

WGST 200: Feminist Histories and Practices (face-to-face course)

INSTRUCTOR INFORMATION	COURSE INFORMATION
Dr. Kelly Watson Kelly.watson@mail.wvu.edu Office Location: Arnold Hall 142 Office Hours: virtual and in-person office hours by appointment	Spring 2021 Tuesday/Thursday 2:30 – 3:45 PM WVU Downtown Campus Life Sciences Building, Room G21

COURSE INFORMATION

Course Catalog Description

This course examines the definitions, implications and origins of feminism. Explores various histories and forms of feminist organizing, how intersectionality shapes/changes feminism, how global/historical/political locations inform feminism, and how feminist efforts to create change have included critically engaging with the politics of knowledge production.

Course Materials

1. *Medical Bondage: Race, Gender, and the Origins of American Gynecology* by Dierdre Cooper Owens. 2018. ISBN: 978-0820354750
2. *Feminism Unfinished: A Short, Surprising History of American Women's Movements* by Dorothy Sue Cobble, Linda Gordon, and Astrid Henry. 2015. ISBN: 978-1631490545
3. *American Women's Movement, 1945-2000: A Brief History with Documents*, edited by Nancy MacLean. 2008. ISBN: 978-0312448011
4. Additional readings will be available on eCampus

GENERAL INFORMATION

Academic Integrity and Honesty

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, instructors will enforce rigorous standards of academic integrity in all aspects and assignments of their courses. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University [Academic Standards Policy](#). Should you have any questions about possibly improper research citations or

references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see your instructor before the assignment is due to discuss the matter.

E-mail Communication and eCampus

E-mail is a useful and convenient medium for us to communicate with one another; however, I have found that it can also be a source of confusion. With that in mind, please keep the following guidelines in mind:

- It is important to be professional in email communication with your instructor and fellow classmates. This means that you should include a proper greeting with my name and title (Dr. Watson, Professor Watson, etc.) as well as your full name and the course you are in. Be sure to write in complete sentences with proper grammar and spelling. I should not have to decode your message. I reserve the right to ignore emails that are not addressed properly, unclear, confusing, or disrespectful.
- I am always willing to respond to your questions over email, and I will try to respond within 24 hours. Although I strive to make myself available to students whenever possible, I am not accessible 24/7; keep this in mind when it comes time to take an exam or turn in a paper!
- Lastly, if you email me with a question that is clearly answered on the syllabus, I reserve the right to ignore or message or simply respond that you should check the syllabus on your own.

I will use eCampus to post assignment sheets, general announcements, etc., so please check it regularly.

In-Person Classroom Expectations

You are all adults and I plan to treat you as such, but it never hurts to be reminded of proper decorum. Therefore, please abide by the following guidelines, and remember to be professional and respectful at all times in this course.

- **WEAR A MASK AT ALL TIMES**
- Arrive to class on time and stay for the duration (with the obvious exception of the occasional bathroom break or an emergency). If you must leave early, please let me know before class and exit the classroom quietly. Refrain from packing up your materials until the class is actually over.
- Refrain from talking while others are speaking, reading non-course related material, listening to your music, wearing headphones, etc.
- DO NOT TEXT or use your cell phone during class. Your phone should not be on the desk or in your lap. It should always be stowed away and silenced. I reserve the right to count any student as absent who is paying more attention to an electronic device than the class in session.
- If you choose to take notes on an electronic device, please do everything you can to minimize the distraction to others. For example, sit in a place where others cannot see your screen and obviously refrain from doing non-course related activities. If it comes to my attention that you are habitually using your laptop, tablet, etc. for anything other than taking notes, you may be asked not to bring it back and your participation grade will be impacted.

Attendance Policy

Consistent attendance is mandatory for success in this course, but you do not earn a grade simply for showing up. Every student is graded on participation, and you cannot possibly earn participation points if you are not present. However, I understand that students occasionally need to miss class for a variety of reasons. Each student is therefore afforded two absences (or one week of the course) before their grade is negatively affected. Excused absences may be issued at my discretion only and only in cases of genuine emergency. In other words, if you are too tired, hungry, busy, etc. to come to class, your absence will not be “excused.” This doesn’t mean that you should come to class with the flu that is what your “free absences” are for. Proper documentation will be required for any excused absences.

Please remember that attendance requires both a physical and mental presence. With this in mind, things like sleeping in class, texting, wearing headphones, using your phone or laptop, reading outside materials, talking, etc. will negate your physical presence in that day’s class and will be counted against you in your participation grade.

Finally, if you will miss class because of your participation in a WVU sanctioned activity (theater, debate, games, etc.), you must provide me with documentation of your anticipated absences. You are still responsible for completing any coursework that might overlap with these activities.

Adverse Weather and Class Cancellation Policy

In the event of inclement or threatening weather, exercise your best judgment regarding travel to and from campus. Safety should be the main concern. If necessary, class cancellations or changes will be announced by 10:00 am on eCampus or through email to prevent unnecessary travel. Sadly, snow days are probably a thing of the past as we will likely just conduct our class via Zoom instead.

If it is necessary for me to cancel class for some unexpected reason (illness, family emergency, etc.) I will inform you as soon as possible via e-mail. Please get in the habit of checking your e-mail before class. If there is a last-minute emergency, at the very least someone will leave a note for you on the board advising you that class has been cancelled. If for some reason none of those fail-safes work, feel free to invoke the 15-minute rule.

Inclusivity at WVU

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with [the Office of Accessibility Services](https://accessibilityservices.wvu.edu/).

(<https://accessibilityservices.wvu.edu/>)

More information is available at the [Division of Diversity, Equity, and Inclusion](https://diversity.wvu.edu/) (<https://diversity.wvu.edu/>) as well.

Late Work, Make-up, and Extra Credit Policy

I will NOT accept late work unless you have obtained prior approval from me or provide proof of the emergency in a timely fashion. If you are having difficulty, please talk to me BEFORE the assignment is due. If you miss class on a day in which we have an in-class assignment, a quiz, or a test, and cannot provide documentation of an emergency I will NOT allow you to make up the work. However, if you speak to me ahead of time, we may be able to work something out.

It is highly unlikely that I will offer extra credit opportunities, so do not rely on extra credit to achieve your desired grade!

Names and Pronouns

I expect all of you to be considerate with your language and to respect the preferences of others. Students will be referred to by the name they prefer, using the appropriate pronouns, and with the correct pronunciation by everyone in this course. Please make me aware by email, before our initial class meeting if possible, if your name and/or pronouns differ from what the official WVU registration records indicate to avoid any confusion or awkwardness.

Sexual Misconduct and Resources

West Virginia University does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence [[BOG Rule 1.6](#)]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff; keep in mind that they have an obligation to report the incident to the [Title IX Coordinator](#).

If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the [Carruth Center](#), 304-293-9355 or 304-293-4431 (24-hour hotline), and locally within the community at the [Rape and Domestic Violence Information Center](#) (RDVIC), 304- 292-5100 or 304-292-4431 (24-hour hotline).

For more information, please consult [WVU's Title IX Office](#)

Title IX/Mandated Reporting

Please be advised that WVU instructors are mandated reporters. Students are welcome to meet with the instructor regarding course or campus issues, problems, or concerns, but depending on the nature of what students disclose to the instructor, the instructor may be required to report the issue to Title IX in accordance with WVU's Title IX policy. For more information, please consult with WVU's Title IX office/website.

Withdrawing from the Course:

If you drop this class, you are responsible for withdrawing and verifying your withdrawal. If you do not follow proper withdrawal procedures and you stop attending and/or completing the work, you may receive a failing grade.

COVID-19 ADJUSTMENTS

I will do my best to be accommodating to everyone's needs during what will likely be a very challenging semester physically and emotionally for all of us. Please remember to be patient, respectful, and kind to yourself, your classmates, and your instructor!

Potential University Wide Changes to Teaching Formats

If the University chooses to change the format of instruction for all or part of the semester, I will provide specific instructions about how the assignments and course interactions will adjust to an online format.

Individual Concerns. Quarantine, etc.

Without a doubt, at some point during the semester, some of you will find yourselves unable to attend class because of potential exposure to COVID-19 or other concerns. As long as you are not symptomatic and/or too ill to be able to handle coursework, you are expected to continue participating in the class. If you are stuck at home, then you will need to log into the course zoom meeting for that particular day and participate in the course remotely (I have included these links on the syllabus). If you do not wish to have your image on the screen, you may turn off your video, but you should add to class discussion with audio (or through the chat function if absolutely necessary) and will still be held responsible for active course participation. We will all do our best to make this feel as normal as possible, but glitches and challenges are certain to arise.

IMPORTANT REMINDER ABOUT FACE-TO-FACE COURSES

Although accommodations will be made for students who are unable to attend the class in-person, you must remember that this is, first and foremost, an in-person class. Thus, you are expected to be in the classroom unless extenuating circumstances prevent this (and you should discuss these circumstances with me as soon as possible).

ASSESSMENT***Participation***

Your participation in class discussion is a significant part of your grade and is **not optional**. I will take attendance every class period and your presence is vital to your success and the overall success of the course. You must earn your participation grade; you do not get a C for showing up to class. Rather, your grade will be assessed based on the quality and quantity of your participation in discussions as well as your overall attentiveness (remember that you cannot earn participation points if you are not there). If you have a particular concern about participating (such as a diagnosed anxiety disorder) please speak with the Office of Accessibility Services ASAP to discuss

strategies and options. If you wait until the end of the semester, I will not be able to assist you.

General Rubric for Grading Participation: This rubric is provided for you as a guide to gauge your participation throughout the semester. Please remember that not all items listed are applicable to all students and it is not always necessary to exhibit each characteristic in order to earn the associated grade.

- A: Attends class regularly and is well prepared. Takes good notes and/or remains consistently engaged in classroom activities. Asks meaningful questions regularly. Provides comments and new information in a consistent and equitable manner. Interacts with a variety of participants. Reveals a solid understanding of the topic and readings as evidenced by thoughtful responses and questions.
- B: Attends class regularly and is prepared. Takes good notes and/or remains consistently engaged in classroom activities. Asks meaningful questions regularly. Provides comments and some new information consistently. Interacts with a variety of participants. Reveals an adequate understanding of the topic and readings as evidenced by comments that rarely contain only superficial knowledge.
- C: Attends class regularly and is usually prepared. Takes notes and/or is mostly engaged in classroom activities. Asks meaningful questions on occasion. Sporadically provides comments and new information. Interacts with other participants. Reveals a shallow understanding of the topic and readings as evidenced by loosely related comments.
- D/F: Attendance is spotty and/or is rarely prepared. Does not demonstrate active engagement with the class. Rarely asks meaningful questions. Provides minimal comments and information to other participants. Reveals a lack of understanding of the topic and readings as evidenced by irrelevant or absent comments.

Other Assignments

Throughout the course, there will be other in-class assignments at my discretion. These assignments will be tabulated as part of your participation grade.

Weekly(ish) Quizzes

At the end of most weeks, you will complete a short (20-30 minute) quiz on eCampus that will ask you to reflect on the readings and concepts that we discussed the last few classes. Only eight of your quizzes will count towards your final grade (so your lowest scores will be dropped if there are more than 8 quizzes)

Critical Issues Project

This project will be completed in several different stages throughout the semester. Details will be provided on a separate assignment sheet.

Critical Issues Presentation

During the last few meetings of the course, each of you will give a brief presentation about your final projects in the course. More information will be provided in a separate assignment sheet.

Assessment Breakdown

A	1000 – 900	(100% - 90%)	D	699 – 600	(69.9% - 60%)
B	899 – 800	(89.9% - 80%)	F	599 – 0	(59.4% - 0%)
C	799 – 700	(79.9% - 70%)			

8 quizzes x 40 points (lowest 2 scores dropped)	320 points
Participation & Other Assignments	150 points
Critical Issues Project	
Part 1: What's the problem?	70 points
Part 2: How did we get here?	70 points
Part 3: What do we do about it?	70 points
Final Revised Project	220 points
Critical Issues Presentation	100 points

	1000 points

COURSE LEARNING OUTCOMES

(What you should learn and/or be able to do by the end of this class)

- Understand historical and contemporary movements for women's rights as well as related movements seeking to eliminate end inequality and oppression
- Analyze the ways in which gender is socially constructed and intersects with other identities such as race, ethnicity, sexuality, age, nationality, and ability.
- Examine and analyze how power and privilege are institutionalized, thus reproducing and diffusing systems of inequality and discrimination throughout American society and the "west" more generally

WGST PROGRAM OBJECTIVES

(How this course contributes to the overall expectations for WGST majors & minors as well as the ways that these expectations will be assessed)

- Content Objectives
 - Demonstrate how gender, class, race, ethnicity, age, sexuality and sexual identity shape experience and reflect societal constructs.
 - Class discussion (in-person and/or online), quizzes, oral presentation, essay
- Skills Objectives
 - Use critical thinking skills to formulate and defend positions by developing, supporting and presenting the information in written and oral form
 - Essay, quizzes, oral presentation
 - Use critical reading skills to analyze, dissect, and criticize, and reflect on arguments to demonstrate an understanding of the scholarship and theoretical underpinning of the field of women's and gender studies.
 - Class discussion (in-person and/or online), quizzes, oral presentation, essay

SCHEDULE

Assignments & schedule may be adjusted at the Instructor's discretion
[EC] indicates that the reading is available on eCampus

Readings/Assignments must be completed by the date listed

ZOOM LINKS ARE PROVIDED FOR EACH DAY ON ECAMPUS

DATE	TOPIC	READING	ASSIGNMENT
WEEK 1			
T 1/19	Intro to Course		
TH/ 1/21	"Pre-history" of feminism	<ul style="list-style-type: none"> Johnson, <i>The Gender Knot</i>, chapter 1 [EC] 	
WEEK 2			
TH 1/26	"Pre-history" of feminism	<ul style="list-style-type: none"> Sor Juana Inés De La Cruz, "You Men" [EC] Mary Wollstonecraft [EC] Declaration of Sentiments [EC] Sojourner Truth, "Ain't I a Woman?" [EC] 	
T 1/28	"Pre-history" of sex	<ul style="list-style-type: none"> Emily Martin, "The Egg and the Sperm" [EC] 	Complete Quiz 1 on eCampus by 11:59 PM on Sun. 1/31
WEEK 3			
T 2/2	Origins & connections	<ul style="list-style-type: none"> Owens, <i>Medical Bondage</i>, Introduction 	
TH 2/4	Origins & connections	<ul style="list-style-type: none"> Owens, <i>Medical Bondage</i>, Chapter 1 	Complete Quiz 2 on eCampus by 11:59 PM on Sun. 2/7
WEEK 4			
T 2/9	Origins & connections	<ul style="list-style-type: none"> Owens, <i>Medical Bondage</i>, Chapter 2 	
TH 2/11	NO CLASS – UNIVERSITY WIDE		Complete Quiz 3 on eCampus by 11:59 PM on Sun. 2/14
WEEK 5			
T 2/16	Origins & connections	<ul style="list-style-type: none"> Owens, <i>Medical Bondage</i>, Chapter 3 	

TH 2/18	Origins & connections	<ul style="list-style-type: none"> Owens, <i>Medical Bondage</i>, Chapter 4 	Complete Quiz 4 on eCampus by 11:59 PM on Sun. 2/21
---------	-----------------------	--	---

WEEK 6

T 2/23	Complicating the history of Feminism	<ul style="list-style-type: none"> Cobble, Gordon, & Henry, <i>Feminism Unfinished</i>, pgs 1-36 	
TH 2/25	In their own words	<ul style="list-style-type: none"> Goldman, "The Tragedy of Woman's Emancipation" [EC] MacClean, <i>The American Women's Movement</i>, pgs. 47-57 (docs 1-3); 155-157 (doc 35) 	Complete Quiz 5 on eCampus by 11:59 PM on Sun. 2/28

WEEK 7

T 3/2	NO CLASS – UNIVERSITY WIDE		
TH 3/4	Complicating the history of Feminism	<ul style="list-style-type: none"> Cobble, Gordon, & Henry, <i>Feminism Unfinished</i>, pgs. 37-65 	Submit Part 1 of Critical Issues Project on eCampus by 11:59 on Sun. 3/7

WEEK 8

T 3/9	In their own words	<ul style="list-style-type: none"> MacClean, <i>The American Women's Movement</i>, pgs. 58-76 (docs 4-9) 	
TH 3/11	Complicating the History of Feminism	<ul style="list-style-type: none"> Cobble, Gordon, & Henry, <i>Feminism Unfinished</i>, pgs. 69-100 	Complete Quiz 6 on eCampus by 11:59 PM on Sun. 3/14

WEEK 9

T 3/16	In their own words	<ul style="list-style-type: none"> MacClean, <i>The American Women's Movement</i>, pgs. 76-79; 82-96 (docs 10, 12-17) 	
TH 3/18	Complicating the history of Feminism	<ul style="list-style-type: none"> Cobble, Gordon, & Henry, <i>Feminism Unfinished</i>, pgs. 100-142 	Complete Quiz 7 on eCampus by 11:59 PM on 3/21

WEEK 10

T 3/23	In their own words	<ul style="list-style-type: none"> MacClean, <i>The American Women's Movement</i>, pgs. 79-81, 97-113 (docs 11, 18-23) 	
TH 3/25	In their own words	<ul style="list-style-type: none"> MacClean, <i>The American Women's Movement</i>, pgs. 113-116; 146-149 (docs 24, 33) Examine photographs at 	Submit Part 2 of Critical Issues Project on eCampus by 11:59 on Sun. 3/28

		http://catchingthewave.library.harvard.edu/exhibits/show/era/era	
--	--	---	--

WEEK 11

T 3/30	In their own words	<ul style="list-style-type: none"> MacClean, <i>The American Women's Movement</i>, pgs. 117-146 (docs 25-32) 	
TH 4/1	Complicating the history of Feminism	<ul style="list-style-type: none"> Cobble, Gordon, & Henry, <i>Feminism Unfinished</i>, pgs. 147-172 	Complete Quiz 8 on eCampus by 11:59 PM on Sun. 4/4

WEEK 12

T 4/6	In their own words	<ul style="list-style-type: none"> MacClean, <i>The American Women's Movement</i>, pgs. 149-174 (docs 34-40) 	
TH 4/8	Modern feminism in Practice	<ul style="list-style-type: none"> Cobble, Gordon, & Henry, <i>Feminism Unfinished</i>, pgs. 172-203 	Submit Part 3 of Critical Issues Project on eCampus by 11:59 PM on Sun. 4/11

WEEK 13

T 4/13	Modern feminism in Practice	<ul style="list-style-type: none"> Cobble, Gordon, & Henry, <i>Feminism Unfinished</i>, pgs. 203-219; 227-231 	
TH 4/15	Modern feminism in Practice	<ul style="list-style-type: none"> Munro "Feminism: A Fourth Wave?" [EC] Henderson "What Propels Cancel Culture" [EC] 	Complete Quiz 9 on eCampus by 11:59 PM on Sun. 4/18

WEEK 14

T 4/20	Open topic	<ul style="list-style-type: none"> Readings determined by the topic selected by the class 	
TH 4/22	Open topic	<ul style="list-style-type: none"> Readings determined by the topic selected by the class 	Complete Quiz 10 on eCampus by 11:59 PM on Sun. 4/25

WEEK 15

T 4/27	Feminism in Practice	<ul style="list-style-type: none"> PRESENTATIONS 	
TH 4/29	Feminism in Practice	<ul style="list-style-type: none"> PRESENTATIONS 	

FINAL EXAM

Submit Revised Critical Issues Project on eCampus by 11:59 PM on Tuesday May 4th			
--	--	--	--

