



## WGSS 1110: Gender, Sex & Power

M-W-F 8-8:55

---

Instructor: Jonathan Branfman  
branfman.1@osu.edu / (240) 621-0931  
University Hall, Room 037  
Office Hours: Mondays, 9:15 – 11:00am or by appointment

**Email is the best way to reach me.** Emails should always include a **subject**, a **greeting**, and a **signature**.

**Accommodation of students with disabilities:** Students who need to have an accommodation for disability are responsible for contacting the professor and TA as soon as possible. The Office for Disability Services (150 Pomerene Hall; 292-3307; 292-0901 TDD) verifies the need for accommodations and assists in the development of accommodation strategies.



### COURSE DESCRIPTION

This course introduces students to the field of Women's, Gender, & Sexuality Studies. We use sex, gender, and sexuality as "lenses" to analyze both personal experience and large-scale social trends. We critically examine how cultural notions of sex, gender, and sexuality shift over time, shape our own bodies and lives, and create steep inequalities all around us. We center all types of gendered and sexual identities: not only straight women and men, but also lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) people. Further, we always treat sex, gender, and sexuality as *interconnected* with other categories like race, class, ethnicity, religion, nationality, ability status, and age.

Students use this *“intersectional”* approach to analyze issues of love, violence, politics, pop culture, family, childrearing, imprisonment, the economy, and legal rights. We approach these topics through class discussions and lectures rooted in daily readings. As an interdisciplinary course, we draw readings from biology, economics, sociology, history, psychology, political science, pop culture, and art, as well as other disciplines.

The course is a pre-requisite for completing a major and minor in the department, and fulfills three GEC requirements: Culture and Ideas, Social Science Individuals and Groups, and Social Diversity in the United States.

## OBJECTIVES

By the end of the course, students will be able to:

- 1) Comprehend foundational feminist theories about sex, gender, sexuality, & inequality.
- 2) Critically interrogate issues of power, privilege and oppression—the way life chances are distributed in society.
- 3) Comprehend the historical and present-day challenges facing women and LGBTQIA people.
- 4) Cultivate skills in critical writing, reading, thinking, and oral expression.
- 5) Connect class concepts to the real world outside of academia.

## REQUIRED TEXTS

*Reading Women’s Lives.* (the version compiled by Jonathan Branfman)

\*Additional readings will be posted on Carmen.

## REQUIREMENTS & GRADING

Attendance & Participation, including response questions: 15%

Writing Assignments (3): Total of 45%

Community-Based Action: 10%

Midterm Exam: 15%

Final Exam: 15%

Extra Credit: Group screening of *Dreamworlds III*, 3%

Details:

### **Attendance & Participation: 15%**

Students can only learn by attending class and actively participating in class discussions. *To earn full participation points for each class, you must post two (2) response questions to the Carmen discussion thread for that day by 7am.* (if we have more than one reading for that day, your two questions must be on different readings).

If you miss class, you are responsible for obtaining notes from a colleague. I will not recap lessons for those who have missed class, no matter the circumstance. Please help each other when a classmate asks for your notes—next time, it could easily be you who has missed class and needs to obtain the material. There is no way to make up participation points for a missed class.

After 1 absence, for each additional absence you will lose 3% off your final grade. If exceptional circumstances arise, such as longterm illness, please speak with me.

### **Writing Assignments (3): Total of 45% (each essay = 15%)**

You will write four 2-3 page papers, dropping your lowest grade. For each, you will turn in a draft and receive feedback before handing in a final copy. The dropbox for each date closes at 10pm. I will not read late drafts.

- For essay 1 – If no draft: 5% off essay grade
- For all essays – Late final draft: 5% off for each day late.

Essay schedule:

- Essay 1: Positionality
  - o Jan 27 – Draft (required)
  - o Feb 3 – Final
- Essay 2: Gender Socialization
  - o Feb 25 – Draft (optional)
  - o Feb 28 – Final
- Essay 3: Pop Culture
  - o Mar 25 – Draft (optional)
  - o Mar 28 – Final
- Essay 4 [optional]: Systemic Critique
  - o Apr 18 – Draft (optional)
  - o Apr 21 – Final

### **Community-Based Action: 10%**

This assignment serves to connect class concepts to the real world. You are required to participate in one community-based action outside of class time and write a response paper detailing your experience and connecting it to the coursework. ***Please let me know what you plan on doing prior to your action.*** You may satisfy the Community Action requirement through a variety of activities, including: volunteering for a minimum of two hours at a local non-profit, attending an OSU student activist group, interviewing a non-profit/service worker, or participating and/or organizing a teach-in or rally. Detailed assignment guidelines will be posted in the Assignments section of Carmen. **Due Friday, April 11.**

### **Extra Credit: +3% on your final grade**

The film *Dreamworlds III* is required viewing for our class on Feb. 26. If you attend our group viewing (rather than streaming it on your own), you will receive +3% on your final grade. To determine the best time for our group viewing, I will circulate an online form.

### **Grading Scale:**

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

## **CLASSROOM & DISCUSSION DECORUM**

- **Attendance:** Please arrive promptly: Be seated and ready to start by 8:00.
- **Printing:** Please PRINT and BRING all Carmen articles.
- **Respect:** We will routinely discuss topics that many people consider taboo, controversial, deeply personal, or simply unfamiliar. To ensure a safe, constructive environment, we will establish “ground rules” for class discussion.
- **Participation:** To receive credit, students must participate in recitation discussions through a combination of speaking, active listening, eye contact, and general good attention.
- **Electronics:** Cell phones should not be seen, heard, or used by anyone during the 55-minute recitation. The same is true of iPads, laptops, e-readers, etc.

## **EMAIL ETIQUETTE**

Please check your email daily and reply to emails within 48 hours. This is an important professional habit: Your coworkers (and bosses) will always expect you to promptly reply to their emails.

Likewise, professional email etiquette is a key skill for being taken seriously in the “real world.” I will only respond to emails that follow these formatting standards:

1. Includes a subject line
2. Opens with a salutation (such as “Hi Jon” or “Dear Jon”)
3. Ends with a closing statement, i.e. “Sincerely,” “Best wishes,” etc.
4. Uses proper grammar and spelling.

Ex:

Jonathan Branfman (gmail.com)
Essay question
Hi Jon, I'm confused about the essay prompt, so I'll be coming by your office hours tomorrow at 10am.
Sincerely, Bob Smith

## PLAGIARISM & ACADEMIC INTEGRITY

Plagiarism is a very, very serious offense. Plagiarism includes direct copying *and paraphrasing* from another author without acknowledging your source. For your own protection, please take the time to understand OSU's policy on plagiarism:

As defined by University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple.

Always cite your sources. Always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. Always see your TA/professor if you are having difficulty with an assignment. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

## PARENTS & CAREGIVERS IN A FEMINIST CLASSROOM

Many students are also parents or caregivers for children and/or other loved ones. Students in this position may sometimes need their academic and caregiving lives to overlap. If you need to bring your child or loved one to class, please don't hesitate to let me know, and we will welcome their participation in class. (I do appreciate an advance heads-up when possible). Using our schedule of topics below, you can determine which days you would feel comfortable having your child or loved one in class.

## READINGS & TOPICS

\* = on Carmen

**Final Exam: Thursday, April 24 @ 8am**

Date	Topic	Readings Due
Jan. 8	Welcome!	
Jan. 10	What is feminism? What is WGSS?	<i>"I'm Not a Feminist, But..."</i> – Penny A Weiss * <i>Principles</i> – NOMAS
Jan. 13	Social Construction, Marked & Unmarked Categories	* <i>Nacirema</i> – Horace Miner
Jan. 15	Women's Movements: The First Wave / Troubling the "wave" metaphor	<i>Declaration of Sentiments &amp; Resolutions</i> – Seneca Falls Convention <i>Ain't I A Woman</i> – Sojourner Truth
Jan. 17	Oppression, Privilege, & Intersectionality: "But why are we talking about ___?!"	<i>Institutionalized Privilege</i> – Michael Messner <i>Oppression</i> – Marilyn Frye <i>White Privilege: Unpacking the Invisible Backpack</i> – Peggy MacIntosh
Jan. 20	Martin Luther King Day	A good day to get ahead on reading...
Jan. 22	Oppression, Privilege, & Intersectionality: "But why are we talking about ___?!"	* <i>When I Was Growing Up</i> – Nellie Wong <i>Age, Race, Class, &amp; Sex</i> – Audre Lorde <i>The Other Body</i> – Ynestra King
Jan. 24	Oppression, Privilege, & Intersectionality	* <i>Dear White America</i> – Tim Wise * <i>La Güera</i> – Cherríe Moragas
Jan. 27 <b>Draft 1 Due</b>	Science: Troubling	* <i>If Men Could Menstruate</i> - Gloria Steinem <i>Sexism in Sociobiology</i> – Ruth Hubbard (RWL p.307)
Jan. 29	The 2 <sup>nd</sup> Wave: Politics of Sameness & Difference, Reproductive Rights	<i>Redstockings Manifesto</i> - Redstockings <i>Who Will do Abortions Here?</i> – Jack Hitt * <i>Ohio Walks a Narrow Line</i> – Erik Eckholm
Jan. 31	The 2 <sup>nd</sup> Wave: Many Women's Movements	<i>A Black Feminist Statement</i> – Combahee River Collective <i>In Pursuit of Latina Liberation</i> – Elizabeth Martinez * <i>What Chou Mean 'We,' White Girl?</i> – Lorraine Bethel
Feb. 3 <b>Essay 1 Due</b>	Setting History Straight: Queer History, 1100-1969	* <i>Gay New York</i> – George Chauncey * <i>Postwar Organizations</i> – Vicki Eaklor * <i>Stonewall Uprising</i> [trailer] * <i>Stonewall</i> – Vicki Eaklor
Feb. 5	Setting History Straight: Queer Movement(s), 1950- Present	* <i>AIDS: Resilience &amp; Resistance</i> – Michael Bronski * <i>Missouri Man Arrested</i> – BuzzFeed *[screen in class] <i>How to Survive A Plague</i> trailer
Feb. 7	Today's Queer Struggles & Debates	* <i>Death by Masculinity</i> – Ali Abbas * <i>Rounding Up the Homosexuals</i>

Feb. 10	Gender Socialization: Learning Gender Roles	<i>Theme Intro to Gender Socialization</i> – Cynthia Burack <i>X: A Fabulous Child’s Story</i> – Lois Gould
Feb. 12	Gender Socialization: Gender Boxes & Gender Police	* <i>Dude, You’re a Fag</i> – CJ Pascoe * <i>Gender Outlaw, “The First Question”</i> – Kate Bornstein Screen in class: <i>Portlandia, Vagina Pillows</i>
Feb. 14	Gender Socialization: You Only Have Two?	* <i>Hijras: The Third Gender</i> – Ruth Vanita (halfway down the page) * <i>The Berdache Tradition</i> – Walter L. Williams [In class]: Kothies, Kathoes, Xanith
Feb. 17	Do we only have two?: Transgender women	* <i>Screaming Queens: The Compton Diner Riot</i> [film] * <i>Battleground</i> – Chella Coleman, <i>BlackGirlDangerous</i> * <i>My Korean Mother Gave Me the Courage to Transition</i> – Andy Marra
Feb. 19	Do we only have two?: Transgender men	* <i>Butch is a Noun</i> – S. Bear Bergman [screen in class]: trans/national – Janani Balasubramanian
Feb. 21	Do we only have two?: Intersex & Transgender experiences	<i>The Five Sexes, Revisited</i> – Anne Fausto-Sterling * <i>I’m 80% Girl, 20% Boy</i> [video]
Feb. 24 <b>Draft 2 Due 2/25</b>	Body Politics, Gendered Violence: Domestic Violence & Stalking	<i>Domestic Violence: What’s Love Got to Do With It?</i> – D.G. * <i>Textual Harassment</i> – Donna St. George
Feb. 26	Gendered Violence: Rape Culture	<i>Raped: A Male Survivor Speaks Out</i> – Fred Palka * <i>Public Punishments</i> – Jessica Valenti [Read in Class]: <i>The Rape of Mr. Smith</i>
Feb. 28 <b>Essay 2 Due</b>	Gendered Violence: Gaybashing & Transbashing	* <i>Cleveland Police: Recent Slayings</i> – Regina Garcia Cano * <i>Unassuming Motivations</i> – Karen Franklin (in <i>Stigma &amp; Sexual Orientation</i> ) * <i>Love Is All You Need?</i> [20-min film]
Mar. 3	Gender & Sexuality in Pop Culture: Why Study Representation?	<i>Theme Intro to Women, Representation, &amp; Culture</i> – Judith Mayne <i>We Are What We Watch</i> – Susan Douglas [Screen in Class]: <i>The New Normal</i> , Pilot episode clips [Screen in Class]: <i>Kiss the Girl</i> (Little Mermaid)
Mar. 5	Gender & Sexuality in Pop Culture	Screen on your own from media library or Netflix: <i>Miss Representation</i> * <i>Blurred Lines, Unrated</i> – Robin Thicke Group screening outside of class: <i>Dreamworlds III</i>
Mar. 7	Midterm Exam	Study Guide (not for handing in, just for your own reviewing)
Mar. 10	Spring Break	
Mar.12	Spring Break	
Mar. 14	Spring Break	
Mar. 17	Masculinities: The Price of Male Privilege	* <i>Masculinity As Homophobia</i> – Michael Kimmel * <i>The Costs of Masculinity</i> – Michael Messner
Mar. 19	Racialized Masculinities	* <i>The Sexual Savage</i> – Ann Marie Hickey * <i>I Guess Your Warrior Look Doesn’t Work</i> – Brian Klopoteck * <i>Mohammad the Terrorist is Coming!</i> – Nadine Naber

Mar. 21 Draft 3 due	Progressive Masculinities	* <i>Orthodox &amp; Inclusive Masculinity</i> – Eric Anderson * <i>Man Child: A Black Lesbian’s Response</i> – Audre Lorde
Mar. 24	Beauty Myth	<i>Theme Intro: The Body—Power &amp; Politics</i> – Valerie Lee * <i>Good Hair</i> [trailer, 2.5 min] *Lupita Nyong’o Speech [video, 5 min] * <i>Confessions of a Snow Queen</i> – Alok Vaid-Menon
Mar. 26 Essay 3 due	Work & Poverty: Women and LGBTQIA people	* <i>New Patterns of Poverty</i> – Williams Institute, UCLA * <i>Feminization of Austerity</i> – Mimi Abramowitz <i>I Want a Wife</i> – Judy (Syfers) Brady
Mar. 28	Women & LGBTQIA People in Politics	<i>Women on the Hill</i> – Teresa Riordan & Sue Kirschhoff <i>Title IX: The Little Law That Could</i> – Denise Kiernan
Mar. 31	Sexuality & “Purity”	* <i>The Purity Myth</i> – Jessica Valenti * <i>Dear Daughter, I Hope You Have Awesome Sex</i> – Ferret Steinmetz
Apr. 2	Sexuality: Troubling	* <i>Queering Black Female Heterosexuality</i> – Kimberly Springer * <i>I am Asexual (And it’s Awesome!)</i> – s.e. smith * <i>Fetish: A Dominatrix’s Perspective</i> – Robert Evans *[optional] <i>Objectum-Sexuals</i>
Apr. 4	Sexuality: Love	* <i>Romance: Sweet Love</i> – bell hooks * <i>Desire for Future: Radical Hope in Passion and Pleasure</i> – Amber Hollinbaugh
Apr. 7	Sexual Pleasure, Health, & Safety	<a href="#">Let’s Talk About Sex</a> (film available on Hulu, free)
Apr. 9	Motherhood	* <i>Genderqueer Palestinian American Lesbian Mother</i> – Huda Jadallah <i>The Unbearable Autonomy of Being</i> – Patricia Williams <i>The Public Policy of Motherhood</i> – Joan Williams & Holly Cooper
Apr. 11 C.B.A. Due	LGBTQIA people in Faith & Spirituality	<b>[everyone]:</b> * <i>What the Bible Really Says About Homosexuality</i> <b>[also, read one of the following three]:</b> * <i>Hinduism &amp; The Full Range of Human Sexuality</i> – Kevin Frayer * <i>America’s 1st Gay Imam</i> – Al-Jazeera America * <i>Being an Orthodox Rabbi Compelled Me to Support Gay Marriage</i> – Rabbi Shmuly Yanklowitz
Apr. 14	Prison Abolition: An LGBTQIA concern	* <i>My Story</i> – Paula Rae Witherspoon * <i>Rebirth of Caste</i> – Jacqui Alexander
Apr. 16	International Feminist Perspectives	* <i>Laura Bush Addresses State of Afghan Women</i> * <i>Do Muslim Women Really Need Saving?</i> – Lila Abu-Lughod * <i>Personal &amp; Political</i> – Susan Muadadi Darraj [view in class]: <i>Groovy Afghanistan</i> – Buzzfeed
Apr. 18	International: Human Trafficking and Sex Work (which aren’t always the same!)	* <i>Chong Kim interview</i> [video] – CNN <i>Human Trafficking: The Local Becomes Global</i> – Frances P. Bernat and Tatyana Zhilina
Apr. 21 Essay 4 Due	Activism, Change, & The Future	* <i>Teaching Statement</i> – Jon Branfman & Sara Rodríguez-Argüelles Riva * <i>A Time to Hole Up &amp; A Time to Kick Ass</i> – Leah Lakshmi Piepzna-Samarasinha * <i>No More Allies</i> – Mia McKenzie, <i>BlackGirlDangerous</i>





## Free Healthcare Resources

Columbus Free Clinic.....614.404.8417  
2231 N. High St.  
Columbus, Ohio 43212

List of free clinics in Ohio.....<http://www.ohiofreeclinics.org/find-a-clinic/>

## Counseling & Support Resources

### *General*

OSU Counseling & Consultation Service..... (614) 292-5766  
OSU Student Wellness Center..... (614) 292-4527  
Student Health Services.....(614) 292-4321  
Multicultural Center.....(614) 688-8449

### *Crisis/Suicide Prevention Services*

OSU Campus Suicide Prevention Services.....(614) 688-5829  
Suicide Prevention 24-hr Hotline (Columbus).....(614) 221 5445  
Suicide Prevention 24-hr Hotline (National).....1-800-273-8244  
Trevor Project (LGBTQ-specific).....1-866-488-7386

### *Rape & Sexual Violence*

Sexual Assault Response Network of Central Ohio.....(614) 267-7020  
Student Wellness Center's Sexual Violence Education & Support (in R-PAC)

### *LGBTQ Hotlines*

National LGBTQ Help Center (anonymous, confidential counseling, info on safer sex/sexual health, and referral to local resources).....1-888-843-4564  
Trevor Project (suicide prevention).....1-866-488-7386

## Sexual Health & Safer Sex Resources

### *To ask questions about safer sex and sexual health*

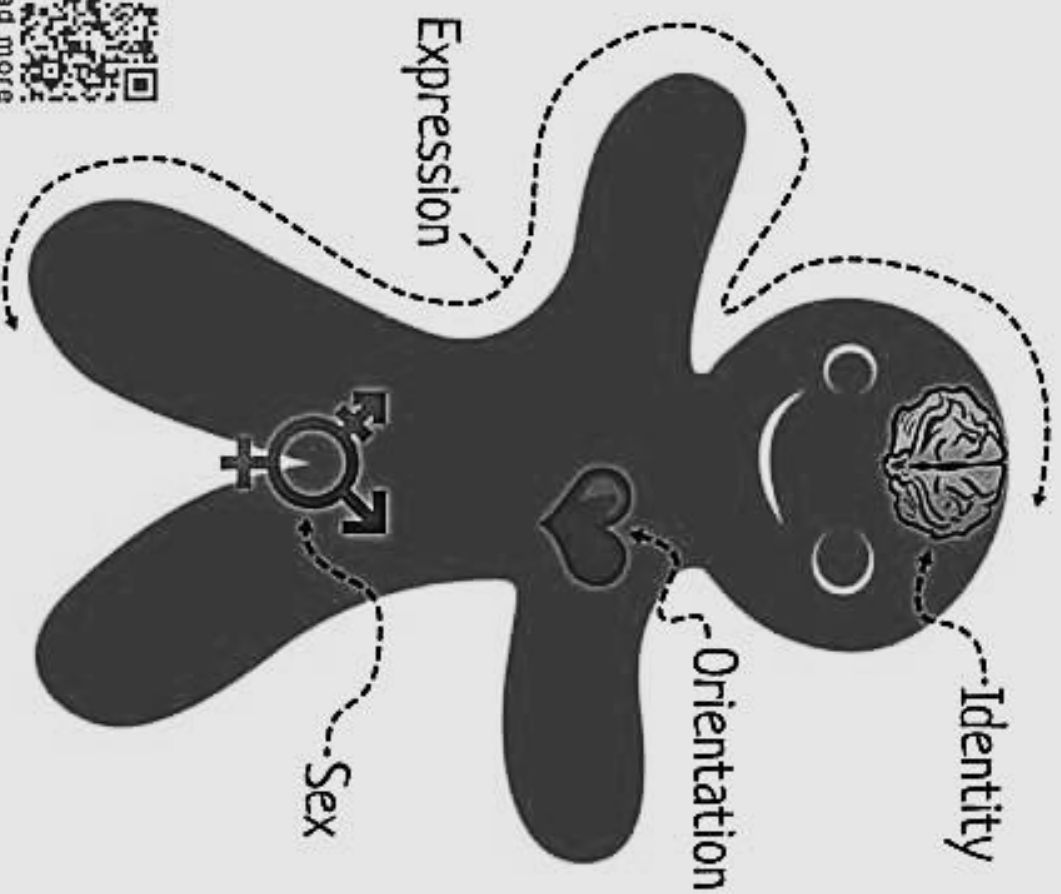
Ohio HIV & STD Prevention Hotline.....1-800-332-2437  
San Francisco Sex Information (national hotline).....(415) 989-SFSI (7374)

### *PEP (post-exposure prophylaxis)*

Emergency med for anyone exposed to HIV, the most serious STD (see <http://aids.gov>). If you're ever concerned that you've been exposed to HIV, you must begin PEP within 72 hours. After that, PEP won't work. This is the only window when HIV is curable. PEP is available at OSU's emergency room (*not* the student health center). PEP is a one-month daily pill.

# The Genderbread Person

by [www.itsprouncedmetrosexual.com](http://www.itsprouncedmetrosexual.com)



## Gender Identity

Woman

Genderqueer

Man

Gender Identity is how you, in your head, think about yourself. It's the chemistry that composes you (e.g., hormonal levels) and how you interpret what that means.

## Gender Expression

Feminine

Androgynous

Masculine

Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, behave, and interact.

## Biological Sex

Female

Intersex

Male

Biological sex refers to the objectively measurable organs, hormones, and chromosomes. Female = vagina, ovaries, XX chromosomes; male = penis, testes, XY chromosomes; intersex = a combination of the two.

## Sexual Orientation

Heterosexual

Bisexual

Homosexual

Sexual orientation is who you are physically, spiritually, and emotionally attracted to, based on their sex/gender in relation to your own.



read more