class Absences.** On a strictly limited and pre-approved basis, a student may be allowed to miss a class in order to participate in a University-sponsored event (e.g., official athletic games or Loyola-sponsored competitions). It is the student’s obligation to inform the
instructor of such an authorized absence in a timely fashion; in most cases, this information can be made available to the instructor at the beginning of the semester. For athletic events, an instructor should receive a written schedule from an Athletics academic advisor. Please refer to link to the official Academic Calendar, www.luc.edu/academics/schedules for further details on the CAS academic schedule.

**Make-up work and tests**

If you miss a required test or quiz because of illness, you must show a medical certificate or notification justifying an emergency. With the notification, arrangements will be made accordingly, but **only within a week** from the missed assignment. If you are unable to make up for any required assessments, the grade for that assignment will be 0.

**E-mail Communication**

I will do my best to reply to emails sent during business hours M-F within 9am – 5pm. Emails sent after 6 pm or the weekend will be considered received the next business day. The best way to communicate with me extensively is **in person** during my office hours or by making an appointment.

**Academic Integrity**

All students at Loyola and in this class are expected to uphold the highest standards of academic integrity. This means that all written assignments should be your own original work and that you should protect the intellectual rights of others by properly citing their work when you include their ideas in your own writing. Plagiarism and cheating are considered serious violations of this standard and will result in, at minimum, a failing grade for the assignment or exam and submission of a report of the incident to the Office of the Dean of Arts and Sciences. These are the policies of the College of Arts and Sciences. For the full policy, see this section of the CAS website: [http://www.luc.edu/cas/advising/academicintegritystatement](http://www.luc.edu/cas/advising/academicintegritystatement). If, after reading this, you have questions about what constitutes plagiarism or cheating, please see me or the TA on duty.

**Sakai**

This course will be using Sakai. Students are required to check the Sakai site on a regular basis and are responsible for assignments posted there.

**Computer, Phone & Internet Use in the Classroom**

Use of phones is always prohibited. Please turn your phones off when in class. Use of laptop computers during class time for note taking is permitted. There may be times when you will be asked to put your laptop away for various exercises/lessons. Use of the internet is not permitted unless specifically directed by the instructor. This includes checking of email and use of instant messengers.

**Disabilities**

Students with documented disabilities who wish to discuss academic accommodations should contact me the first week of class, as well as the Office of Services for Students with Disabilities. [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/)

Sakai will be used consistently for this class. Beside the textbook (marked as Aulette and Wittner
(below) all other readings (marked by S) are in the week’s folder in Resources.
Please make sure you regularly check the weekly folders

**Course schedule**

**UNIT 1 – Bodies, Gender, and Sexuality**

### Week 1  Introduction

1. Introductions, syllabus, forming groups

### Week 2  The Standard Story of the Body

1. What science does tell us about our bodies
   Aulette and Wittner, Chapter 2, 18-26
   Bordo, “The Body and the Reproduction of Femininity” (S)

2. Enslaved bodies, colonized bodies
   Aulette and Wittner, Chapter 2, 29-33 + Chapter 4, 105-108

### Week 3  The Social Foundation of Sexuality

1. Sexuality is socially and racially scripted
   Aulette and Wittner, Chapter 2, 33-37
   **Quiz 1**

2. What intersex and transgender bodies tell us about sexuality
   Aulette and Wittner, Chapter 2, 37-54

### Week 4  Socialization and the Social Construction of Gender

1. Gender polarization and social gender roles
   Aulette and Wittner, Chapter 3, 58-73

2. Structures of power: age, race, class, gender, nationality
   Audre Lorde, 1984, “The Master’s Tools Will Never Dismantle the Master House” and “Age, Race, Class, and Sex: Women Redefining Difference” (S)

### Week 5  Sexualities Around the World

1. Comparing sexual attitudes and behaviors
   Aulette and Wittner, Chapter 4, 93-99
   **Quiz 2**
<table>
<thead>
<tr>
<th>Week 6</th>
<th>Wrap-up and Test Unit 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review for Unit 1 Test</td>
</tr>
</tbody>
</table>

2 In-class Test 1

**UNIT 2 – Theories and Social Movements**

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Intro to Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bromley, “Don’t Call Me That!” (S)</td>
</tr>
<tr>
<td>2</td>
<td>Bromley, “What’s Feminism Done (For Me) Lately?” (S)</td>
</tr>
</tbody>
</table>

**Week 8** Fall Break – No classes

**Week 9** Feminisms

| 1 | Bromley, “So Many Details and So Much Reading: Feminist Theories” (S) |
| 2 | Bromley, It’s Not Dead? Connecting the Dots across the Waves” (S) |

**Week 10** Expanding Feminisms

| 1 | Bromley, “From Universalizing to Queering…” (S) |
| 2 | Intersectional voices  
Sara Ahmed, “Feminist Killjoys” (S)  
[http://sfonline.barnard.edu/polyphonic/print_ahmed.htm](http://sfonline.barnard.edu/polyphonic/print_ahmed.htm) |

**Quiz 3**

**Week 11** LGBTQI Rights and Queer Theory

| 1 | A bit of history  
Striker, “An Introduction to Transgender Terms and Concepts” (S) |
| 2 | *Stonewall Uprising* (documentary film, 2010) 1:20m  

**Week 12** Wrap-up and Test Unit 2

| 1 | Review for Test Unit 2 |
| 2 | In-class Test 2 |
UNIT 3 – The Global Economy and Gendered Violence

**Week 13**  
**Unequal Distribution of Global Wealth**  
1. Pay in the workforce and the gender gap  
   Aulette and Wittner, Chapter 6, 178-186  
2. The feminization of poverty  
   Aulette and Wittner, Chapter 6, 203-216.

**Week 14**  
**Gendered violence**  
1. Domestic and state violence  
   Aulette and Wittner, Chapter 8, 270-274, 292-302  
2. Gendered violence in conflict zones  
   Aulette and Wittner, Chapter 8, 302-314  
   **Quiz 4**

**Week 15**  
**Imagining the Future**  
1. Feminism Against Neoliberalism  
   Aulette and Wittner, Chapter 14, 500-518  
2. Review for final exam  
   **Take-home Test 3 due in class**

This schedule may be subject to changes