Introduction to Women’s Studies
Dr. Andrew Joseph Pegoda

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Course Description: Introduction to Women’s Studies is an interdisciplinary survey-seminar that explores anthropological, biological, cultural, historical, philosophical, political, psychological, sociological, theological, and other theoretical perspectives related to sex/gender and sexuality, generally, and women, specifically, with a focus on the geopolitical area called the United States during the 20th and 21st centuries. In particular, we will examine essentialism and social constructionism; feminist and queer theory; feminist manifestos; differences between sex and gender; differences between men, women, and other people; health care; reproductive rights and abortion; children, family, and marriage; sexuality and love; rape, rape culture (or “dick culture”), and violence; sexual harassment; work and pay; women and religion; representations of gender in advertising, in movies, and in music videos; body image; eating disorders; women and fiction; women and privilege/oppression; female masculinities; global manifestations of feminism; and other topics according to the professor’s and students’ interests and needs. We will look at how and why such social roles, identify formations, and experiences vary according to times, places, and intersectionalities--especially, citizenship, class, race, religion, sex, sexuality, gender, and (dis)ability--and positionalities. We will consider various ethical positions on important and contemporary issues and grapple with how such impact our social and personal responsibility as people in a world very much entrenched in notions of sex/gender.

Prerequisites: Students must have already completed ENGL1304 or the equivalent.

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1 This syllabus is tentative. Dr. Pegoda reserves the right to change any part of the course requirements, policies, deadlines, topics, etc. Students are responsible for keeping track of changes.

Students are welcome to address me as “Dr. Pegoda,” “Professor Pegoda,” or “Professor.” “Mr. Pegoda” is always unacceptable. Please read the following link, if interested, for information on why professors use such titles: https://andrewpegoda.com/2017/03/04/11-reasons-why-i-go-by-dr-pegoda-in-the-classroom-and-professionally-depending-on-the-circumstances/.
Course Objectives and Learning Outcomes:
This course is CORE approved for Language, Philosophy, & Culture requirements and, therefore, must meet certain objectives and requirements per University of Houston and per State of Texas guidelines. Language, Philosophy, & Culture courses—even for students who have already fulfilled said CORE requirements—are reading and writing intensive and focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience; explore ideas that foster aesthetic and intellectual creation in order to understand human conditions across cultures; and emphasize 1) critical thinking skills—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information; 2) communication skills—to include effective development, interpretation and expression of ideas through written, oral, and visual communication; 3) personal responsibility—to include the ability to connect choices, actions, and consequences to ethical decision-making; and 4) social responsibility—to include intercultural competence, knowledge of civic responsibility, and ability to engage effectively in regional, national, and global communities.

This course is also designed to prepare interested students for an interdisciplinary major in Women’s, Gender, and Sexuality Studies or for an interdisciplinary minor in Women’s Studies. Of course, students are welcome to take this course as an elective, too.

Students will attain—through lectures, discussions, and primary and secondary texts (e.g., fiction and nonfiction, alphabetic and non-alphabetic)—and demonstrate—through a variety of written, creative, and oral assessments—knowledge about women and sex/gender. Students will also increase their written and oral communication and critical thinking abilities.

More specifically, by the end of the semester, students will have honed the ability to:
• understand the purpose of Women’s, Gender, and Sexuality Studies;
• understand the causes of, dynamics of, definitions of, and implications of sex/gender and sexuality in public/institutional life and private life, as well as the lived experiences of individuals as seen through the lens of sex/gender, sexuality, and feminist and queer theory;
• understand/analyze the intersections of citizenship, class, race, religion, sex/gender, sexuality, and (dis)ability and their function in a multicultural, global society, as well as representations of such;
• understand the role of critical thinking in their reading, speaking, and writing, which includes identifying, analyzing, and making arguments, applying a working knowledge of feminist and queer theory to texts, and utilizing interdisciplinary research methods;
• understand the relationship between scholarship and activism in WGSS and the importance of developing their own principles of personal and social responsibility;
• understand and utilize the major course concepts;
• understand the importance of supporting/making statements (whether fact, opinion/subjective, or relative) backed by evidence; how time, place, and point-of-view result in numerous (and valid) perspectives; and the skill of asking complex, yet thoughtful—even unanswerable—questions and the value of “it depends” responses; and
• understand/appreciate “the learning worth crying about” (Dr. Wesch); the role of failure in learning (Professor Tuttle); the decision of “becom[ing] an active owner of your education” (Dr. Diaz de Sabates); and the “the emotional demands of college” (Dr. Pegoda).2

Course Structure:
Class time will generally be devoted to discussing assigned student writings, readings or viewings, and related topics, to viewing various video clips and discussing them, to listening to interactive lectures, to completing small group assignments, and to having conversations about sex/gender, with a focus on women. The priority will always be focused on truly learning (which requires actively reading, discussing, debating, listening, and asking questions). Therefore, students must come to class prepared. **Students must always be taking notes of some kind (preferably in a notebook, especially during discussions) and must have the assigned readings out on their desks.**

Assigned Texts:
- Monique Truong, *Bitter in the Mouth: A Novel*
- Blackboard Readings

Students are expected to read texts before the class for which they are assigned, and they are expected to bring a hard copy of readings to class, if at all possible. Of course, students might have addition readings to complete for individual course assessments. Films and episodes are available at the UH M.D. Anderson Library, the UH LGBTQ Resource Center, Netflix, and/or at various online retailers, often for free with various “free trials.”

The following readings are suggested for further reading:
- *BitchMedia*, [https://www.bitchmedia.org](https://www.bitchmedia.org)
- Michael Bronski, *A Queer History of the United States*
- Bruce Burgett, et al., eds., *Keywords in American Cultural Studies*, 2nd. Ed.
- Cordelia Fine, *Delusions of Gender: How Our Minds, Society, and Neurosexism Create Difference*
- *Feminist Frequency*, [https://feministfrequency.com](https://feministfrequency.com)
- Mimi Marinucci, *Feminism is Queer: The Intimate Connection between Queer and Feminist Theory*, 2nd Ed.
- Andrew Joseph Pegoda, *Without Ritual, Autonomous Negotiations*, [http://DrAJP.com/tag/queer](http://DrAJP.com/tag/queer)
- Steven Seidman, *The Social Construction of Sexuality*, 3rd Ed.
- E.B. White, et al., *The Elements of Style*

Required Supplies:
Students are also required to bring the following to each class: regular-sized white notebook paper; a spiral notebook; blue or black pens; a folder or binder for hard copies of important course material; and occasionally, a laptop computer (students can check one out at the UH M.D. Anderson Library if needed). Finally, students must make use of Dropbox, GoogleDrive, or other similar free service that constantly backup files--students who use such a service will never have to worry about computers dying. Please remember that in college students may need additional supplies as the semester progresses.
Course Requirements:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date</th>
<th>Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>July 10</td>
<td>Pass/Fail Requirement</td>
</tr>
<tr>
<td>Responses</td>
<td>Every Class</td>
<td>30%</td>
</tr>
<tr>
<td>Film Responses</td>
<td>Every Friday</td>
<td>20%</td>
</tr>
<tr>
<td>Identity Analysis Paper</td>
<td>July 21</td>
<td>15%</td>
</tr>
<tr>
<td>Semester Project</td>
<td>August 1 &amp; August 2</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>August 8</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>Every Class</td>
<td>Pass/Fail Requirement</td>
</tr>
</tbody>
</table>

Students are required to **read all** assigned material **before** coming to class and to complete **all** assessments. Given this is basically a 4-week summer course, students should be prepared to devote an average of **4-6 hours outside-class per day** to **reading, writing, researching**, and **thinking**. Specifically, a student’s grade is based on their academic performance on a variety of (mostly low-stakes) assessments, as well as participation. This course utilizes a guessing penalty when a response clearly indicates guessing alone or a paraphrase of the question alone. Any writing students complete in this class is fair game for later class discussions or examples, this semester or in another semester—student anonymity will, of course, be maintained.

**Some specifics:** Because, historically, most student do not read the syllabus as indicated by questions asked and mistakes made, students must take a syllabus quiz (unlimited attempts permitted) in Blackboard and earn a 100% before they can earn any grades or see course content.

Small assessments include in-class and out-of-class responses, mostly in-class quizzes over assigned readings, and include careful responses to assigned Friday Films. Two low response grades will be dropped, and one low film grade will be dropped. Major assessments include a major paper, a semester project, and a take-home essay exam. Separate handouts in Blackboard provide specifics.

**Due Dates and Submissions:** Assessments are due as specified in Blackboard or as announced. All due dates are always Central Standard Time. Every semester students request that assessments be due at a different time: Plan appropriately, and plan ahead, and the stated deadline will be fine. All out-of-class work is only considered “submitted” when submitted online to Blackboard in the appropriate dropbox and in the appropriate format.

**Late Work:** Please note that late work/makeup work is not allowed for any assessments, whether in-class or out-of-class. No exceptions. No excuses. Start early. Be on time. Students who miss just a few small assignments, will be fine. However, exceptions will, of course, be considered prior to deadlines, especially for documented, extended emergencies. Always communicate.

**Extra Credit:** It will be offered occasionally. Students can also receive extra credit for attending relevant events on campus (or with permission, off-campus) and writing an appropriate response. Students should not ask for extra credit. Students are not eligible for extra credit if they skip a major assessment or more than 40% of smaller assessments.
Explanation of Grading Policy:
Students will not receive “number grades,” as is common in Humanities and Liberal Arts classes. Instead, work (especially major assessments) will be assigned a letter grade based on the general course rubric. The “checks” system will be used on less formal assessments. Given that our educational system is based on grades, the letter grades and check grades have approximate numerical values used for purposes of averaging. However, each student’s grades, overall performance, and improvement are manually reviewed before final letter grades are assigned. Students are always encouraged to ask questions about graded work but after 24 hours upon seeing any grade or feedback.

Approximations are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Approximate Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>≈ 98%</td>
</tr>
<tr>
<td>A</td>
<td>≈ 95%</td>
</tr>
<tr>
<td>A-</td>
<td>≈ 92%</td>
</tr>
<tr>
<td>B+</td>
<td>≈ 88%</td>
</tr>
<tr>
<td>B</td>
<td>≈ 85%</td>
</tr>
<tr>
<td>B-</td>
<td>≈ 82%</td>
</tr>
<tr>
<td>C+</td>
<td>≈ 78%</td>
</tr>
<tr>
<td>C</td>
<td>≈ 75%</td>
</tr>
<tr>
<td>C-</td>
<td>≈ 70%</td>
</tr>
<tr>
<td>D+</td>
<td>≈ 68%</td>
</tr>
<tr>
<td>D</td>
<td>≈ 65%</td>
</tr>
<tr>
<td>D-</td>
<td>≈ 60%</td>
</tr>
<tr>
<td>F</td>
<td>≈ 50%</td>
</tr>
</tbody>
</table>

NHI (F) = Not Handed In = 0%

Final grades will be assigned according to the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-</td>
<td>73-76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>67-69</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D-</td>
<td>63-66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

Incompletes are only considered when students have extreme and documented emergencies at the end of the semester, have been passing, and are unable to complete the course for reasons beyond their control.

Withdrawals are possible prior to the published deadlines; however, students should always talk to Dr. Pegoda first. Please keep in mind: The Texas Legislature passed a ruling that limits the number of classes a student can drop during their years as an undergraduate student to six. This policy applies to any student who was a first-time college freshmen in the Fall 2007 or later and who attends a public college in Texas. Students with emergencies or on-going situations may also have the option of taking a Medical Withdrawal, which does not count toward withdrawal limits. For more information, contact provost@uh.edu.

Classroom Etiquette and Special Notes About Participation:
Enrollment in this course acknowledges the intent to learn, and the professor is committed to creating and maintaining an open and productive intellectually engaging learning environment. In college, we celebrate differences and diversity and intersectionalities. This class and my office will always be a safe place and judgment free zone. However, at the same time, we must create collective...
spaces together where we are challenged and uncomfortable at times. In humanities and liberal arts classes, there are not “exact” answers.

Professors--and students--have the academic freedom to discuss anything they desire within the bounds of common decency and good taste, as related broadly to course themes. Given the nature of college classes, readings, videos, and other course materials will sometimes address “taboo” or explicit content. Readings, videos, images, and discussions, etc., will provoke strong feelings, as they should. We will consistently discuss ableism, ageism, classism, colonialism, ethnocentrism, imperialism, racism, sexism, etc., as well as other forms of violence and trauma. “Trigger” warnings, per se, will not be provided, as they make assumptions about what will or will not “trigger” those for whom such disclaimers are intended to consider. Students who are triggered by certain types of content should discuss this with the professor and make use of free on-campus resources, if relevant. On this note, the class has the option of developing a “safe word” that can be used by anyone, at anytime when the conversation is legitimately getting entirely too intense and too much for them (“pineapple” has been used by a previous class). Our reactions will vary by age, experience, and interest and should provoke anger or disgust or curiosity or sadness and many other feelings. Discussing these feelings and reactions (and learning from them) in a respectful, open-minded way is vital. Students should also remember that they do not yet know enough to “disagree,” per se, with the methods and theories with which scholars study and share knowledge.

Text-messaging, surfing the Web, answering phones, talking out of turn, and other behaviors that impede learning are prohibited. Students are responsible for knowing and following common sense. Disruptive students will be instructed to leave class. Being “present” counts as: arriving on time and remaining the entire period; coming prepared with copies of assigned readings out on the desk; access to paper and blue or black pens, etc; actively taking notes; behaving appropriately; having informed contributions; and completing miscellaneous in-class work with satisfactory performance; etc. Students are, of course, welcome to bring drinks and snacks to class, as well as use technology to enhance the learning process. There are no “excused absences.” If you are contagious, please do not come to class or to office hours! Except for on-going situations, students do not need to email if they will miss one class. Students who have SEVEN or more absences, as defined here, will receive an “F” in the class. Students who have perfect/near perfect attendance, who regularly volunteer with questions and answers, who help break the ice, who actively listen to others, and/or who are respectful toward all will typically receive an “A” in participation. Students with concerns should ask. Please note: If a student makes an appointment to meet outside of regular office hours and skips that appointment that will count as an absence. Any absences that occur when a guest speaker is scheduled and announced count double.
**Additional Specific Requirements for Assessments:**
For in-class hand written assessments, students must write clearly using complete sentences, using regular blue or black ink, and using regular-sized white paper. No pencil, no pink, no purple, no neon blue – any other work will not be graded. It is unprofessional and hurts the professor’s eyes. Work submitted without a (clearly written) full name will also not be graded. No white-out either, please – simply, scratch out mistakes. Write on every line, too.

**Out-of-class and typed assessments must follow college conventions.** This includes using the specified format. Spelling, grammar, and format count—use Academic English. Additionally, use paragraphs and creative titles for assignments! Note that one of Dr. Pegoda’s top “pet peeves” is writing less than the required amount—not because quantity is better than quality but because too many students don’t write enough and there is always room to expand the analysis.

Students are responsible for reviewing and following the guidelines in the document posted titled, “Guidelines for Writing in Dr. Pegoda’s Classes.”

All assessments must show understandings of course concepts as we cover them and as appropriate. Likewise, when reviewing graded work, students should apply any comment in any specific place to the entire assessment and to all future assessments, as relevant.

**Group Me Enrollment & Communication with Dr. Pegoda:**
Communication is important! Students are required to enroll in the course GroupMe chat account (“WGSS2350 SU18”), which can be accessed through the app or through the website. Students can join by visiting [https://groupme.com/join_group/41615361/06r7VJ](https://groupme.com/join_group/41615361/06r7VJ) or by scanning the code provided on the left. Students should use this group chat to ask general administrative questions, to seek clarification on a concept, to share something interesting related to course topics, or (if students wish) to let us know if they will miss class.

Dr. Pegoda will use the Blackboard Announcements feature to distribute official announcements and updates--such will be emailed to whatever email address students have given the University and will be archived in Blackboard.

Students are more than welcome to visit with Dr. Pegoda during office hours or as time allows, before/after class sessions. Students are also welcome to email Dr. Pegoda to discuss more individual or private matters or to send a draft of minor or major assessments before due dates. As Dr. Pegoda receives a lot of email, students should include their full name, class, and class time in the body of messages when emailing. Students should not email to ask for extra credit, to explain one absence, or to ask a question that can quickly be answered by posting in GroupMe, by asking in class, by looking at the syllabus, or by looking at Blackboard Announcements, for example. Emails will generally be answered very quickly but always within 48 hours--if students have not received a reply within that amount of time, they should resend the email as it was not received. Keep in mind Dr. Pegoda receives 100-150 emails each day; therefore, replies will sometimes be very concise! Students are also welcome to follow Dr. Pegoda on Twitter, Facebook, Wordpress, etc.

Twitter: [@AJP_Phd](https://twitter.com/AJP_Phd)
Web: [andrewpegoda.com](http://andrewpegoda.com)
FB: [facebook.com/AJPPHD](https://www.facebook.com/AJPPHD)
If students receive a personal email from Dr. Pegoda, a prompt reply is expected.

**Blackboard Notice:**
Students must familiarize themselves with Blackboard and sign in several times each week, as it will be used to distribute announcements, assessments, reading assignments, handouts, grades, etc. Students will complete some assessments within Blackboard, too. Students should always confirm that the grade listed under “My Grades” is correct. Technical problems with Blackboard should be reported to the appropriate HelpDesk, not to Dr. Pegoda. Technological issues at the last minute will not result in an exception to the aforementioned no late work/no makeup work policy.

**Accommodations:**
In compliance with the 1974 Rehabilitation Act and the Americans with Disabilities Act of 1990, the Center for Students with DisABILITIES (CSD) provides “reasonable and necessary” accommodations for qualified students with health impairments, physical limitations, psychiatric disorders, and learning disabilities. Students who want to know more about these services should consult the Student Handbook or should contact CSD in the Justin Dart, Jr. Center for Students with DisABILITIES (Building #568), 713.743.5400 (voice), 713.749.1527 (TTY), or www.uh.edu/csd.

Specifically, as a queer, crip, feminist educator, Dr. Pegoda is committed to creating equitable opportunities and will attempt to provide reasonable academic accommodations to students who request and require them. Students must first register with the CSD and then present documentation to the professor during the first week of class or as soon as a disability arises. Students are responsible for providing paperwork and handling communication between the professor and the CSD, as well as reminding the professor about accommodations. Students with service dogs or emotional support dogs must communicate their needs with the professor.

However, Dr. Pegoda encourages all students to communicate about any difficulties or needs. Granting extra time on an out-of-class assessment before the deadline is usually possible when students ask. Most “accommodations” can be made easily. Dr. Pegoda also understands that the Medical Industrial Complex and the flawed “Medical Model of Disability” do not make healthcare accessible.
or comfortable for all people and can frequently find ways to help any and all students and also understands that life--including major events--happens.

**Academic Honesty, AKA Cheating:**
Students are expected to abide by the highest standards of academic honesty. For all course assessments and discussions, students are also prohibited from any form of cheating or plagiarism or the appearance of any form of cheating or plagiarism. Violations will usually result in an automatic “F” for the class. NO EXCEPTIONS. Note that this course uses plagiarism detection software. Students who stay on top of their studying, ask good questions, work ahead, and complete assessments as instructed should have no problem. For this course, students must always do their own work and must always clearly acknowledge the origin of all information.

Specifically, as per the Academic Honesty Pledge for this class, students agree to the follow conditions when submitting any work:

- I completed any required readings or viewings necessary for this assessment.
- I did my own research, using assistance only from librarians or Dr. Pegoda, if applicable. (It is acceptable to have a classmate, friend, or writing tutor read your completed paper and provide general feedback.)
- The ideas in this written work are mine and mine alone. When presenting others’ ideas, I have cited them properly.¹
- I did not seek nor provide any assistance to other students in this course (current or former students) while preparing or writing this assessment beyond having another student read my completed paper and provide general feedback for final revisions.
- I did not buy this paper or pay someone to write this paper.
- I did not use any kind of paraphrasing website or tool that generates sentences or paragraphs.
- I did not reuse any work written by someone else or written by me for a different class or a class in a different semester or institution.
- I did not manipulate any fonts or margins in order to make my paper appear longer.
- I understand that if any part of this work is plagiarized or I violate any of the above points of the Academic Honesty Pledge, the penalties are potentially very severe, likely including a 0% on this assessment, an “F” for the semester, a report submitted to the university, and possible expulsion from the University of Houston.

Students who have questions should ask. Students are responsible for policies in the student handbook, as well as common sense. Again, however, students who study and do their own work, will be just fine.

³ If students adopt to use electronic versions of texts (such as Kindle), it is understood page numbers might be slightly off. This is not a problem.
Gender and Violence:
According to various University of Houston System and federal policies, employees at the University of Houston are considered “Responsible Employees.” Title IX requires that faculty who become aware of a student who has experienced any form of sexual harassment, sexual assault, or relationship violence—as defined by the person sharing the information—report such information to the Title IV Coordinator, Dr. Richard Anthony Baker. This includes any information shared with faculty, even information in an assessment or discussion. Given the nature of the university experience and of life, such examples might come up during a discussion. Students are welcome to discuss any such example in the third person: “My friend…” HOWEVER, the University of Houston System is especially concerned about any type of sexual violence—including harassment or stalking in-person or online, hazing, or rape, that might have occurred on campus and/or between students.

Students with questions about this should speak with Dr. Pegoda. They may also speak with Dr. Baker at 713.743.8835 or at eos@uh.edu. The University’s Women and Gender Resource Center’s Ashely Griffin is a confidential resource for faculty, staff, and students. Ms. Griffin can be reached at 713.743.1076 or at agriffin3@uh.edu. This center also has free resources and information related to all aspects of sexual/personal health.

Counseling and Psychological Services Statement:
CAPS can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. Students may reach CAPS by visiting www.uh.edu/caps or by calling 713.743.5454 during and after business hours for routine appointments or if they or someone they know is in crisis. No appointment is necessary for the “Let’s Talk” program, a drop-in consultation service at convenient locations and hours around campus.

In addition, the following contact information might be useful: UHPD/Emergency Number 713.743.3333 (students are advised NOT to call 911 if they are on campus—instead call the UHPD—the response will be quicker); Student Health Center 713.743.5151; LGBTQ Resource Center 832.843.6191; Center for Diversity and Inclusion 713.743.6047; Cougars in Recovery 713.743.5862; UH Wellness 713.743.5430; Trevor Lifeline 866.488.7386 or http://www.thetrevorproject.org/pages/get-help-now. If students would like to “talk” with someone but would prefer to text, visit: https://www.crisistextline.org/texting-in.

Students who find themselves in an emergency financial situation might have the option of borrowing $500 from the Dean of Student’s office with interest at a rate of 1 percent per month. For more information, please visit http://www.uh.edu/dos/advocacy-support/emergency-loan/.

The Writing Center and Other Support Services:
The University of Houston Writing Center provides individual consultations for students working on all types of writing. Whether it is the first semester or the last, meeting with an expert student writer can provide another perspective on papers or projects and in navigating the writing process from brainstorming to perfecting a final draft and any state in between. You can make an appointment by visiting www.uh.edu/writingcenter or by calling 713.743.3016.
LAUNCH. For help on the mechanics of papers (grammar, punctuation, etc.), students should visit Learning Support Services (LSS) located in Cougar Village, CV N109.

Perseverance Matters:
Welcome to my class! Students who attend class, start early and plan, who read the required readings, who participate in online discussions, who engage regularly with Dr. Pegoda, who study actively and deeply, who follow the instructions, and who demonstrate critical thinking, for example, will have no problem earning a high grade. Students who make good-faith efforts to complete course assessments and who participate and learn are (almost) guaranteed to pass the class. This course, like a college course should be, is challenging, but very manageable and very rewarding, if students apply themselves and plan ahead. Students are welcome to and are encouraged to form study groups.

Copyright Notice:
Unless otherwise noted, all materials are the intellectual property of the professor and are copyrighted. Individuals are prohibited from being paid for taking, selling, or otherwise transferring for value, class notes or other information made during this course to any entity. In addition to legal sanctions, students found in violation of these prohibitions may be subject to disciplinary action from the administration. Copyrighted © Dr. Andrew Joseph Pegoda, 2007-2018. All copyright protections reserved for all original material presented in this course.
The androgynous mind is resonant and porous; it transmits emotion without impediment; it is naturally creative, incandescent, and undivided.

Tentative Course Calendar:
Required readings and viewings are posted in Blackboard. Students are required to study such texts before coming to the class for which they are assigned. Every class has assigned texts.

7/9: Introductions
7/10: Feminism and Women’s Studies for Everyone
7/11: Privilege/Oppression
7/12: Problem with No Name, Visibility/Invisibility
7/13: The Hours (2003, director: Stephen Daldry)  
****We will meet online for class 7/13. Watch this film on your own, all are available online.****
7/16: Sexuality and Sexual Orientation
7/17: Institutions: Family, Law, Religion
7/18: Abortion and Healthcare
7/19: Feminist and Queer Theory/100 Objects Project
7/20: Real Women Have Curves (2002, director: Patricia Cardoso)  
****We will meet online for class 7/20. Watch this film on your own, all are available online.****
7/23: Body Image
7/24: Women and Work
7/25: Toxic Masculinity and Sexual Violence
7/26: Cultural Representations of Gender
7/27: Mildred Pierce (1945, director: Michael Curtiz)  
****We will meet online for class 7/27. Watch this film on your own, all are available online.****
7/30: Short Fiction by Women
7/31: Bitter in the Mouth
8/1: Presentations
8/2: Presentations
8/3: Orlando (1993, director: Sally Potter)  
****We will meet online for class 8/3. Watch this film on your own, all are available online.****
8/6: Conclusions

Important University Dates:
7/9: Opening of Summer 2018, Session 4 semester; 7/10: Last day to add a class; 7/12: Official Reporting Day—last day to drop a class/withdraw without receiving a grade; 7/30: Last day to drop/withdraw with a “W”; 8/6: Last day of classes; 8/7-8/8: Final exam periods; 8/8: Closing of semester
For this assessment, students will write a paper of at least FOUR pages (longer is fine – but the paper must be four full pages) that provides an in-depth analysis of their identity. This paper must focus on intersectionality and positionality, where intersectionality refers to a person’s various identities and their overlapping, interconnected nature and where positionality refers to the socially constructed nature of identities/to the institutions that make such identities possible and whether such identities—collectively and individually—are “positions” of privilege or of oppression.

Students should use the following to think through their identities and the related meanings. There is no need to “answer” these questions, per se—definitely do not answer each question one-by-one—but papers must address intersectionality and positionality. Papers must also flow and have appropriate introductions and conclusions. Addressing normativity, significance, power, and as many possible explanations and meanings is also vital. Avoid generalizations.

Who are you? What is the history of your identity? Have you changed? Have you always been the same? Why or why not? How would you describe yourself? How do you identify yourself to others? How do others see you? Who are you to your friends, to your family, to strangers, to students at UH, to yourself? Who are they to you? Who are you at school, work, or other locations, such as church or the gym? What about ableness, citizenship, class, race, religion, sex/gender, sexuality? When did you become aware of such categories? What categories are important to how you view yourself vs. how society sees you/wants you to see yourself? How do such categories shape experiences and opportunities and limitations? How does society position you and these identities? How do identities uphold or challenge popular mores and the status quo? How might such vary by time and place? What are the implications of all of the above? What values/cultural myths are involved?

Read carefully. Write carefully. Start early. Work independently on this project – see the Academic Honesty Pledge on the syllabus for specifics.

This assessment is due no later than Saturday, July, 21, 2018, at 11:59 pm. The paper is only to be submitted to Blackboard. No late work! Papers may be submitted early. Additionally, Dr. Pegoda will happily go over papers and provide feedback before the deadline so that students have an opportunity to improve. Students seeking early feedback should contract the professor before the due date. Additionally, students must read and follow the information in the document titled, “Guidelines for Writing in Dr. Pegoda’s Classes.” This document has vital information about expectations regarding content, format, etc.

Students should make sure that their papers are informed by understandings of the material covered, thus far. If they wish to specifically reference a discussion or reading, use the appropriate parenthetical citation. For example, a citation could be in this sentence (Ward 34). Or new sentence (Class notes 9/13).

I look forward to reading your papers! 🌟
For this assessment, students will complete a project of their choosing, in a format of their choosing—provided the topic relates to some aspect of Women’s, Gender, and Sexuality Studies and it utilizes at least some outside research, preferably with both primary and secondary sources, as possible/according to the topic at hand. The professor fully understands that only so much can be completed in four weeks, but students are still expected to be creative and to spend substantial time on this semester project.

Possible formats include: cornell boxes or other displays, foods, games, lyrical or orchestral music, paintings or sculptures or videos, skits, and/or a traditional paper.

Possible research sources include: cultural artifacts, demonstrations, experiences, interviews, newspaper articles or blogs, observations, social media posts, census data, and/or academic articles.

Be creative! The sky is the limit! Do something that’s new, different, creative. Stay safe!

The semester project is 20 percent of a student’s course grade. All components are required.

What’s required?

- Students will select a topic they have not previously written about here at UH or elsewhere.
- Students will submit a proposal by Saturday, July 14, 11:59 PM. The brief/informal proposal should include what topic(s) students plan to explore, what format(s) they plan to use, and what questions they have about the project.
- Students will submit updates by Saturday, July 21, 11:59 PM and Saturday, July 28, 11:59 PM. The brief/informal update should include what progress has been made during the past week, any changes from the proposal as to topic and format, and any questions students have about the project.
- Students will submit evidence of their project by Wednesday, August 1, 11:00 AM.
- Students will submit a list of sources used for the project in an appropriate format by Wednesday, August 1, 11:00 AM: Bibliography (Chicago), Works Cited (MLA), References (APA).
- Students will share their findings/projects with the class in a formal 5-6 minute presentation by August 1 and August 2.
- Students will submit a brief written reflection detailing what they completed and why and what was accomplished and reflecting on the experience by Saturday, August 4, 11:59 PM.

Additional details will be provided as warranted.
For this assessment, please write an essay of at least five full pages that responds to the following in a coherent essay.

What have you most learned? Why is Women’s, Gender, and Sexuality Studies important, and what, in your opinion, is specifically most important? What does it mean to be a woman, to be something else, to be a man? What kind of accomplishments, struggles, and experiences do people have based on gender and sexuality? How do cultural texts—songs, films, novels, short stories—show the hopes and fears of society based on gender and sexuality? What should Women’s, Gender, and Sexuality Studies focus on in the future?

Please follow the guidelines in the handout “Writing in Dr. Pegoda’s Classes.”

Essays should only use material assigned, shown, or discussed during class this semester. Prior knowledge is also welcome.

Specifically, please cite at least six different readings from the textbook. Use a regular parenthetical citation with the reading number in parenthesis as indicated in the following (Reading 25).

Please cite additional articles and videos assigned or shown in class at least ten times. Use a regular parenthetical citation with the author’s last name or an abridge version of the title. Mentioning the author or song/etc in the sentence is also fine.

Please cite at least two of the Friday Films. Simply, name the film or discuss the characters.

This essay is due no later than Wednesday, August 8, 2018, at 11:59 pm.
Based on the readings due for class today, please answer the “all groups” question and the question that corresponds with your assigned group.

Please be sure to consider at least the following terms as you develop responses, as covered in class 7/9 or 7/10: binary, history and History, intersectionality and positionality, IWSC(H)P, “the Other”

1. When and why did women’s studies emerge? What did it look like in its first few decades? Who were Artemisia Gentileschi, Nannerl Mozart, Christine de Pizan, and Bayard Rustin, and why were they erased from History?

2. What are the implications of women’s studies for men?

3. What is the importance of “voice” and education when thinking about women and their life experiences?

4. How are the concerns of women’s studies different when looking at women of Color and trans or non-binary women? What does Audre Lorde’s—“the master’s tools will never dismantle the master’s house”—mean? How have Black women faced unique struggles?

5. How are the concerns of women's studies different when looking at women outside of the United States?

6. How should we define “feminist” and “feminism”? Is an all-inclusive definition possible? What are the consequences of various existing definitions? Have these definitions been successful? What does it mean to be a “bad feminist”? What is the “best” kind of feminist to be?

All Groups: What is the best way to further make feminism and women’s studies truly for everyone?
Please answer the question number that corresponds with your group number. Please also answer the all groups question.

1. What are sexual needs? How do these vary for by age, gender, sexuality, etc.? What is the difference between sexual attraction, sexual identity, sexual behavior, and sexual opportunity?

2. What problems exist with popular links between science/essentialism and being born with a sexuality? What does it mean when we say sexuality is fluid and exists on a spectrum? How is being “gay,” “lesbian,” “queer,” etc., sometimes more of a political identity?

3. How are gay men both oppressed and oppressors? Do you have any personal experience with sexist and racist gay men? How do queer people demonstrate horizontal hostility toward other queer people?

4. What is “slut-shamming”? How is the concept of “virginity” problematic? What even is “virginity”?

5. What is the difference between a really close friendship and a romantic relationship? Which is more important? Are concepts of the “incest taboo” and “lesbian continuum” helpful?

6. How does society police and politicize the sexuality of people, especially women and queer people? What is “normal” sexuality? What are the consequences of this? As robots “take over,” can humans ethically have sex with a robot?

All groups question: How do the forces at be create a state of “compulsory heterosexuality”? Can you think of other such “compulsory” forces?
Please answer the question number that corresponds with your group number. Please also answer the all groups question.

With these questions, I’m really wanting to hear about your experiences and thoughts!

1. What are the healthcare needs of women and non-binary or genderqueer people? How do these differ from men? How do these vary by age? by race? by class? How available/accessible is this healthcare, and what variables impact this?

2. What struggles do women (and men, especially disabled or gender non-conforming men) face when attempting to be treated fairly by the Medical Industrial Complex (i.e., doctors, nurses, insurance companies, pharmacies, etc.)? How are these complicated by race and sexuality?

3. What does it mean to be “pro-life”? What does it mean be to be “pro-choice”? What are your thoughts about these positions as they are discussed in everyday life? Do people who say they are “pro-life” or “pro-choice” truly hold these positions? What might a more effective middle ground be between this binary?

4. Why is abortion an important right for women to have? Why is abortion so controversial?

5. What kind of self-care are women told to do vs. what they do vs. what they can do? Is self-care important to you or something you strive to do? Is self-care just one more thing we’re told to do but can’t really do because of “all of the above”?

6. How is healthcare, especially for women, politicized? What kind of activism have women and their allies participated in? What kind of activism is needed? Do you have any experience in healthcare activism?

All groups: Are there any questions or particular concerns you have about women, gender, and sexuality and healthcare?
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Please answer the question number that corresponds with your group number. Each set also has some additional short articles to read.


Each group will receive two of the following terms. Based on the readings, prior knowledge, and additional research, please prepare to share with the class what the term means and the importance to Women’s, Gender, and Sexuality Studies.

Additionally, please consider the following as you work: What kind of work do people do, and how does this vary based on intersectionalities (especially, sex/gender, sexuality, and race)? How and why is this work valued and/or devalued?

- Crip Time
- Double Day / Second Shift
- Family and Medical Leave Act
- Glass Ceiling
- Industrialism
- Motherhood Penalty
- Pink Money / Pink Capitatem
- Pink Tax
- Public Housekeeping / Social Housekeeping
- Wage Gap
- “White Trash”
- “Women's Work”