
SEX, POWER, AND POLITICS

COURSE SYLLABUS

PROFESSOR: Michaele Ferguson

OFFICE: Fleming 411

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COFFEE HOUR: MTWThF 12-1pm @ Buchanan's

OFFICE HOURS: by appointment MTWThF 1-3pm
at professorferguson.youcanbook.me

PSCI/WMST 3174

May 2015

MCOL E158

MTWThF 9am-12pm

CLASS DESCRIPTION

"Who makes breakfast, who gets a paycheck, who gets whistled at in the street – all the experiences of daily life are a part of the distribution of wealth and power in society."

– Mari Matsuda

This course explores how norms of sex, gender, race, and sexuality find expression in institutions and policies in ways that legitimize only certain individuals as political actors, certain identities as politically relevant, certain relationships as important, and certain practices as the means by which one might change political status. We will critically examine how these norms may be exposed, resisted, changed, and often unintentionally reinstated by examining the history and politics of three social movements in the United States: feminism, the men's movement, and gay liberation.

READING ASSIGNMENTS & COURSE SCHEDULE

The following texts are available for purchase at the **University Bookstore**.

Gamebook for Greenwich Village, 1913
Linda Hirshman, *Get to Work*
Ariel Levy, *Female Chauvinist Pigs*
Dorothy Roberts, *Killing the Black Body*
Michael Warner, *The Trouble with Normal*

All other required readings (marked with *) are available online **on the course website**.

Class	Date	Reading Assignment	Due	Test
<i>I. IS BIOLOGY DESTINY? POLITICIZING SEX, GENDER, AND SEXUALITY</i>				
1	M May 11	<ul style="list-style-type: none"> *Christine Stansell, "A Forgotten Fight for Suffrage" Film: <i>One Woman, One Vote</i> (in class) 		
2	T May 12	<ul style="list-style-type: none"> *Anne Fausto Sterling, "The Five Sexes" and "The Five Sexes, Revisited" *Simone de Beauvoir, <i>The Second Sex</i>, Chapter 1 *Reacting to the Past: Pedagogical Introduction Introduction to the Game: Gamebook pp. 1-41 		Quiz
<i>II. FEMININITY, FEMINISM, AND WOMEN'S LIBERATION</i>				
<i>Greenwich Village, 1913: Suffrage, New Labor, and the New Woman</i>				
3	W May 13	Women's Rights and Suffrage <ul style="list-style-type: none"> Historical Background: Women's Rights and Suffrage, Gamebook pp. 43-55 Primary Documents: Women's Rights and Suffrage, Gamebook pp. 89-152 		Quiz
4	Th May 14	Labor and Labor Movements <ul style="list-style-type: none"> Historical Background: American Labor and Labor Movements, Gamebook pp. 56-72 Primary Documents: Labor and Labor Movements, Gamebook pp.153-221 		Quiz
5	F May 15	The Spirit of the New <ul style="list-style-type: none"> Historical Background: The Spirit of the New, Gamebook pp. 73-87 Primary Documents: Bohemia: The Spirit of the New, Gamebook pp. 222-331 		Quiz
6	M May 18	Game Sessions 1 & 2 <ul style="list-style-type: none"> Review Role Specific Readings Suffrage and Labor Factions Present Finish any Suffrage or Labor reading you did not complete last week 	Essay #1 Due	
7	T May 19	Game Session 3 <ul style="list-style-type: none"> Review Role Specific Readings Bohemians and Indeterminates Present Finish any Bohemian reading you did not complete last week 		

8	W May 20	Game Sessions 4 & 5	Essay #2 Due	
9	Th May 21	Game Session 6 & Postmortem		
Women's liberation as equality or liberty				
10	F May 22	<ul style="list-style-type: none"> Sara Evans, <i>Tidal Wave</i>, Chs. 2-3 Film: <i>She's Beautiful When She's Angry</i> (in class) 		Quiz
Women's liberation as choice				
11	M May 25	<ul style="list-style-type: none"> Linda Hirshman, <i>Get to Work</i> *Michael Ferguson, "Choice Feminism and the Fear of Politics" *Claire Snyder-Hall, "Third-Wave Feminism and the Defense of 'Choice'" 		Quiz
III. SEX, RACE, AND THE POLITICS OF REPRODUCTIVE FREEDOM				
12	T May 26	<ul style="list-style-type: none"> Dorothy Roberts, <i>Killing the Black Body</i>, Introduction, Chs. 1, 2, and 7 		Quiz
IV. GAY LIBERATION, GAY RIGHTS, AND QUEER POLITICS				
Liberation as pride, Liberation as equality				
13	W May 27	<ul style="list-style-type: none"> *"The Stonewall Riot and Its Aftermath" Video: watch either <i>The Times of Harvey Milk</i> (documentary) or <i>Milk</i> (feature film) – as homework! *Sarah Schulman, <i>The Gentrification of the Mind</i>, selections *Andrew Sullivan, "Virtually Normal," Ch. 5 *Andrew Sullivan, "Integration Day" *David Blankenhorn, "How My View on Gay Marriage Changed" 		Quiz
Liberation as queer freedom				
14	Th May 28	<ul style="list-style-type: none"> Michael Warner, <i>The Trouble with Normal</i> 		Quiz
V. SEXUAL LIBERATION, DIGNITY, AND RAUNCH CULTURE				
15	F May 29	<ul style="list-style-type: none"> Ariel Levy, <i>Female Chauvinist Pigs</i> 	Take Home Exam Due 5pm	Quiz

COURSE REQUIREMENTS

CLASS PREPARATION

The discussions in this course will focus on the readings assigned for that day on the syllabus. I expect you to come to class having completed the reading assignment and prepared to discuss that reading critically, imaginatively, and insightfully. To take your preparation a step further, write down 1-3 questions that you have about the days' reading that you can raise in discussion or coffee hour. **Always bring the printed text with you to class.** Using electronic versions of the reading is strongly discouraged as devices will be disallowed in class.

The material that we are studying in this course is challenging. To get the most out of this course, you should re-read the material at least once after class as well. I encourage you to flag passages and ideas that remain difficult or confusing after lecture, and come to my coffee/office hours to talk about them.

PARTICIPATION

Participation includes participation in class discussions as well as participation in discussions with the professor outside of class. Only the first is required, but the latter is strongly encouraged and, if significant, can raise your overall participation grade. [Note: participation in the reacting game sessions in Week 2 is graded separately; see below.]

Classes will consist primarily of discussion; there will be no formal lectures for this course. Students' participation in class discussion should include demonstrating both speaking and listening skills; in other words, students are encouraged to speak and to speak often, but also to listen to their peers & to respond thoughtfully to others' comments. Students should demonstrate familiarity and critical engagement with the course material, as well as intellectual curiosity. The point is not to have understood everything before coming to class – but to show up with questions, difficulties, and issues ready to explore the course material.

ATTENDANCE

Regular attendance in class is essential for successful learning. In our class discussions we will not only discuss information not contained in the reading but we will also practice the critical analytic skills you are expected to develop. To reinforce the importance of attendance in this class, the maximum grade you can receive for participation is dependent upon your class attendance. Students may miss one class *for any reason*.** Each additional unexcused absence reduces the maximum possible class participation grade by two letter grades. This means that **three or more unexcused absences result in a failing grade for class participation, and therefore in a failing course grade.**

**As participation in the game (classes 6-9) is essential for the game to work, any unexcused absences in this period of the course will result in a failing grade for participation for the entire game.

Excused absences include absences due to religious observances and documented personal, family, or medical emergencies. Whenever possible, students should inform the professor in advance of such absences in order to make necessary arrangements. The professor recommends that students who require more than two excused absences (for a total of more than three absences) withdraw from the course, but will work with students to assess each situation individually.

Absences resulting from discretionary events (such as non-emergency health care, non-essential travel, etc.) cannot qualify as excused. The professor reserves the right to distinguish excusable from non-excusable reasons for missing class or requiring an extension for written work.

Campus policy regarding religious observances states requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. You must notify the professor of any such conflicts *by the end of the first week of classes* so we can work out alternatives. See policy details at http://www.colorado.edu/policies/fac_relig.html.

READING QUIZZES

At the beginning of ten of our class sessions, there will be a 10 minute quiz based on the day's readings. (See the course syllabus for the exact dates). Makeup quizzes will not be offered. Any missed quizzes and low quiz grades may be made up by performing one or more of the extra credit assignments described below.

REACTING GAME

For four class sessions, we will be playing a Reacting Game – a role-playing game based on historical persons, events, ideas, and texts. This game gives us the opportunity to personally experience political struggles over sex, sexuality, gender, race, and class from the past, which continue to be relevant to the political battles of the current day.

Each student will receive a role assignment in class on May 12. Each student will have a different set of assignments and goals for this reacting game, and the grade for this portion of the class will be assessed based on how well each student performs their own character-specific tasks in class sessions 6-9 (as well as in documented activities outside of class). Each character will produce written assignments; different characters will also have responsibilities involving different skills including leadership, public speaking, creating artwork, and editing publications. Each character will also have required reading assignments that will vary, and so are not included on the course syllabus.

Students are *required* to consult with the professor during the first week of the course regarding their particular role and assignments. Students are also *strongly* encouraged to consult with the professor regularly during the game period about their characters, about problems that arise, about the historical accuracy of some proposed course of action.

ESSAYS

Every character has unique writing assignments (see your character assignments for specific details). Essay 1 is more of a position statement, and requires you to have worked out what your particular character believes and why. It is due at the beginning of class on May 18. It should be 5-6 pages in length, where one page is the text that fits into a page with 1" margins in 12pt. Times New Roman.

Essay 2 will vary depending upon your character (for some it could be a screenplay, or a photo essay, for example). It is due at the beginning of class on May 20. Essays should be submitted to the appropriate D2L dropbox; they should also be posted to Polly's Bulletin Board as appropriate. (Check your character assignment for details – some characters may either not publish their essays, or may seek publication in an alternate outlet.)

SPEECHES

Most characters are required to address the class *at least once* on May 18 or 19; some characters are required to address the group at later dates, or on multiple occasions. These speeches count towards the "class participation" portion of your game grade. Speeches may be based off of your essays, but they should also respond to speeches that others have given.

Students may not read their speeches, although they are allowed to use notecards.

Speeches will be evaluated using the following criteria:

1. Engages in and reflects research using valid and adequate information.
2. Thinking and speaking reflect understanding of logic of historical moment.
3. Reflects preparation (research) and attentiveness (reacting to information introduced during game).
4. Learns and conveys information with accuracy.
5. States, elaborates, exemplifies, and illustrates concepts and arguments.

GAME PARTICIPATION

General participation (i.e. non-formal speeches and presentations) will be evaluated using the following criteria:

1. Meaningful contribution at least once per class.
2. Reflects preparation (research) and attentiveness (reacting to information introduced during game).
3. Maintains character identity.
4. Demonstrates ability to juxtapose, to innovate, and/or integrate ideas and information.

5. Thinking and speaking reflect understanding of logic of historical moment.
6. Demonstrates ability to think flexibly.
7. Student initiates participation and interaction.
8. Student participates and interacts with respect and civility.

Participation on Polly's Bulletin Board and in documented events outside of class can also count towards your class participation grade, provided that you are also participating in class.

FINAL TAKE HOME EXAM

The final exam will consist of some combination of identifications and/or essay questions. It is an open book, take home exam, which must be completed individually (i.e. without collaboration with students in the class or others, without use of source material outside of class readings and class notes). **Exams are due in .doc or .pdf format to the D2L dropbox by 5pm Friday, May 29. Late exams will not be accepted** (except in the case of a documented medical or family emergency).

EXTRA CREDIT

Students may earn 5% of the course grade as extra credit in the course in any of the following ways (for a total possible of 15% of the course grade in extra credit):

- Earning **45 or more PIPs** in the reacting game
- Demonstrating **extraordinary commitment to researching and performing in character** in the game (usually, this will involve significant research beyond the required readings for one's character)
- Writing a **3-4 page essay** critically responding to *one days' readings* for one of the days in Week 3. These essays will be graded on a 4.0 scale (which means that only A papers will earn the full 5% of the course grade in extra credit). Extra Credit essays are due by midnight on Friday, May 29. Only one extra credit essay may be submitted per student.

GRADING

Final course grades will be calculated as follows:

15%	Participation
20%	Reading Quizzes
50%	Reacting Game
	12.5% Essay 1
	12.5% Essay 2
	25% Class Participation
15%	Final Exam

N.B.: Failure to complete any single course requirement will result in failure of the entire course, regardless of whether other course requirements have been met.

COURSE POLICIES

CONTACTING THE PROFESSOR

I encourage you to drop by unannounced during my coffee hour at Buchanan's, or to schedule a time to meet with me during "office hours". My coffee hour is first come, first served. Office hours are by appointment only; you can book these times online (with at least 4 hours' notice) at professorferguson.youcanbook.me. You may also make same day appointments with me just before or after class, if there are still times available.

All students are required to meet with me at least once during Week 1 *after characters for the reacting game have been assigned*. I encourage you to meet with me throughout the course as often as you like to ask questions, to discuss the course material in more depth, or to address concerns you may have about your performance in the class.

If my office hours do not fit with your schedule, I am happy to arrange an appointment in my office at a mutually convenient time. The best way to contact me outside of class is by email. I promise to respond to your email within one business day.

IN CLASS EXPECTATIONS

I want everyone in the class to learn as much as they can by grappling successfully with important – and sometimes challenging – texts and ideas. To make this possible, we need to cultivate and maintain a classroom environment that is respectful of others and conducive to learning, and we need to be able to take full advantage of the time available to us. In order to create a professional atmosphere within the classroom, you are expected to:

- Arrive to class on time
- Turn off your cell phone (talk **and** text)
- Put away all electronic devices (except when approved by the professor)
- Put away newspapers and magazines
- Refrain from having disruptive conversations during class
- Remain for the whole class; if you must leave early, do so without disrupting others (leaving to go to the bathroom is perfectly fine – and you do not need to ask permission to do so!)
- Display professional courtesy and respect in all interactions related to this class

Compliance with these expectations will assist all of us in creating a learning community and a high quality educational experience. The University of Colorado Classroom Behavior Policy compliments these classroom expectations:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

OUT OF CLASS EXPECTATIONS

As a member of the CU community, you are expected to consistently demonstrate integrity and honor through your everyday actions. Faculty and TAs are very willing to assist you with your academic and personal needs. However, multiple professional obligations make it necessary for us to schedule our availability. Suggestions specific to interactions with instructors include:

- Respect posted office hours. Plan your weekly schedule to align with scheduled office hours. If you cannot make office hours due to schedule conflicts, contact your instructor by email to set up an appointment at another time.

- Avoid disrupting ongoing meetings within faculty and TA offices. If the professor or TA is expecting you, or if you have been waiting for longer than five minutes, knock politely to let your instructor know you are there. Please wait until the meeting concludes before seeking assistance.
- Respect faculty and TA policies regarding email, and note that instructors are not expected to respond to email outside of business hours. Send email to professors and TAs using a professional format. Tips for a professional email include:
 - Always fill in the subject line with a topic that indicates the reason for your email to your reader.
 - Respectfully address the individual to whom you are sending the email (e.g., Dear Professor Smith).
 - Avoid email, chat room, or text message abbreviations.
 - Be brief and polite.
 - Add a signature block with appropriate contact information.
 - Reply to emails with the previously sent message. This will allow your reader to quickly recall the questions and previous conversation.

GRADE APPEALS

Grade appeals must be submitted to the professor no earlier than 24 hours after, and no later than 7 days after receipt of the grade. Students' concerns should be presented **in writing**, with detailed reasons explaining why the student believes the grade is unfair or incorrect. Be advised that in all cases of grade appeals, the professor reserves the right to raise, maintain, or lower the grade upon review.

Students dissatisfied with the result of an appeal to the professor may appeal to the Director of Undergraduate Studies in the Department of Political Science, in accordance with the Department's grade appeals policy.

DISABILITY ACCOMMODATIONS

If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services *by the end of the second week of classes* so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Center for Community N200, or <http://www.colorado.edu/disabilityservices>. The Disability Office also maintains guidelines about temporary medical conditions or injuries.

DISCRIMINATION AND SEXUAL HARASSMENT

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001) CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.

ACADEMIC INTEGRITY

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. Plagiarism includes using material from outside sources (e.g., the web) without clear identification and citation.

Asking another student for a helpful suggestion, or giving such a suggestion, does not constitute academic dishonesty; however, using another student's work, or allowing another student to use your work, will be considered a violation of the honor code. I will submit written assignments to turnitin.com to evaluate them for plagiarism.

All discovered incidents of academic misconduct will lead to an automatic academic sanction in the course and a report to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy can be subject to non-academic sanctions as well (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>.

Academic honesty boundaries are hard to define crisply, and they differ from class to class. If you are in any doubt about where they lie for this class, please ask me.