

WGS 105—INTRODUCTION TO WOMEN’S AND GENDER STUDIES

SUMMER 2024

ABOUT YOUR INSTRUCTOR	CONTACT INFORMATION
<p>Professor: Lauren Gantz, PhD</p> <p>Please call me: Doctor or Professor Gantz (pronouns: she/her/hers)</p> <p>Ask me about: Being an English major, minoring in Women’s and Gender Studies, or completing the Native American and Indigenous Studies certificate. Tips for first-generation students. Campus and community resources for student success. Doing academic research. Applying to graduate school. Anything to do with this class.</p>	<p>Email: lgantz@uwsp.edu</p> <p>Phone: (715)544-8999</p> <p>Student Hours (via Zoom): By appointment—just sent me an email!</p>

LAND AND WATER RECOGNITION

In 2018, UWSP adopted a land recognition statement thanks in large part to efforts led by the Student Government Association. That statement remains in use and reads as follows:

We recognize the University of Wisconsin-Stevens Point occupies lands of the Ho-Chunk and Menominee people. Please take a moment to acknowledge and honor the ancestral Ho-Chunk and Menominee land and the sacred land of all indigenous peoples.

Last year, SGA and the Native American Center proposed a new version of the land recognition statement. Their updated version offers a more complete recognition of the history of the land on which UWSP is located and articulates the university’s ongoing responsibilities to Native peoples. The new statement is currently wending its way through shared governance for formal adoption.

Activists such as members of the [#LandBack](#) movement argue that universities [owe material restitution](#) to Native people rather than “performative” statements. Others have focused on

how land recognition statements [should be written](#) honestly, in ways that emphasize both historical brutalities and the ongoing presence of Native peoples.

As a class, we will consider what exactly it means to “acknowledge,” “honor,” or “recognize” the past, present, and future of the land on which we live: Pasīpahkīhnen (Menominee for “point of land”), Meskonsing (Miami for “river running through a red place”)—also known as Stevens Point, Wisconsin.

ABOUT THE COURSE

In this class, you’ll be invited to explore how the academic field of women’s and gender studies is relevant to a wide range of contemporary issues. For example, how do various forms of media shape norms around gender and sexuality? How does gender, race, class, ability, etc. impact us in the workplace? What are our own lived experiences of gender and sexuality? What is “intersectionality” anyway, and why does it matter? How might we work together to create a better world for all people? To examine such questions, we’ll draw on materials from multiple disciplines, including the social sciences, STEM fields, history, literature, politics, and the arts.

Our discussions will be organized around four “threshold concepts” that are essential to understanding women’s and gender studies: the social construction of gender, privilege and oppression, intersectionality, and feminist praxis. Think of such concepts as ideas that take you through a doorway (across a threshold) into new learning and perceptions. Such concepts require us to engage with what is sometimes called “troublesome knowledge”—in other words, information that can be challenging or uncomfortable, but that ultimately helps us gain better understandings of ourselves and the world in which we live.

WHAT WILL YOU GET OUT OF THE COURSE?

This course fulfills the U.S. Diversity requirement of the GEP. U.S. Diversity courses are designed to consider the role of diversity in American life, where diversity is defined to include both individual differences (e.g. personality, learning styles, and life experiences) and other group and social differences (e.g. race, gender, ethnicity, country of origin, class, sexual identity/orientation, religion, ability, or other affiliations). Satisfaction of this requirement will prepare you to act thoughtfully and responsibly as a U.S. citizen in a global society. Upon completing this requirement, you will be able to:

- Describe the various dimensions of diversity and marginalization within the United States.
- Explain the means by which one or more persistently marginalized groups in the U.S. have negotiated the conditions of their marginalization.

TEXTS

Rental Text - Available at University Store

- Christie Launius and Holly Hassel, *Threshold Concepts in Women's and Gender Studies*, 3rd ed.

Additional Texts – Available on Canvas

- Secondary readings and viewings related to threshold concepts

CANVAS

We'll use Canvas extensively throughout the semester. If you haven't activated your UWSP e-mail account, you can visit the [Manage Your Account](#) page to do so. You need an active account to access our the course from the [Canvas Login Page](#).

You can get training on Canvas through the [Self-enrolled/paced Canvas training course](#).

TECH SUPPORT

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#)
- IT Service Desk Phone: 715-346-4357 (HELP)
- IT Service Desk Email: techhelp@uwsp.edu

CLASS COMMUNICATIONS

If there are any changes to our schedule, I'll contact everyone through their UWSP email addresses and make announcements on Canvas. Be sure to check both regularly so you don't miss anything important.

If you have questions about the course or an assignment, you can post it in the Course Q & A discussion forum on Canvas. Just be careful not to post anything overly personal or confidential. I'll check that board regularly and post responses, as many students often have the same questions. You're welcome to respond to each other on that board, too. You can email me with personal or confidential questions.

INSTRUCTOR RESPONSE TIMES

If you want to reach me, it's best to do so by email. I see those more quickly than messages sent through Canvas.

To maintain my own work-life balance, I only read and respond to email messages between 7AM and 6PM Monday through Friday. You're welcome to contact me outside of those hours if an emergency arises, but I won't be able to respond right away.

During the work week, I typically reply to messages within 24 hours of receiving them. If folks contact me on the weekend, I reply no later than Monday morning. If you contacted me but haven't received a response within the above time frames, please re-send your message. I promise I'm not ignoring folks!

HOW I WILL EVALUATE YOUR PROGRESS

Reading: For most class meetings, there will be assigned readings/viewings with specific suggestions of things to look for or to think about as you read. Doing the readings/viewings before class will help you to participate fully in, and benefit from, our discussions. Readings and viewings will also help you to complete assignments successfully.

Participation: You should visit our Canvas page regularly (ideally several times a week) and complete all required discussion forum posts.

Reading responses and annotations: Regularly throughout the session, I'll ask you to complete low stakes written responses to course materials and concepts. These assignments will help you apply key ideas from our reading and engage more deeply with the materials. They'll also help me to check in with you about any questions that may arise. Instructions for these responses will be posted on Canvas.

Short essays: You will write two short essays (2-3 pages, double-spaced) in which you apply our threshold concepts in greater detail and depth. The instructions for these assignments will be posted on Canvas.

Final Project: For your final project, you will research a topic based on your individual interests. This allows you to investigate a topic or issue that you feel passionate about and to apply our threshold concepts to that topic. You'll create a multi-modal project (slide show, video, infographic, etc.) about your topic. Instructions and expectations will be posted on Canvas.

GRADE BREAK-DOWN

Reading responses and annotations	20%
Short essays	40%
Final project	30%
Participation	10%

I will be using the plus/minus system for final grades. Please note: to ensure fairness, all numbers are absolute, and will not be rounded up or down at any stage. Thus, a B- will be inclusive of all scores of 80.000 through 83.999.

A = 93-100 A- = 90-92 B+ = 87-89 B = 84-86 B- = 80-83 C+ = 77-79 C = 74-76
 C- = 70-73 D+ = 67-69 D = 64-66 D- = 60-63 F = 0-60

GRADING CRITERIA FOR PARTICIPATION

	Ideal	Satisfactory	Unsatisfactory
Completion	Submits responses to all required discussion forums, or (rarely) misses one for a compelling reason, which is shared with the instructor promptly.	Posts in required discussion forums consistently (at least 85% of the time). Occasional missing posts are mostly for a valid reason.	Misses more than 15% of the required discussion posts, or less often but without explanation.
Preparation	Always gives evidence of having done the required readings or pre-writing work needed for discussion posts.	Gives evidence of preparation for discussion posts at least 85% of the time.	Gives evidence of waiting until the last minute to post or failing to complete pre-writing work more than 15% of the time.
Quality of Contributions	Makes comments that stand out for the level of careful thought they demonstrate about the material and the unfolding conversation.		Makes comments that reflect inattentiveness to others' contributions, are irrelevant, or otherwise tend to derail the conversation.
Class Community	Improves the conversation in a significant way. (E.g. helps draw others out, asks good questions, etc.)		Impairs the conversation in a significant way. (E.g. dominates discussion, treats other students or their ideas with disrespect.)

EXTRA CREDIT OPPORTUNITIES

There will be a scavenger hunt discussion forum where you can post a variety of artifacts related to our course. When you post a finding, you will receive two extra credit points toward participation. I encourage you to respond to your classmates' findings.

SUBMITTING WORK

SUBMISSION FORMATS

Please note that Canvas can only read PDF and Word documents. If you compose in Google Docs or Pages, please convert your files to a format that is readable by Canvas. Depending on what you decide to create for your final project, you may need to submit the assignment as a URL. Make sure your links are set to "public" so I can access your work.

DEADLINES

I offer students a 48-hour grace period on all assignments. If you submit your work no more than two days after its stated due date, you'll receive full credit. If you anticipate needing more than that to finish your work, you can email me to request an extension. Together, we'll set a new deadline that will keep you on track.

After the grace period is up, I deduct 5% for each calendar day an assignment is late. The maximum I will deduct is 50%, so you can earn at least half credit for late work. Late deductions are negotiable if you're dealing with extenuating circumstances and communicate that to me.

STUDENT RESOURCES

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you have a documented disability and verification from the [Disability Resource Center](#) and wish to discuss academic accommodations, please contact me as soon as possible so that I can best meet your needs.

The Disability Resource Center and the Assistive Technology Lab are in CCC 108. The DRC can be contacted by phone at (715) 346-3365 or via email at drc@uwsp.edu. The Assistive Technology Lab can be contacted by phone at (715)346-4980 or by via email at assisttech@uwsp.edu.

TUTORING

The Tutoring-Learning Center Writing Lab can provide help with a variety of writing tasks and with reading skills. During the summer, they offer asynchronous tutoring through their [Online Writing Lab](#). Send them your writing and they'll return it to you with feedback within 48 hours.

The [TLC Study Hub](#) provides academic coaching to assist students with study and test-taking skills, time management, and online learning. You can also make appointments through [Navigate](#), by emailing tlctutor@uwsp.edu, or by calling 715-346-3568.

MULTICULTURAL RESOURCE CENTER

The [Multicultural Resource Center](#), located in DUC 208, is designed to meet the needs and encourage the success of students from traditionally underrepresented groups. If you have questions or would like to set up a time to visit the center, email dca@uwsp.edu.

QUEER RESOURCE CENTER

The [Queer Resource Center](#), located in DUC 210, can provide support, resources, and community for LGBTQIA2S+ students. If you have questions or would like to set up a time to visit the center, email qrc@uwsp.edu.

PERSONAL CHALLENGES

If you are facing personal challenges that negatively impact your academic performance, you can contact the [Dean of Students](#) for support. Such challenges may include but are not limited to the following: mental or physical health crises, addiction, family crises, food insecurity, housing insecurity, financial insecurity, incidents of hate/bias, interpersonal violence, or sexual assault/harassment. If you feel comfortable, you may also notify me of your situation.

Be advised that I am a mandatory reporter. I can promise privacy, but not confidentiality. I must inform the university if a student shares that they've experienced or witnessed certain events: sexual assault/harassment, incidents of hate/bias, violent crime, thoughts of or attempts to self-harm, thoughts of or attempts to harm others, or abuse/neglect of minors. If you do not want me to inform the university, but still want me to know that you're dealing with a personal issue, you should speak in generalized terms.

Finally, please check out the Campus and Community Resources page on Canvas. I've compiled a list of organizations and agencies you can turn to for help.

COURSE POLICIES

SAFE SPACE POLICY AND CONTENT WARNINGS

To foster open and meaningful discussions, we'll all need to be respectful of each other's identities and opinions. Slurs, derogatory language, harassment, and belittlement of others' ideas and work are harmful to class community and should be avoided. If you need clarification, please refer to the [statement on communal rights and responsibilities](#) in the University Handbook.

If you feel unsafe in any discussion, please alert me to the situation so that I can address it appropriately.

Some of the material that we cover may be triggering (i.e. produce an overwhelmingly negative physical and/or emotional response). I will always offer content warnings for such readings and/or viewings. If you suspect that a particular assignment will be triggering to you, please contact me so that you and I can discuss how you would like to approach the material. I am happy to offer options including: submitting that week's written work to me privately, skipping certain sections of the readings or viewings, or completing an alternative assignment.

GUIDELINES FOR OFFENSIVE AND/OR ARCHAIC TERMINOLOGY

Some of the materials we'll examine this summer may include offensive slurs. I will always provide you with advance warning when this is the case. If such terms are triggering to you, please let me know so that we can decide how to proceed.

I will refrain from replicating offensive language in discussions and in all written materials. If I must reference an offensive term, I will do so elliptically--for example: f-word, n-word, etc. I ask that you do the same. If, in a written assignment, you are quoting from a work that includes an offensive term, please use dashes or asterisks rather than writing out the word (ex: f--). If you are uncertain whether a term is offensive, you can email me to ask. If by chance someone accidentally uses an offensive term, I will speak with the student privately to offer gentle correction.

Since some of our course materials may use outdated terms when referring to specific minority groups. I will provide advance warnings when this is the case, and I will use contemporary terms for various identities in all discussions and written materials. I ask that you do the same. If you are unsure of the correct terminology for specific groups, please email me to ask. If, in a written assignment, you quote directly from a work that uses archaic terms, please replace them with contemporary vocabulary using brackets--for example [transgender]. If by chance someone accidentally uses an archaic term, I will speak with the student privately to offer gentle correction.

STATEMENT ON ACADEMIC HONESTY

Some of the assignments in this class will require you to use sources, and you'll need to document them with in-text citations and on a works cited page. You're welcome to use the citation format with which you're most familiar (ex: MLA, APA, Chicago). If you're ever uncertain of how to cite, quote, or paraphrase a source, you can ask me for help.

Should you use a source without properly acknowledging it, I will show you how to correct the error and give you an opportunity to resubmit the assignment for full credit. In more severe cases—such as repeatedly plagiarizing despite correction, purchasing essays, copying and pasting whole sources, or copying the work of classmates—I will ask you to redo the entire assignment(s) in question.

Since analytical skills are part of the learning outcomes of this course, you should not use AI to author the entirety or part of an assignment. Developing strong competencies in analysis and critical thinking will prepare you for the rest of your college career and the workplace. I will treat AI-authored work as plagiarism and ask you to redo the assignment in question.

Should you refuse to redo plagiarized or AI-authored assignments, you will receive a zero for that project and potentially an F in the course. Depending on the severity of the situation, I may also need to submit a report to the Dean of Students. For more information about UWSP's policies regarding academic misconduct, see the Academic Integrity Brochure.

A.I. POLICY

Prohibited Uses of A.I.

These uses of A.I. will prevent you from critically thinking through and analyzing our course material. As explained in my Academic Honesty policy, I will treat these actions as plagiarism and you will be required to re-do the assignment.

- Entirely A.I.-generated assignments, meaning a student has simply input a prompt and handed in A.I.-generated text as if it's their own work.
- Partially A.I.-generated assignments, meaning a student used A.I. to compose a portion of the writing (ex: intros, conclusions) and handed in the assignment as if it's entirely their work.
- Modified A.I. generated assignment, meaning that a student has extensively modified A.I.-generated text such that the assignment is a hybrid of their writing and generative A.I., then handed in the assignment as if it's entirely their work.

Permitted Uses of A.I.

I allow students to use A.I. for thinking through ideas they'd like to explore and for editing the style, wording, and grammar of assignments before submitting them for a grade.

Do be aware that generative A.I. is prone to [hallucinations](#)—randomly inserting factually incorrect material into its responses. Make sure to double-check any A.I. responses for inaccuracies. Generative A.I. is also prone to [bias](#), so be vigilant for sexism, racism, homophobia, transphobia, etc.

Allowable usage includes:

- A.I. tools used for background research. Students may consult an A.I. tool by asking it factual or thematic questions about a topic. This is similar to using Wikipedia as a starting place for learning about a subject.
- A.I. tools used for brainstorming. Students may consult an A.I. tool with questions about course concepts, themes, and debates in order to get a sense of how the subject matter has been discussed. This is similar to reading scholarly articles to get a sense of current conversations on an issue. Be aware that ChatGPT and other generative A.I. tools are drawing from material published as of 2021—so it won't have the latest information.
- A.I. tools used for outlining. Once students have generated their own arguments and sub-points, they may consult an A.I. tool for assistance with organizing their thoughts into a logical, cohesive structure.
- A.I. tools for editing an assignment. Students may compose their own work, then submit it to generative A.I. to see what stylistic or grammatical edits it recommends.

Documenting A.I. Use

If you've elected to use A.I. in one of the permissible ways described above, you must be sure to document that in your assignment. You'll need to include the A.I. tool on your works cited page/bibliography. I also ask that you write a note at the end of your assignment explaining in detail how you used A.I. to help you complete your work.

Here are some citation guides for A.I.:

- [Modern Language Association \(MLA\)](#)
- [American Psychological Association \(APA\)](#)
- [Chicago Style](#)

SHARING COURSE MATERIALS

Lecture materials and recordings for this course are protected intellectual property at UW-Stevens Point. You can use the course materials and take notes to help you complete the class requirements. While you can share your notes with classmates, UWSP policy prohibits you from selling course materials and notes or sharing them with individuals/entities outside of this class.

Be mindful that violating such policies is considered copyright infringement and may lead to charges of academic and/or non-academic misconduct. If you have questions about this policy, feel free to ask me.

ASSESSMENT

UWSP regularly assesses the General Education Program (including this course) to ensure that we are providing you with the best education we can. As part of this effort, samples of student work may be shared, anonymously, with a small group of faculty members. If you have any questions about the assessment process or concerns about how your work may be used, you can contact me.

COURSE SCHEDULE

I will post a more detailed timeline with reading and assignment deadlines for each module on Canvas.

<u>MODULE</u>	<u>READINGS AND VIEWINGS</u>	<u>ASSIGNMENTS</u>
<i>WEEK ONE:</i> Intro and Social Construction of Gender June 24 th -29 th	<ul style="list-style-type: none"> • <i>Threshold Concepts</i> chs. 1 and 2 • “How to Think Like a Feminist Economist” • Video lectures • Documentary Screening (multiple options) 	<ul style="list-style-type: none"> • Introductory discussion • Annotate “How to Think Like a Feminist Economist” • Reading Response 1 • Short Essay 1
<i>WEEK TWO:</i> Privilege and Oppression June 30 th - July 6 th	<ul style="list-style-type: none"> • <i>Threshold Concepts</i> ch. 3 • Video lectures • Documentary screening (multiple options) 	<ul style="list-style-type: none"> • Privilege and Oppression Discussion • Reading Response 2 • Short Essay 2
<i>WEEK THREE:</i> Intersectionality July 7 th -13 th	<ul style="list-style-type: none"> • <i>Threshold Concepts</i> ch. 4 • Video lectures • Documentary screening (multiple options) • 	<ul style="list-style-type: none"> • Intersectionality Discussion • Reading Response 3 • Final Project Proposal
<i>WEEK FOUR:</i> Feminist Praxis July 14 th -20 th	<ul style="list-style-type: none"> • <i>Threshold Concepts</i> ch. 5 • Video lecture • Documentary screening (multiple options) 	<ul style="list-style-type: none"> • Praxis Discussion • Final Project