WGSS 110
GENDER, RACE, & POP CULTURE
3 credits

PREREQUISITES: None

COURSE DESCRIPTION
Introduces students to the critical analysis of mass media and representations of women, gender, sexuality, and race in popular culture. Topics vary from term to term and may include the entertainment industry, advertising, music, literature, the internet and technology. May be repeated for credit when topic varies. This course is repeatable for a maximum of 9 credits.

REQUIRED LEARNING RESOURCES

COURSE LEARNING OUTCOMES
As a result of taking WGSS 110, students will be able to:

1. Describe the history and development of popular representations of women, gender, sexuality, and race in mass media.
2. Explain how popular culture contributes to the structuring of lives, institutions, and social values in the US.
3. Analyze the production and consumption of pop culture and how these transactions mediate identities, citizenship and social justice.

BACCALAUREATE CORE LEARNING OUTCOMES
This course fulfills the Baccalaureate Core requirement for the Western Culture category. It does this by critically examining the broad social impacts of popular culture on identities and institutions and its historical contributions to systems that define the “Western” cultural experience.

Students in Western Culture courses shall:

1. Identify significant events, developments, and/or ideas in the Western cultural experience and context.
2. Interpret the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture.
3. Analyze aspects of Western culture in relation to broader cultural, scientific, or social processes.
Integration and Assessment of Baccalaureate Core Outcomes

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<tr>
<th>Outcome</th>
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<td>1. Identify significant events, developments, and/or ideas in the Western cultural experience and context.</td>
<td>Course readings, lectures, audiovisual materials, class activities, weekly writing assignments</td>
<td>Weekly writing assignments: Writing prompts will cover significant events, developments, and/or ideas in the Western cultural experience and context. Responses should demonstrate critical thinking and substantive engagement with prompts.</td>
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<td>2. Interpret the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture.</td>
<td>Course readings, lectures, audiovisual materials, class activities, oral presentation</td>
<td>Oral presentation: The presentation should demonstrate strong oral communication and audio/visual aids that enhance understanding about the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture.</td>
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<td>3. Analyze aspects of Western culture in relation to broader cultural, scientific, or social processes.</td>
<td>Course readings, lectures, audiovisual materials, class activities, final paper</td>
<td>Final paper: The final paper will be assessed on the demonstration of: understanding of course themes and concepts; critical thinking; and effective analysis of Western culture in relation to broader cultural and social processes.</td>
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EVALUATION OF STUDENT PERFORMANCE

- **Attendance and participation: 10%**
  In the feminist classroom, we understand knowledge as a product constructed by the knowers. This means your participation and input into our collective knowledge-making is valuable. As a student in a feminist classroom, you are responsible to your classmates as well as to yourself for the success of our joint teaching and learning. Therefore your attendance and active participation are required. You demonstrate your commitment to the class by arriving on time, being prepared, staying for the entire class, listening actively, contributing to discussions, and engaging enthusiastically in learning activities. If you must miss a class, you are responsible for making sure your work is still turned in on time and for finding out from your classmates what you missed. If you know in advance that you will miss a class, please inform the instructor, but do not ask, “Am I going to miss anything important?”
In the feminist classroom, we also value respect and difference. We strive to create a safe space in which people can voice opinions and struggle with ideas in an atmosphere of welcome and mutual support. While we freely challenge ideas, we always try to do so in a way that values each learner, even as we may disagree on various points of discussion. We do not make comments that attack or devalue anyone else, particularly on the basis of differences in gender, race/ethnicity, social class, sexual identity, ability, age, national origin, or religion.

- **Weekly writing assignments: 30%**
  Weekly writing assignments will ask students to respond to assigned readings, films, other media, and/or topics addressed in class. Writing prompts will cover significant events, developments, and/or ideas in the Western cultural experience and context.

- **Oral presentation: 20%**
  Students will deliver presentations in small groups. Each group will analyze a product of popular culture and use strong oral communication and audio/visual aids to demonstrate their understanding of course concepts. Presentations should interpret the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture.

- **Final Paper: 40%**
  A 4-5 page research paper on an assigned topic or a topic selected by the student in consultation with the professor. Papers should follow MLA standards, double-spaced, and edited for spelling and grammatical errors. The paper should demonstrate the student’s ability to analyze aspects of Western culture in relation to broader cultural and social processes.

**GRADING**

A  Excellent work. An example for all to follow. Exhibits openness to and unusually sharp insight into many sides of an issue. Shows considerable critical thought. Written work is virtually flawless in terms of grammar, spelling, cogency, and content. Performs far above minimum requirements. Exceptionally articulate.

B  Above average. Speaks and writes well. Performs above the minimum requirements. Demonstrates very good understanding of ideas.

C  Speaks and writes in an acceptable manner. Work is satisfactory, average. Minimum requirements met.

D  Below average work. Minimally acceptable, but unacceptable if this course is required.

F  Unacceptable work. Does not meet minimum requirements
Incompletes will be given only under extreme circumstances, such as a serious medical problem or a death in the family. If you believe you may need to request an incomplete, please talk with the instructor as soon as possible.

Late assignments will be penalized one-third letter grade per day late.

**COURSE SCHEDULE**

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<th>Week</th>
<th>Readings and Assignments</th>
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| 1    | *Feminism and Pop Culture*, Chapter 1 - Pop and Circumstance: Why Pop Culture Matters  
Weekly writing assignment #1 due |
| 2    | Thematic readings and/or videos  
Weekly writing assignment #2 due |
| 3    | *Feminism and Pop Culture*, Chapter 2 – American Dreams, Stifled Realities: Women and Pop Culture in the 1940s, 50s, and 60s  
Weekly writing assignment #3 due |
| 4    | Thematic readings and/or videos  
Weekly writing assignment #4 due |
| 5    | *Feminism and Pop Culture*, Chapter 3 – We Haven’t Come a Long Way, and Don’t Call me Baby: The 1970s and 80s  
Weekly writing assignment #5 due |
| 6    | Thematic readings and/or videos  
Weekly writing assignment #6 due |
| 7    | *Feminism and Pop Culture*, Chapter 4 – What Women Want: The 1990s  
Weekly writing assignment #6 due |
Oral presentations
Weekly writing assignment #8 due

9
*Feminism and Pop Culture*, Chapter 5 – Women Under the Influence: Pop Culture Now and Beyond
Weekly writing assignment #9 due

10
Thematic readings and/or videos
Weekly writing assignment #10 due

Finals
Final paper due

**Statement Regarding Students with Disabilities**
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at [http://ds.oregonstate.edu](http://ds.oregonstate.edu). DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

**Student Conduct Expectations Link**

The Code of Student Conduct (4.2) prohibits Academic Misconduct and defines it as:

Any action that misrepresents a student or group’s work, knowledge, or achievement, provides a potential or actual inequitable advantage, or compromises the integrity of the educational process.

Prohibited behaviors include, but are not limited to doing or attempting the following actions:

1. **Cheating.** Unauthorized assistance, or access to or use of unauthorized materials, information, tools, or study aids. Examples include, but are not limited to, unauthorized collaboration or copying on a test or assignment, using prohibited materials and texts, unapproved use of cell phones, internet, or other electronic devices, etc.
2. **Plagiarism.** Representing the words or ideas of another person or presenting someone else's words, data, expressed ideas, or artistry as one's own. Examples
include, but are not limited to, presenting someone else's opinions and theories as one's own, using another person's work or words (including unpublished material) without appropriate source documentation or citation, working jointly on a project and then submitting it as one's own, etc.

3. **Falsification.** Fabrication or invention of any information. Examples include, but are not limited to, falsifying research, inventing or falsely altering data, citing fictitious references, falsely recording or reporting attendance, hours, or engagement in activities such as internships, externships, field experiences, clinical activities, etc.

4. **Assisting.** Any action that helps another engage in academic misconduct. Examples include, but are not limited to, providing materials or assistance without approval, altering someone's work, grades or academic records, taking a test/doing an assignment for someone else, compelling acquisition, selling, bribing, paying or accepting payment for academic work or assistance that contributes to academic misconduct, etc.

5. **Tampering.** Interfering with an instructor’s evaluation of work by altering materials or documents, tampering with evaluation tools, or other means of interfering.

6. **Multiple submissions of work.** Using or submitting work completed for another or previous class or requirement, without appropriate disclosure, citation, and instructor approval.

7. **Unauthorized recording and use.** Recording and/or dissemination of instructional content without the express permission of the instructor(s), or an approved accommodation coordinated via Disability Access Services.

**Statement Regarding Religious Holidays**
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.