



TEXAS A&M UNIVERSITY
College of Arts
& Sciences

WGST 200-502: Intro to Women's and Gender Studies – Fall 2025

Class Meeting Times and Location: MW 2:00 PM – 3:15 PM | OMB 206

Instructor: Dr. James Francis

Email Address: jfrancisjr@tamu.edu

Office Location: LAAH 482

Office Hours: W 12:00 – 2:00PM or Zoom Appointments

Catalog Description

Writing about Literature: Credit 3. Historical and cross-cultural perspectives on women's roles in culture, the workplace, the family and other socio-political institutions; the social construction of gender; sexuality and racism; social control mechanisms and ideologies.

Course Description

What are your pronouns? How do you identify? What's the difference between sex, gender, and sexuality? These questions—some more than others—have become part of the cultural discourse regarding personal identity. And now more than ever, they exist in a space of intersectionality in which people's age, language, physical and mental ableness, ancestral lineage, and more partly determine how they understand themselves, interact with others, and are generally perceived. No one person is the same (not even the identical Smoke-Stack twins in Ryan Coogler's *Sinners* [2025]), and the ways in which we have come to comprehend our similarities and differences concerning sex, gender, and sexuality have a long history that can be traced back to the dawn of humankind. Outside of such a seemingly endless timeline—on a more relatable and measurable period—we can use popular culture to help shine a light on and magnify the evolution of sex, gender, and sexuality through music, TV, and film. These three entertainment industries serve as historical and sociocultural artifacts to showcase the aforementioned concepts to supplement examining the development of women's and gender studies over time. As an introduction to women's and gender studies, our course will investigate foundational ideas, theories, and movements—paired with our own perspectives—to gain a critical understanding of the field with a bit of fun along the way from the diverse cultural currencies we possess.

As a TAMU Core Curriculum Language, Philosophy, Culture (LPC) Fulfillment:

- Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures. The following skills will be addressed in the courses that comprise this area: *critical thinking, communication, social responsibility, and personal responsibility.*¹

As a TAMU Cultural Discourse (CD) Fulfillment, Students Will:

- Hold respectful discussions and discourse on difficult topics
- Understand self, including personal bias and prejudices
- Understand how power or authority is distributed within organizational systems, including recognizing potential forms of privilege, oppression, and discrimination
- Understand, as an overarching goal, how to use and promote informed dialogue to overcome issues dividing, not uniting, individuals and humankind
- Understand tolerance and intolerance and have knowledge of when it is appropriate to be intolerant of specific behaviors/activities that violate our core values as people & Aggies
- Understand how to function effectively in a multicultural and global society
- Understand conflict from multiple viewpoints²

Course & Core Curriculum Objectives and Learning Outcomes:

- *Critical Thinking Skills* – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- *Communication Skills* – to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- *Teamwork* – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- *Personal Responsibility* – to include the ability to connect choices, actions and consequences to ethical decision-making.

Students Will:

- Evaluate, analyze, and integrate information from a variety of sources; use appropriate strategies and tools to represent, analyze, and integrate information; and develop critical, reasoned positions.
- Demonstrate effective oral communication and writing skills; listen actively and critically; present work effectively to a range of audiences; and effectively communicate original and creative ideas.
- Practice ethical leadership; choose ethical courses of action in research and practice; and acknowledge and address the consequences of one's own actions.
- Articulate the value of diverse and global perspectives and practices.
- Exhibit the skills necessary to acquire, organize, reorganize, and interpret new knowledge; show proficiency in current technologies and the ability to adapt to emerging technologies; and demonstrate intellectual curiosity.
- Participate effectively in teams; consider various points of view; and collaborate with others to support a shared purpose or goal.

Selected Readings (provided)

- bell hooks, Judith Butler, David Halperin, Michel Foucault, Kimberlé Crenshaw, Simone de Beauvoir, R. W. Connell

¹ <https://catalog.tamu.edu/undergraduate/general-information/university-core-curriculum/#text>

² [https://facultysenate.tamu.edu/getmedia/bc849199-1b0e-4ab2-93cc-cfe6a9f44213/CD-Rubric-\(1\).pdf](https://facultysenate.tamu.edu/getmedia/bc849199-1b0e-4ab2-93cc-cfe6a9f44213/CD-Rubric-(1).pdf)

Listening Parties (provided) – suggested music to listen to on the weekends

- Country, Rock, Rap, Pop (from Loretta Lynn to Eminem)

Film Viewings (provided)

- *Cat on a Hot Tin Roof*
- *Thelma & Louise*
- *Killers of the Flower Moon*
- *Moonlight*
- *The Slumber Party Massacre, A Girl Walks Home Alone at Night, Titane, American Psycho, or American Mary (class decision)*

**** Film titles subject to change per students' course design involvement.**

**** Students may incur a small cost toward renting/purchasing a film for the end-of-semester research project.**

**** Movie captions/subtitles provided for all films possible.**

Other Required Resources (OER Textbooks & Digital Platforms)

- *Informed Arguments: A Guide to Writing and Research*
- *Surface & Subtext: Literature, Research, Writing*
- *Images in Motion: Exploring Visual Storytelling*
- Canvas LMS, Access to shared Google Drive, TAMU Email
- Purdue OWL Writing Lab: <https://owl.english.purdue.edu/owl/> (MLA/APA assistance)

Grading

• Response Writing	35%
• Quizzes	20%
• Team Panels	10%
• Aggie Experience	10%
• Research Proposal	5%
• WGST & Me	20%
• Total	100%

Grading Scale:

A (90-100)
B (80-89)
C (70-79)
D (60-69)
F (0-59)

Semester Overview

Our semester concentrates on an introduction to women's and gender studies as a field of study. We will approach our course content—music, TV, and film media—with a concentration on understanding the individual texts through their representative associations to WGST with regard to sex, gender, and sexuality. We will examine textual content (music lyrics, audio & visual complements, TV/film narratives) to unlock the narrative messaging on a variety of subjects (inequality, intersectionality, historical movements, stereotypes, etc.). In-class meetings will feature brief lectures and discussion of our texts (review of genre-specific concepts in popular culture, written and visual analysis, and general class conversation) along with media history and criticism and theory. Students will engage in class discussion to help further analysis and comprehension of the texts, as well as develop critical thinking and writing skills.

As this course explores foundations of women's and gender studies, we will engage with a broad range of texts (music tracks, music videos, television episodes, movies) and genres (country, rap, rock, pop, Western, melodrama, road movie, horror), academic scholarship (theory and criticism), and ways of responding to media (reflection writing, group discussion, team analysis, research, writing, multimedia creation). Based on a pre-semester poll sent out to the class, assessment will be conducted via a mix of methods determined from student preferences and instructor experience. Students will participate in discussion forums to explore women's and gender studies concepts and consider personal experience. Quizzes will evaluate reading comprehension for field-specific concepts and terminology. In teams, students will work together to analyze media and share perspectives with the peer community, leading discussion on

assigned class meetings. Students will also engage and interact with local events in the Bryan-College Station area (or their personal travels during holidays, weekends, etc.) toward a composition reflecting their Aggie Experience—personal reflection on the event, their perspective on the connection and importance to women's and gender studies, and how the event benefits the TAMU and regional community for which it was designed. Furthermore, a standard research *or* video essay—preceded by a research proposal and inclusive of an annotated bibliography—will provide a critical examination of a singular text (music album, film, TV series), figure, movement, or other selected by student and approved by instructor to research and express comprehension of course concepts through analysis to enhance academic strategies in research and writing. An exit interview on the final day of class will promote self-reflection on localized concepts, teaching methodologies, and broader considerations for women's and gender studies, identity, and sociocultural divisions at TAMU at-large and beyond.

Course Policies

Attendance: “The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments. Please refer to Student Rule 7 in its entirety for information about excused absences, including definitions, and related documentation and timelines” (*Faculty Senate*).

Attending class means more than simply being physically present; it represents participatory actions in the course and its progression. Students who attend every class meeting for the entire semester will receive two points added to the final grade (e.g., an 88 becomes a 90). On the other hand, students who incur too many absences will be subject to final-grade reductions. After four unexcused absences, the final grade will be lowered by one point for each additional day missed (e.g., for six unexcused absences, a 90 becomes an 88). Students experiencing personal injury or illness that is too severe for the student to attend class (including students isolating or quarantining due to COVID-19 protocols) qualify for an excused absence (See Student Rule 7, Section 7.2.2.).

Late Work: “Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to Student Rule 7 in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” (Student Rule 7, Section 7.4.1).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” (Student Rule 7, Section 7.4.2).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Student Rule 24.)” (*Faculty Senate*).

Due dates for each major assignment are highlighted on our daily schedule. If you are absent on one of those days, your work will not be late if you send it to me as an attachment via email before the end of the class meeting. I will accept two written assignments late (1 of 3 response writings and 1 of 2 quizzes) without penalty, provided the work is submitted by the following class meeting. Subsequent late assignments will drop one letter grade per missed class. There is no rescheduling or extended deadline for the final semester project.

Communication: Everything mentioned above ^ is manageable IF you are diligent about correspondence with your professor. Keeping me informed about situations going on in your life outside the classroom (sickness, emergencies, work-related issues, military situations, etc.) will greatly increase your chance of progressing through the course without facing problems that cannot be resolved before the semester concludes. Talk to me in class (before and/or after), set up an appointment for a one-on-one talk, and/or email me (jfrancisjr@tamu.edu) as a first line of defense against any problems encountered during the semester.

Classroom Etiquette: Cell phones should be set to vibrate or silent; do not actively engage phones in class unless instructed to do such for an exercise. Utilizing phones during class without prior instruction may result in a loss of participation points for the week. All students are advised to keep the University Police Department and emergency phone numbers programmed in their phones (non-emergency calls – (979) 845-2345 | campus phones – 9-911 | cell phones – 911).

Audio recordings of class are not allowed; meetings may contain information of a sensitive/personal nature, and deserve privacy. iPads, laptops, and other personal technologies should be used in class for course-related work only.

Please do not bring meals to class. Snack items and non-alcoholic, contained drinks are allowed.

Mature behavior is expected of everyone in this class. We will read, view, listen to, and discuss media and narratives that contain mature subject matter which may challenge belief systems or make you uncomfortable (think “TV MA” or “Mature Content Warning” and PG-13 to R-Ratings). You do not have to agree with anyone, but should respect the freedom of expression guaranteed to all of us. Please discuss all readings and movies in a civilized and respectful manner. Blatant discrimination and derogatory/hateful language or actions will not be tolerated. As always, feel free to communicate with me if a problem or issue develops.

Academic Integrity

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” (Section 20.1.2.3, Student Rule 20).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at <https://aggiehonor.tamu.edu>” (*Faculty Senate*).

Generative AI and Writing

We in the Department of English—and myself simply as an educator—believe that writing is central to the production of knowledge. The written word is how ideas circulate but, more importantly, the act of crafting words, sentences, paragraphs, and essays refines thoughts into ideas that matter. As such, we strongly stand against the usage of generative artificial intelligence—applications such as ChatGPT or Bard—as a replacement for the act of writing that has been the bedrock of human knowledge for thousands of years.

Writing has always incorporated tools as well as the voices and ideas of other people. GenAI can be a powerful tool in any writer’s arsenal, but its use is not without risk. While GenAI’s ability to convincingly string words together has a place in the writing process, it also risks introducing factual inaccuracies and, more importantly, risks making invisible the important connections between writing and thinking we are cultivating in this class.

Given these risks and the importance I place on writing as *your* thought process, the use of

GenAI in this class will be treated as plagiarism unless otherwise authorized, as we may engage with it as a class for a community activity. As such, any unauthorized usage of GenAI will be subject to the university's academic integrity policy, which may include, but is not limited to, failing the assignment and/or disciplinary action.

University Writing Center

The University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library, offers one-on-one consultations to writers preparing documents, slides, or oral presentations. UWC consultations are highly recommended but are not required. Help is available for all of the steps of the writing and speechwriting process including assistance with brainstorming ideas, narrowing the topic, creating outlines or drafts, and presenting a speech to an audience. UWC consultants can help you practice speeches with a real audience or develop visual presentation aids like slides and handouts. Consultants can also help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at <http://writingcenter.tamu.edu/>, or stop by in person.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below) Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

To request academic accommodations, contact the designated ADA office based on your location:

- Texas A&M University, College of Nursing, College of Dentistry, Irma Lerma Rangel College of Pharmacy College Station, College of Medicine, School of Public Health, Institute of Biosciences and Technology, EnMed Program, Bush School in Washington DC, Mays Business School – CityCentre, TAMU Engineering Academies, Texas A&M University Higher Education Center at McAllen and Texas A&M University at Galveston should contact Disability Resources at (979) 845-1637 or disability@tamu.edu.

If you are experiencing difficulties with your approved accommodations, contact the office responsible for approving your accommodations or the Texas A&M ADA Coordinator Julie Kuder at ADA.Coordinator@tamu.edu or (979) 458-8407.

Pregnancy Accommodations

Texas A&M provides reasonable accommodations to students due to pregnancy and/or related conditions, such as childbirth, recovery and lactation. Students should contact the University's Pregnancy Coordinator as soon as they become aware of the need for accommodation. Depending on the circumstances, accommodations could include extended time to complete assignments or exams, changes in course sequence, or modifications to the physical classroom environment. Texas A&M will also allow a voluntary leave of absence, ensure the availability of lactation space, and maintain grievance procedures to provide for the prompt and equitable resolution of complaints of sex discrimination. For information regarding pregnancy accommodations, email TIX.Pregnancy@tamu.edu.

Notice of Nondiscrimination

Texas A&M University is committed to providing safe and non-discriminatory learning, living, and work environments for all members of the University community. The University provides equal opportunity to all employees, students, applicants for employment or admission, and the

public regardless of race, color, sex (including pregnancy and related conditions), religion, national origin, age, disability, genetic information, or veteran status. Texas A&M University will promptly, thoroughly, and fairly investigate and resolve all complaints of discrimination, harassment (including sexual harassment), complicity and related retaliation based on a protected class in accordance with System Regulation 08.01.01, University Rule 08.01.01.M1, Standard Administrative Procedure (SAP) 08.01.01.M1.01, and applicable federal and state laws. In accordance with Title IX and its implementing regulations, Texas A&M does not discriminate on the basis of sex in any educational program or activity, including admissions and employment. The following person has been designated to handle inquiries and complaints regarding the non-discrimination policies: Jennifer M. Smith, TAMU Associate VP & Title IX Coordinator at YMCA Ste 108, College Station, TX 77843, 979-458-8407, or email civilrights@tamu.edu. For other reporting options, visit <https://ocrcas.ed.gov/contact-ocr> to locate the address and phone number of the office that serves your area, or call 1-800-421-3481.

Civil Rights, Free Speech, and Title IX Policies

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit discrimination and harassment based on an individual's race, color, sex, (including pregnancy and related conditions), religion, national origin, age, disability, genetic information, veteran status, or any other legally protected characteristic. This includes forms of sex-based violence, such as sexual assault, sexual harassment, sexual exploitation, dating/domestic violence, and stalking.

Students can report discrimination/harassment, access supportive resources, or learn more about their options for resolving complaints on the University's Civil Rights & Title IX webpage.

Students should be aware that all university employees (except medical or mental health providers) are mandatory reporters, which means that if they observe, experience or become aware of an incident that they reasonably believe to be discrimination/harassment alleged to have been committed by or against a person who was a student or employee at the time of the incident, the employee must report the incident to the university.

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors influencing a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care practices by utilizing the resources and services available through University Health Services on its mental health webpage. The TELUS Health Student Support app provides access to professional counseling in multiple languages anytime, anywhere by phone or chat, and the 988 Suicide & Crisis Lifeline offers 24-hour emergency support at 988 or 988lifeline.org.

Students and faculty can report non-emergency behavior that causes them to be concerned at <http://tellsomebody.tamu.edu>.

Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to howdy.tamu.edu and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete FERPA Notice to Students and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

Instructor Statement

This course involves participation in discussions and activities, some of which might address sensitive or controversial topics. We each have different experiences that influence our perspectives of the world. You may feel uncomfortable or disagree with certain ideas or opinions expressed by others or with certain topics in the class. You may also find you share perspectives or experiences with others. The classroom should be a lively, interactive, and comfortable place where information is shared, ideas are tested, and issues are debated.

To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of gender, race, color, national or ethnic origin, religion, marital status, sex, disability, age, sexual orientation, or veteran status; the same applies to our classroom. Harassment of a student(s) in class, i.e., a pattern of behavior directed against a particular student(s) with the intent of humiliating or intimidating that student(s) will not be tolerated. The mere expression of one's ideas is not harassment and is fully protected by academic freedom, but personal harassment of individual students is not permitted.

Students will need to contribute in intelligent, positive, and constructive manners within the course. Behaviors that are abusive, disruptive, or harassing may result in disciplinary actions as specified within the Student Rules which can be found at: <http://student-rules.tamu.edu/statement>

On a personal note, I encourage any student to visit during office hours to talk about course-related activities and/or non-class issues they feel comfortable discussing with me. Conversations before, during, and after class – or scheduling an alternative meeting outside of office hours – are also welcomed. I am an Aggie Ally for our campus LGBTQ community and my background includes Green Dot training and Stand Up certification, as well, to help create a campus community (students, staff, and faculty) free of violence toward a healthier social environment. For more information about these programs, please visit the following links:

<https://greendot.tamu.edu> <https://stepinstandup.tamu.edu>



WGST 200-502 Fall 2025 Semester Schedule

Deadlines and daily activities subject to change based on class progress.

Homework Readings/Viewings should be completed for next-class meeting discussions.

Students are encouraged to view the TAMU academic calendar for important University dates:

WEEK 1 – INTRODUCTION

MONDAY, AUGUST 25

- WGST Program Overview
- Syllabus and Canvas Review
- Peer Community

Homework Reading:

- Review Syllabus and Canvas Course Shell
- “We Should All Be Feminists” (Chimamanda Ngozi Adichie 3-48)
- Introduction to *Gender & Pop Culture* (Leavy and Trier-Bieniek, 1-19)

WEDNESDAY, AUGUST 27

- Popular Culture Studies

Homework Reading:

- *Introducing Gender and Women's Studies*: “Conceptualising Gender” Part I (Richardson 8-14)
- *The Second Sex*: “Introduction” (de Beauvoir 23-28), “Biological Data” (de Beauvoir 41-43), “Childhood” (de Beauvoir 330-351)
- *Gender Trouble*: “Woman as Subject of Feminism” and “The Compulsory Order of Sex/Gender/Desire” (Butler i-ii)

Assignment:

1. Response Writing #1: WGST & US (Due Friday, Aug 29th by 11:59 PM)

WEEK 2 – GENDER, SEX, AND SEXUALITY

MONDAY, SEPTEMBER 1

- *University Holiday*
 - *Labor Day – No Class Meeting*

Homework Reading: *research sleep*

WEDNESDAY, SEPTEMBER 3

- Understanding Gender, Sex, Sexuality: Do we?

Homework Reading:

- *Introducing Gender and Women's Studies*: “Conceptualising Gender” Part II (Richardson 14-23)
- *The Gendered Society*: “Introduction” (Kimmel 1-17), “Ordained by Nature” (Kimmel 21-33)

Assignment:

1. Quiz #1 (Due Friday, Sept 5th by 11:59 PM)

WEEK 3 – THEORY & CULTURE

MONDAY, SEPTEMBER 8 (Language and Gender)

- How Language Intersects with Gender

Homework Reading:

- *ain't i a woman*: “Introduction” (hooks 1-13)
- *Companion to WGST*: “Gender-Based Violence and Rape Culture” (Sweeney 285-290)
- *The Gendered Society*: “A Note about Power” (Kimmel 21-33) “Rituals of Gender” (Kimmel 69-82)

WEDNESDAY, SEPTEMBER 10 (Ethnicity and Class)

- How Class and Ethnicity Intersect

Homework Reading:

- *The Feminine Mystique*: “The Problem That Has No Name” (Friedan 1-17), “The Crisis in Woman’s Identity” (Friedan 1-10)
- “Girl in a Country Song: Gender Roles and Objectification of Women in Popular Country Music across 1990 to 2014” (Rasmussen/Densley 188-199)

Listening Party: Loretta Lynn “The Pill”; Tammy Wynette Stand By Your Man; Reba McEntire “Is There Life Out There?”; Garth Brooks “The Dance”

Assignment:

1. Quiz #2 (Due Friday, September 12th)

WEEK 4 – COUNTRY MUSIC

MONDAY, SEPTEMBER 15

- Country Music
 - “Santigold on the reality of gender equality in the music industry”
- MTV Spectatorship:
 - “Jolene Live” vs “Jolene”
 - “Goodbye Earl”
 - “Man! I Feel Like A Woman”
 - “Hey Good Lookin”

Homework Reading: *research sleep*

WEDNESDAY, SEPTEMBER 17

- Team Panel #1

Homework Reading:

- *Glitter Up the Dark* CH7: “The Fake Makes it Real: Synthpop and MTV” (Geffen 114-139)
- *Glitter Up the Dark* CH6: “Not A Woman, Not A Man: Prince’s Sapphic Androgyny” (Geffen 103-113)

Listening Party: Helen Reddy “I Am Woman”; Lesley Gore “You Don’t Own Me”; Chaka Khan “I’m Every Woman”

WEEK 5 – ROCK MUSIC

MONDAY, SEPTEMBER 22

- Rock Music
 - “Kittie on Sexism in the Music Industry”
- MTV Spectatorship:
 - “You Oughta Know”
 - “Just A Girl”
 - “Bad Reputation”
 - “Who’s That Girl”

Homework Reading:

- *Glitter Up the Dark* CH11: “God is Gay – The Grunge Eruption” (Geffen 190-199)

WEDNESDAY, SEPTEMBER 24

- Team Panel #2

Homework Reading:

- *ain’t i a woman*: “Black Women and Feminism” (hooks 159-196)

Listening Party: Lauryn Hill “Ex-Factor”; Ciara “Like A Boy”

WEEK 6 – RAP MUSIC

MONDAY, SEPTEMBER 29

- Hip Hop/Rap Music
 - “Queen Latifah dishes on sexism in the music industry”
 - “How music producer Jenna Andrews is paving the way for women”
- MTV Spectatorship:
 - “Let’s Talk About Sex”
 - “97 Bonnie & Clyde”
 - “Real Men” / “97 Bonnie & Clyde”
 - “U.N.I.T.Y.”
 - “Creep” / “Ain’t 2 Proud 2 Beg”
 - “Dear Mama”

Homework Reading: *research sleep*

WEDNESDAY, OCTOBER 1

- Team Panel #3

Homework Reading:

- *Feminism and Gender Politics in Mediated Music*: “Post-feminism in popular music, a feminism?” and “Gender Mainstreaming” (Werner 9-12)
- *Feminism and Gender Politics in Mediated Music*: “Mediating the Feminist Superstar” (Werner 19-26)

Listening Party: Cyndi Lauper “Girls Just Wanna Have Fun”; Kate Bush “This Woman’s Work” vs. Maxwell “This Woman’s Work”; Jill Sobule “I Kissed A Girl”

WEEK 7 – POP MUSIC

MONDAY, OCTOBER 6

- Pop Music
 - “Black Eyed Peas on the state of gender equality in the music industry”
- MTV Spectatorship:
 - “Run the World (Girls)”
 - “Human Nature” / “What It Feels Like For A Girl”
 - “Like A Boy”
 - “Girl on Fire”
 - “Roar”
 - “Fight Song”
 - “God is a Woman”
 - “One of Your Girls”
 - “The Man”
 - “Til It Happens To You”
- Chappell Roan acceptance speech

Homework Reading:

- *Feminism and Gender Politics in Mediated Music*: “Conclusion” (Werner 137-146)
- “K-Pop as a New Form of Media” (Primer 19-24)
- “Inside K-Pop’s Lowkey But Powerful Impact on Gender-Fluid Fashion” (Soto)
- “The Rise of K-Pop” (Huber) → *optional*

WEDNESDAY, OCTOBER 8

- Team Panel #4

Homework Reading: *research sleep*

WEEK 8 – TRANSITION FROM MUSIC TO TV & FILM

MONDAY, OCTOBER 13

- *University Holiday vs. Dr. J's Birthday*
 - *Fall Break – No Class Meeting*

Homework Reading: *research sleep*

WEDNESDAY, OCTOBER 15

- Music → Film (connecting popular culture)
 - Hattie McDaniel winning Best Supporting Actress: 12th Oscars
 - Jessica Chastain Talks Helping Octavia Spencer Receive Equal Pay
 - Patricia Arquette winning Best Supporting Actress
 - Frances McDormand wins Best Actress
 - GQ Men of the Year 2019 – “Woman of the Year”: Sharon Stone
 - Sharon Stone on the Gender Pay Gap

Homework Reading:

- *Gender & Pop Culture*: “‘As Seen on TV’: Gender, Television, and Popular Culture” (Brandt 103-119)
- *The Gendered Society*: “The Gendered Family – A Brief History of the American Family” (Kimmel 144-160, stop at “Housework/Childcare”) → *feel free to skip “Oh Really?” and “Barbie to Bratz” sections*

Assignment:

1. Response Writing #2: MUSIC & WGST (Due Friday, Oct 17th by 11:59 PM)

WEEK 9 – TELEVISION

MONDAY, OCTOBER 20

- Heteronormativity in TV/Film (*the family unit*)
- *The Donna Reed Show* (S1E1)

Homework Reading:

- *The Gendered Society*: “The ‘Problem’ of Gay and Lesbian Families” (Kimmel 183-189) and “The Family of the Future” (Kimmel 190-193)

WEDNESDAY, OCTOBER 22

- Team Panel #5

Homework Reading:

- *Images in Motion: Exploring Visual Storytelling* Ch 6.1 – 6.21: Reading & Writing about Film
- *Visual Pleasure and Narrative Cinema*: “I: Introduction”, “II: Pleasure in Looking” and “III: Woman as Image” (Mulvey 57-68)

Watch Party: *Cat on a Hot Tin Roof* (optional)

WEEK 10 – THE WOMAN’S FILM

MONDAY, OCTOBER 27

- The Woman’s Film (*melodrama*) and The Road Movie (*travel narrative*)
- Gabrielle Union acceptance speech
- *Thelma & Louise* (part one)

Homework Viewing:

- *Thelma & Louise* (part two – stop at 1:45:45)

WEDNESDAY, OCTOBER 29

- *Thelma & Louise* (part three)
- Team Panel #6

Homework Reading:

- “Native American Women in Westerns: Reality and Myth” (Oshana 46-50)
- *The Gendered Society*: “The Wage Gap” to “Remedies for Workplace Inequality” (Kimmel 265-288)

Assignment:

1. Research Proposals (Due Friday, Oct 31st by 11:59 PM)

WEEK 11 – LA PELÍCULA INTERNACIONAL

MONDAY, NOVEMBER 3

- The Western and/or International Gendered Culture
- *Killers of the Flower Moon* (part one)

Homework Viewing & Reading:

- *Killers of the Flower Moon* (part two – stop at 2:55:20)
- “Lily Gladstone & Leonardo DiCaprio on *Killers of the Flower Moon*” (Hirsch)

WEDNESDAY, NOVEMBER 5

- *Killers of the Flower Moon* (part three)
- Team Panel #7
- *University Deadline: Last Day to Apply for Fall 2025 Graduation*

Homework Viewing & Reading:

- *The Celluloid Closet* (Epstein & Friedman → *if available*)
- *We Real Cool: Black Men and Masculinity* CH 6: “from angry boys to angry men” (hooks 80-94)

WEEK 12 – QUEER FILM

MONDAY, NOVEMBER 10

- Navigating Masculinity
- *Moonlight* (part one)

Homework Viewing:

- *Moonlight* (part two – stop at 1:23:20)

WEDNESDAY, NOVEMBER 12

- *Moonlight* (part three)
- Team Panel #8

Homework Reading:

- *The Gendered Society*: “The Gender of Violence” (Kimmel 381-385)
- “Afterthoughts on ‘Visual Pleasure and Narrative Cinema’” (Mulvey 29-31)
- *Women Do Genre in Film & TV*: “When Woman Directs (a Horror Film)” (Paszkievich 41-45)
- *Women Make Horror: Filmmaking, Feminism, Genre* CH 1 “Women Make (Write, Produce, Direct, Shoot, Edit, and Analyze) Horror” (Peirse 1-11 → *stop at top*)

WEEK 13 – HORROR FILM

MONDAY, NOVEMBER 17

- Horror Iconography
- *The Slumber Party Massacre* (part one), *A Girl Walks Home Alone at Night* (part one), **or** *American Psycho* (part one)

Homework Viewing:

- *The Slumber Party Massacre* (part two), *A Girl Walks Home Alone at Night* (part two), **or** *American Psycho* (part two)

WEDNESDAY, NOVEMBER 19

- *The Slumber Party Massacre* (part three), *A Girl Walks Home Alone at Night* (part three), or *American Psycho* (part three)
- Team Panel #9
- *University Deadlines: Q-Drop; Withdrawal; Last Day to Change KINE 198/199 Grade Type*

Homework Reading: *research sleep*

WEEK 14 – OUR WGST (STATE OF EDUCATION)

MONDAY, NOVEMBER 24

- Workshop: Project Research and Development

Assignment:

1. Response Writing #3: TV/Film & WGST (Due Monday, Nov 24th by 11:59 PM)

Homework Reading: *research sleep*

WEDNESDAY, NOVEMBER 26

- Reading Day – No Class Meeting

Homework Reading:

- *The Gendered Society*: “The Gender of Education Today” and “Toward Gender Equality in Schools” (Kimmel 218-224)

WEEK 15 – WORKSHOP WEEK

MONDAY, DECEMBER 1

- Workshop: Project Research and Development

Assignment:

1. Aggie Experience (Due Monday, Dec 1st by 11:59 PM – Last Day for Submissions)

WEDNESDAY, DECEMBER 3

- Workshop: Project Research and Development

WEEK 16 – END OF SEMESTER WRAP UP

MONDAY, DECEMBER 8

- Course Overview
- Project Q&A
- Exit Interview (in-class)

Assignment:

1. “WGST & ME” Final Projects (Due Friday, Dec 12th by 11:59 PM)

END-OF-THE-SEMESTER NOTES:

During final grading, please do not email to inquire about grades. If you have a concern about the final course grade, please visit during office hours or schedule an appointment to talk to me.

- **DEC 17: Degree candidate grades due @ 6 pm (available in Howdy after 10 pm)**
- **DEC 22: All student grades due @ Noon (available in Howdy after 5 pm)**

Additional Film Options:

- | | |
|---------------------------------|------------------------|
| • <i>The Quick and the Dead</i> | • <i>Billy Elliot</i> |
| • <i>Real Women Have Curves</i> | • <i>Tootsie</i> |
| • <i>Closet Monster</i> | • <i>Persepolis</i> |
| • <i>Pariah</i> | • <i>American Mary</i> |
| • <i>Titane</i> | • <i>Tangerine</i> |