WGSS 460 Women and Sexuality  
3 credits

Instructor: Tonia St.Germain, J.D.   Email: stgermat@onid.orst.edu

Prerequisites: (SS) (Writing Intensive Course) WGSS 223 or WGSS 224 and /or instructor approval required.

OSU Catalog Course Description: WGSS 460 will explore the historical, theoretical, and political dimensions of U.S. women’s sexuality with special attention to women’s experiences of difference, power, and discrimination around sexuality. The course will examine basic assumptions about meanings of women’s sexuality, social construction and control of women’s sexuality, and intersections of race, class, age, and ability with women’s sexuality. Specific consideration will be given to the sexual experiences and identities of typically marginalized groups, such as women of color, lesbians, bisexuals, and transgendered persons. The course will also explore women’s sexuality as a site for both oppression and resistance/liberation.

Course Content: This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, Blackboard and otherwise, see http://ecampus.oregonstate.edu/services/technical-help.htm. Please monitor Announcements on Blackboard before asking general course questions. If you don't see an answer there, email the instructor. Students are encouraged to email the instructor whenever clarification or assistance is needed. Emails are generally returned within 24-48 hours with the exception of weekends.

Course Timeline: Our week begins on Monday and ends on Sunday at midnight. You will be expected to do required readings, respond on the discussion board, and submit writing assignments within this time frame. Most students find the following work schedule works best for this on-line course:

- Complete the reading by Wednesday or Thursday
- Make your initiating discussion board post on Thursday or Friday
- Draft the writing assignment on Friday or Saturday
- Respond to a classmates discussion board post on Saturday or Sunday
- Proof read and edit your written assignment and submit on Sunday
- All work for the week must be submitted the black board, by midnight, on Sunday

All assignments are due by midnight, Pacific Standard Time (PST).

Commitment to Scholarship: In keeping with the Carnegie rule for academic expectations, students should devote a minimum of three hours per course credit to studying. In an on-campus 3 credit hour course you would spend 3 hours in class per week and 6-9 hours study time per week. Since our work is done on-line you should plan for a minimum of 9-12 hours study time for this course per week.
Outline of Topics and Activities: The instructor reserves the right to make adjustments in the course schedule.

- **Week 1:** Essentialism and Social Construction  
  Due: Discussion board posts (4 points) and Writing Assignment One (5 points)
- **Week 2:** Theorizing Sexuality  
  Due: Discussion board posts (4 points) and Writing Assignment Two (5 points)
- **Week 3:** Affirming and Questioning Sexual Categories  
  Due: Discussion board posts (4 points) and Writing Assignment Three (5 points)
- **Week 4:** Normative Sexuality and Sexual and Gender Minorities  
  Due: Discussion board posts (4 points) and Writing Assignment Four (5 points)
- **Week 5:** Power and Pleasure  
  Due: Discussion board posts (4 points) and Writing Assignment Five (5 points)
- **Week 6:** Social Control and Sexual Violence  
  Due: Discussion board posts (4 points) and Writing Assignment Six (5 points)
- **Week 7:** Sexuality Racialized  
  Due: Discussion board posts (4 points) and Writing Assignment Seven (5 points)
- **Week 8:** Commercial Sex  
  Due: Discussion board posts (4 points) and Writing Assignment Eight (5 points)
- **Week 9:** Celebrating our Bodies and Sexualities  
  Due: Discussion board posts (4 points) and Writing Assignment Nine (5 points)
- **Week 10:** Feminism and Sexuality: What We Learned  
  Due: Discussion board posts (4 points)
- **Exam Week:**  
  Due: Final Paper Assignment (15 points) on Wednesday, by midnight.

Measurable Student Learning Outcomes:
As a result of having taken this course, students will be able to:
1. Discuss and explain general concepts and themes in the field of sexuality studies.
2. Explain how sexuality—including sexual identity, orientation, and desire—is socially constructed.
3. Analyze the intersections of sexuality with gender, race, class, culture, and sexual orientation.
4. Demonstrate the necessary skills to historically and socially contextualize the experiences and writings of women’s sexuality studies, using a feminist framework.
5. Articulate an understanding of forms of oppression affecting women, including homophobia, heterosexism, transphobia, racism, etc.
6. Analyze power, particularly in terms of structural and institutionalized forms of oppression.

WGSS 460 is a Writing Intensive Course (WIC):  [http://wic.oregonstate.edu/](http://wic.oregonstate.edu/)
In this Writing Intensive Core Course (WIC), students will:
- Develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing.
- Demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline.
- Demonstrate the ability to compose a document of at least 2000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft.
Learning Resources: Please check with the OSU Bookstore for up-to-date DVD, course packet, and textbook information for the term you enroll (http://osubookstore.com/Academics/ or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Students should click the OSU Beaver Store link above the WGSS 460 course information in the Ecampus schedule of classes for course textbook information and ordering.

Required Texts: A standard expectation for a week’s reading in undergraduate social science courses is approximately 150 pages and 150-300 for graduate courses.


Recommended Texts:

Textbook: NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website (http://osubeaverstore.com/). Sample syllabi may not have the most up-to-date information.

Required Visuals:
We will respond to and discuss several documentary films and TV episodes that are the student’s responsibility to rent and watch. These films are available through Netflix and other video rental stores.

- *Very Young Girls* documentary, 2007. (Also available on Netflix Watch Instantly)
- An episode of *Sex and the City*. (You can probably catch one on late night TV or on-line.)

Evaluation of Student Performance:
Grades are posted on Blackboard link called “grade book.” Students are responsible to monitor their own grades regularly on Blackboard. Questions about grades should be emailed to instructor as soon as possible. OSU does not offer the A+ grade. The scale follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

Incompletes: I assign an "I" or incomplete only when there is a strong and compelling case for doing so (e.g., health reasons, military commitment). I will not consider assigning an incomplete unless the individual has completed over 50% of the course tasks (e.g., 3 weeks of discussion posts, writing assignments 1, 2, and 5). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.
Course Matrix: Outcomes and Evaluation:

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Outcomes</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board</td>
<td>All</td>
<td>40</td>
</tr>
<tr>
<td>9 Writing assignments (5 points each)</td>
<td>All</td>
<td>45</td>
</tr>
<tr>
<td>Final Paper Assignment</td>
<td>All</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Discussion Board (Total 40%). The discussion board provides a virtual classroom. It allows students to informally discuss topics with classmates and the instructor to create an engaging online learning community. You must initiate and respond to a post for ten weeks, possible points per week is 4 points for two properly presented posts. Students will respond to the weekly readings on discussion board. Think of this like being put into a small discussion group in a classroom setting where you need to initiate a conversation (200-300 words) and respond to one started by a classmate (100-200 words). The goal is to deeply engage with course material, practice critical feminist analysis, and build knowledge and understanding. Discussions will include responses to classmates and these should be respectful, reflective, and complete. They should demonstrate openness to diverse views, lived experiences, and new understandings into our collective knowledge making. To receive credit posts need to follow the instructions under assignments on the blackboard home page, meet the due date, and adhere to rules set forth in this syllabus.

Writing Assignments: You will have one writing assignment per week (5 pages in length for nine weeks. These are outlined below and specific instructions are posted to the Black Board home page.

- Assignment One: Conference Presentation (5 points) Due: Sunday, by midnight.
- Assignment Two: Argumentative Essay I (5 points) Due: Sunday, by midnight.
- Assignment Three: Critical Analysis Essay (5 points) Due: Sunday, by midnight.
- Assignment Four: Compare/Contrast Essay I (5 points) Due: Sunday, by midnight.
- Assignment Five: Compare/Contrast Essay II (5 points) Due: Sunday, by midnight.
- Assignment Six: Annotated Bibliography (5 points) Due: Sunday, by midnight.
- Assignment Seven: Book Review (5 points) Due: Sunday, by midnight.
- Assignment Eight: Draft Final Paper Peer Review (5 points) Due: Sunday, by midnight.
- Final Paper Assignment (15 points) Due: Wednesday of exam week, by midnight.

Final Project: Worth 15% of your final grade and comprising at least 10 (double-spaced) pages of original written work, the final project is the culmination of your engagement with a research question related to women and sexuality. At a minimum, the final project will comprise four criteria in a polished form: [1] a clear description of your research [2] original analysis of an issue related to women and sexuality questions; [3] an academic/scholarly literature review.

Written Assignment Policies: College level research and writing proficiency is essential in feminist activism and scholarship whether to craft a press release statement or write a publishable article. Students are expected to complete assigned readings, research scholarly articles, and improve academic writing skills.
- Written assignments must be double-spaced and submitted in a word-processed format using a 12-point font and 1” margins. Because errors in formal writing influence readers’ opinions of you as a writer, make sure to check grammar and spelling before submitting a final copy.
- All written assignments must properly reference resources using the standards of the American Psychological Association (APA). Access the APA guide at http://owl.english.purdue.edu/owl/resource/560/01/
- Jane Nichols, Women Studies Reference Librarian and her contact information is 541-737-7269 or jane.nichols@oregonstate.edu. The WS subject guide can be found at: http://ica.library.oregonstate.edu/subject-guide/1041-Women-Studies-
- Plagiarism, representing someone else's ideas or words as your own, is a serious academic offense. Use APA citation format to cite all ideas or words belonging to others that you include in your own writing.
- Students who show a disregard for deadlines could be penalized one letter-grade for each day following the due date.
- No work from another course may be used for credit in this course without prior permission from the instructor.
- Keep copies of all work until you receive official notice of your course grade.

### Academic Writing Evaluation Rubric:

<table>
<thead>
<tr>
<th>Component</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of issues, connection to course content, and critical analysis</td>
<td>Connection to class concepts and course readings is not clearly defined. Lack of focus or analysis.</td>
<td>Connection to class concepts and course readings is clearly stated and adequately analyzed.</td>
<td>Critical analysis employs complex ideas and multiple perspectives. Superb integration of class concepts and readings.</td>
</tr>
<tr>
<td>Style and Structure</td>
<td>Writing is unwieldy, imprecise or difficult to understand. Lacks clear structure.</td>
<td>Writing is clear. Sentences flow smoothly, and are varied in length and structure.</td>
<td>Clear, vivid writing flows. Writing demonstrates a unique and compelling style.</td>
</tr>
<tr>
<td>Scholarly sources and Citations</td>
<td>Scholarly source requirements are not met. Documentation is incomplete or in incorrect form.</td>
<td>Minimum source requirements are met. Documentation is complete and in correct form.</td>
<td>Exceeds number of sources required. Sources are used expertly to support arguments and are cited correctly.</td>
</tr>
<tr>
<td>Grammar, spelling, and punctuation</td>
<td>Several errors in grammar, spelling, and/or punctuation.</td>
<td>Few errors in punctuation, grammar, or spelling.</td>
<td>No errors in grammar, spelling, or punctuation.</td>
</tr>
</tbody>
</table>

### Statement Regarding Students with Disabilities:

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS) with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

### Expectations for Student Conduct:

In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the
Academic or Scholarly Dishonesty:

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_576/576_015.html

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Communications: Ground Rules for online communication and participation for this course include:

- Online threaded discussions are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class.

- Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).

- Online Instructor Response Policy: I will check email frequently and my goal is to respond to course-related questions within 24 hours.

- Observation of "Netiquette": All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references that discuss
  o Writing online: http://goto.intwg.com/
Hints for successful discussion board interactions:
- The discussion board is your space to interact with your colleagues related to current topics or responses to your colleague’s statements. It is expected that each student will participate in a mature and respectful fashion.
- Participate actively in the discussions, having completed the readings and thought about the issues.
- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and reread your comments before you post them.
- Assume the best of others in the class and expect the best from them.
- Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.
- Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all.
- Be open to be challenged or confronted on your ideas or prejudices.

Student Assistance:
- Contact the instructor by email to ask questions and seek clarification about course content and assignments. If need be, we can set up a phone date to discuss questions and concerns.
- Technical Assistance is available. If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.
- Online Tutoring Service - NetTutor is available to meet the needs of Ecampus students. NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours.

OSU Student Evaluation of Teaching: Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.