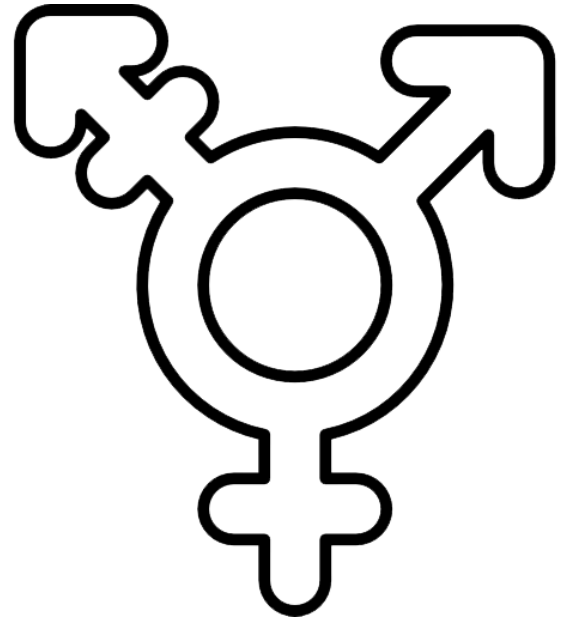


XIDS 2100:

Intro to Gender & Sexuality Studies



MW 12:30-1:45, Humanities 209

Instructor: Matt Franks

Office Location: TLC 2240

Office Hours: Tues. 11-3 & by appt.

Phone: 678-839-4875

Email: mfranks@westga.edu

Course Description:

The Humanities and Fine Arts have a unique and crucial perspective to offer to the study of gender and sexuality in preparing students to think critically, to cultivate their imaginations, to understand divergent and contingent viewpoints, and to respect and understand cultural differences. This course introduces students to the critical study of gender and sexuality in the Humanities and Fine Arts through the close examination of primary texts in multiple genres and media in conjunction with theoretical texts that have developed out of the core disciplines of the Humanities and Fine Arts. Both historical and contemporary texts will be discussed, and students will be encouraged to apply their insights to the environments in which they currently live. Students will also be asked to make comparisons between cultures and to develop an understanding for the multiple factors influencing ideas and practices related to gender and sexuality, including class, race, ethnicity, time, and place.

Required Texts:

Janet Mock, *Redefining Realness*. Atria, 978-1476709130

Allison Bechdel, *Fun Home*. Mariner, 978-0544709041

Alice Walker, *The Color Purple*. Mariner, 978-0156028356

*Additional readings on CourseDen

Learning Outcomes: *Students will...*

- identify and describe how gendered and sexual codes are utilized in cultural texts.
- demonstrate the ability to use critical thinking skills to interrogate cultural assumptions regarding gender and sexuality.
- describe and evaluate, orally and in writing, the role of cultural differences on portrayals of gender in textual and visual media.
- describe and evaluate, orally and in writing, contemporary attitudes and representations of gender and sexuality in a broader historical context.
- demonstrate an awareness of prevailing theories used to analyze gender and sexuality in the Humanities.
- analyze and evaluate, orally and in writing, gendered and sexual codes through a diverse set of lenses, including race, class, sexual orientation, and ethnicity.

Assignment Summaries:

(See assignment sheets for detailed description, requirements, and rubrics for all assignments)

All written work for this class must be in MLA format: Times New Roman 12-pt font, double-spaced, with 1" margins

Quizzes (10%): I will periodically give basic reading comprehension quizzes at the beginning of class.

Group Project (10%): In groups, you will facilitate a fun, informative activity for UWG Pride Week, on October 9.

Show & Tell (15%): For each show & tell assignment, you will find an example from current events, pop culture, or social media that reflects the gender and sexuality issues we discuss in class. Then you will post an analysis of your example on CourseDen and be ready to present it to the class that day.

Reading Responses (20%): Informal 1-2 page reflections on the reading for that day.

Final Paper (25%): For your final paper, you will expand on one of your show & tell analyses or reading responses and turn it into a larger essay. You will make an argument for a specific interpretation of your primary text, and support it with evidence and reasoning.

Participation (20%): This is a discussion-based course, so attending, completing activities, and contributing in class every day is a major part of your grade. Participation is graded based on attendance, lateness, and the quality and quantity of your comments in discussions.

Grading Scale:

A+ = 98	B+ = 88	C+ = 78	D+ = 68	F = No credit
A = 95	B = 85	C = 75	D = 65	
A- = 92	B- = 82	C- = 72	D- = 62	

Timelines:

Unless an unforeseen situation arises,

- I will return all assignments within one week from the time they are turned in
- I will respond to all emails within one 24-hour business day
- Talk to me immediately about any concerns or issues that arise, that way I can best support your success in the class! Email is the best way to reach me, or stop by after class or in office hours.



Oh, so that explains the difference in our salaries!

Class Policies:

Late work: all late assignments will be graded down by 1/3 of a grade per day (not class period!). An A paper becomes an A- if it is one day late, a B+ if it is two days late, etc.

Attendance: Everyone is allowed 2 free absences. Beyond that, all absences (excused or not) will start to bring your participation grade down. **You cannot pass this class if you miss 6 or more days of class.**

Electronics Use: I trust that if you are using your phone, tablet, laptop, or other device in class, that it is for class purposes. If you break this trust or use your device in a distracting way we will revisit this policy as a class.

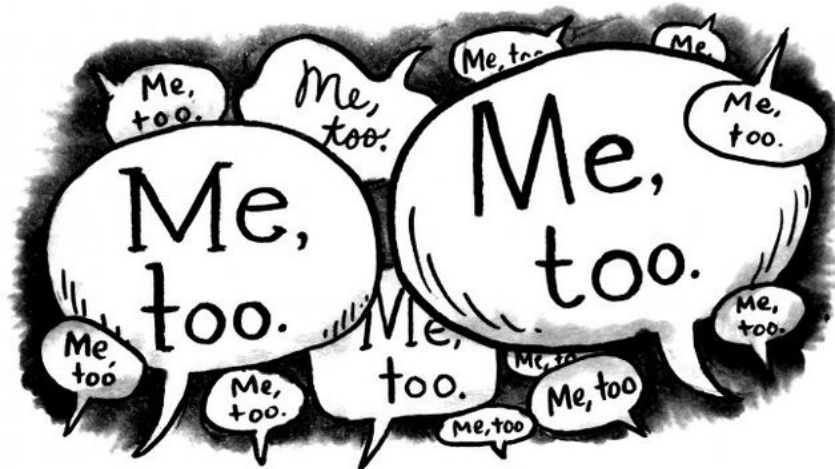
Turning in Assignments: All essays will be turned in on CourseDen, under assignments. It is your responsibility to ensure that your files are successfully uploaded, and that they are in .docx format. If not, they will be counted as late.

Accessibility: If you have a disability or require any kind of accommodations in order to succeed in this course, please let me know within the first two weeks of class. You may also need to register at the Accessibility Services Office. They are at 123 Row Hall, 678-839-6428, <http://www.westga.edu/accessibility>.

Writing center: I highly encourage you to visit the writing center for help on essays (from brainstorming to final revisions) and specific writing issues. Call them to set up an appointment at 678-839-6513, visit them in TLC 1201, or email them at writing@westga.edu.

Academic Honesty: One of my goals is to help you approach academic work with confidence in your own perspective. Be secure in your own words, don't rely too much on others' ideas, and don't plagiarize. Give credit when you use other people's ideas (even when paraphrasing) and always quote when using someone else's ideas. If you have any doubts about whether or not something is plagiarism, ask me ahead of time. The English Department's Plagiarism policy applies to this course: www.westga.edu/academics/coah/english/department-plagiarism-policy.php. If I suspect a student has plagiarized, I may use turnitin.com to produce an originality report on the assignment.

Other Policies: <https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>



Course Schedule: (subject to change)

*readings marked with an asterisk are on CourseDen

Date	Readings	Assignments
Unit 1: Introducing Gender & Sexuality		
Mon, Aug. 19	*Kang, "1: Critical Introduction to the Field" (p. 2-4)	Bechdel Test
Wed, Aug. 21	*Kang, "2: Theorizing Lived Experiences" (p. 6-9) *Rivera, "I'm Glad I was in the Stonewall Riots"	
Mon, Aug. 26	*Kang, "3: Identity Terms" (p. 10-14); *Manjoo, "It's Time for 'They'"	
Wed, Aug. 28	*Kang, "4: Conceptualizing Structures of Power" (p. 16-19) *McIntosh, "White Privilege"	
Mon, Sep. 2: No Class, Labor Day		
Wed, Sep. 4	*Kang, "5: Social Constructionism" (p. 20-22); *Wilchins, "Angry Intersex People with Signs!"	
Mon, Sep. 9	*Kang, "6: Intersectionality" (p. 24-28); *Lorde, "No Hierarchy"	Response #1
Unit 2: Intersectional Feminisms		
Wed, Sep. 11	*hooks, "Feminist Politics"; *Frye, "Oppression"	
Mon, Sep. 16	*Andersen/Collins, "Why Race, Class, & Gender Still Matter"	Show & Tell: Intersections
Wed, Sep. 18	*Abu-Lughod, "Do Muslim Women Really Need Saving?"	
Mon, Sep. 23	*Cisneros, "Woman Hollering Creek"	
Wed, Sep. 25	*Anzaldua, "La Consciencia de la Mestiza"	Response #2
Unit 3: Queerness		
Mon, Sep. 30	Watch <i>Moonlight</i>	
Wed, Oct. 2	*Cohen, "Punks, Bulldaggers, and Welfare Queens"	
Mon, Oct. 7	<i>No reading: projects for LGBTQ Pride Week at UWG</i>	Group Project
Wed, Oct. 9	<i>Fun Home</i> ch. 1-2 (p. 1-54)	
Mon, Oct. 14	<i>Fun Home</i> ch. 3-5 (p. 55-150)	Show & Tell: Queerness
Wed, Oct. 16	<i>Fun Home</i> ch. 6-7 (p. 151-232)	
Mon, Oct. 21	*Kim, "How Much Sex is Healthy?"	Response #3
Unit 4: Transgender		
Wed, Oct. 23	*Spade, "Compliance is Gendered"	
Mon, Oct. 28	<i>Redefining Realness</i> Intro. & ch. 1-6 (p. 1-83)	
Wed, Oct. 30	<i>Redefining Realness</i> ch. 7-10 (p. 87-139)	
Mon, Nov. 4	<i>Redefining Realness</i> ch. 11-15 (p. 143-220)	Show & Tell: Transgender
Wed, Nov. 6	<i>Redefining Realness</i> ch. 16-End	
Mon, Nov. 11	Watch <i>Tangerine</i>	Response #4
Unit 5: Feminism in the #MeToo Era		
Wed, Nov. 13	*Banyard, "Friends of Survivors"	
Mon, Nov. 18	<i>The Color Purple</i> p. 1-73 (to "name it after me")	
Wed, Nov. 20	<i>The Color Purple</i> p. 74-123 (to "...nothing, I think. And glad of it.")	Show & Tell: #MeToo
Mon, Nov. 25 & Wed, Nov. 27: No Class, Thanksgiving Break		
Mon, Dec. 2	<i>The Color Purple</i> p. 124-225 (to "You know meanness kill, she say.")	
Wed, Dec. 4	<i>The Color Purple</i> p. 226-288 (to the end of the book)	Response #5
Mon, Dec. 9, 1:00 pm:	no class meeting, papers due on CourseDen	Final Paper Due