

LEANING IN, HOOKING UP:

Visions of Feminism and Femininity in the 21st Century

WGS 1225, Spring 2020
Wednesdays 3-5:15
Boylston Hall 110
(Fong Auditorium)



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please sign up via [Calendly](#)

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Overview

What does it mean to “do” feminism, or to “be” a feminist in the 21st-century United States? What can we make of the dominant social expectations for a woman’s life? This course explores contemporary ideals of feminine success, including their physical, familial, professional, and political manifestations. We will engage with highly-contested topics—including sexual violence and Title IX; work-life balance; the imperatives of self-care and presentation; race and anti-racist politics; and new models for sexuality, reproduction, family, and the interrelationship of anger and activism—using the tools of theory and cultural studies to interrogate their framing within popular discourse. Throughout, we will critique ideological formations of gender, particularly as bounded by race, class, and sexuality.

Course Goals & Methodology

Our primary sources will include ephemera such as advertisements, comedy show clips, newspaper articles, blog postings, and pop songs, as well as their treatment by popular and academic feminism. Our goal, however, is not to catalogue or observe trends or topics, but to investigate the guiding assumptions that produce them in the forms in which they appear. Throughout, we will probe the ways in which ideals of femininity are translated into, or reborn within, contemporary feminist discourse. What does it mean to be a “feminist,” to be an advocate for “equality”? What is a “feminist life”? How can feminists move towards a truly anti-racist politics? What might true self-actualization or freedom look like, and for whom? Feminism itself, then, as well as contemporary ideals for femininity, will be under constant examination.

Required Book (on reserve at Lamont Library and [for sale at the Harvard Coop](#))

Cinzia Arruzza, Tithi Bhattacharya, and Nancy Fraser, *Feminism for the 99%*, Verso Books, 2019

Recommended Books (on reserve at Lamont Library or digitally via Hollis, via Library Reserves page in Canvas)

Caroline Criado-Perez, [Invisible Women](#), 2019

Roxane Gay, *Bad Feminist*, 2014

Sheryl Sandberg, *Lean in: Women, Work, and the Will to Lead*, 2013 (don’t buy it – just skim at the library!)

Patu and Antje Schrupp, *A Brief History of Feminism*, 2017

The remainder of this course’s readings are available as PDFs or links on our Canvas site. Please either take sufficient notes or print your readings so that you can annotate them fully, and refer to them in section. You will see on the syllabus below that readings have been divided by genre. This is not a hard-and-fast divide—some essays are written by academics, etc., but it will help you contextualize them. Some are extremely short, so do not despair when first confronting a long list. Please start with the academic pieces each week. If a piece is *starred (in any genre), it provides crucial theoretical underpinnings for the class: read with especial care. That said, we expect you to have done *all* the readings!

SCHEDULE OF READINGS

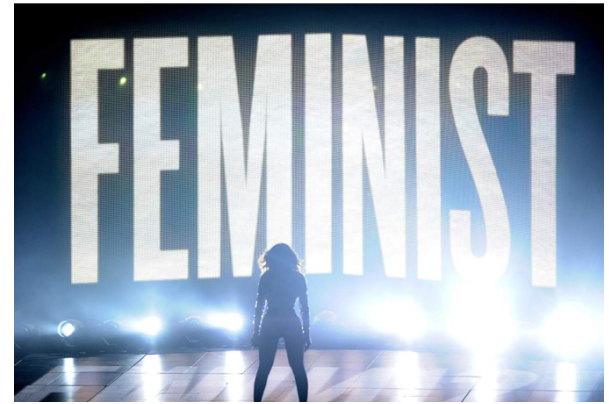
Week 1: January 29 — What is Feminism in the 21st Century?

Academic:

bell hooks, "Feminism: A Movement to End Sexist Oppression," *Feminist Theory: From Margin to Center*, 1984

Julie Ajinkya, "Intersecting Oppressions: Rethinking Women's Movements in the United States," in Amrita Basu, ed., *Women's Movements in the Global Era*, 2010

Beyoncé, 2016



Journalism:

Chimamanda Ngozi Adichie, [We Should All Be Feminists](#), TED Talk, April 11, 2013

*Mary Beard, "[Women in Power](#)," *London Review of Books* 29(6), March 16, 2017

*Andrea Long Chu, "[On Liking Women](#)," *n+1*, Winter 2018

Caroline Criado-Perez, "One Size Fits Men," *Invisible Women: Data Bias in a World Designed for Men*, 2019 [optional]

Laurie Penny, "Non-Compete Clause," *The Baffler*, October 12, 2017

Reference/Reflection:

Robot Hugs, "[Being Other](#)" [5-part comic, follow links], 2015



Week 2: February 5 — Looking & Speaking / Regulatory Frameworks

Academic:

Kimberlé Crenshaw, "[The Urgency of Intersectionality](#)," TED Talk, 2016.

Kimberlé Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" *Stanford Law Review*, (43)6, July 1991, pp. 1241-1299. *This is a dense but foundational piece mapping the interplay of race, gender, the law, and cultural visibility.*

Jerry Saltz, "Man-Splaining"

Safiya Noble, "Searching for Black Girls," from *Algorithms of Oppression*, 2018 [optional]

*Cara Tannenbaum, Robert P. Ellis, R.P., Friederike Eyssel, James Zhou, and Londa Scheibinger, "[Sex and Gender Analysis Improves Science and Engineering](#)," *Nature* 575, 137-146, November 2019

Robin DiAngelo, "My Class Didn't Trump My Race: Using Oppression to Face Privilege," *Multicultural Perspectives* 8, no. 1 (2006): 51-56

Essays & Journalism:

Melissa Gira Grant, "The Unsexy Truth about Harassment," *NYR Daily*, December 8, 2017

Monica Hesse, "[How Lisa Bloom, Feminist Attorney, Became Just Another Complicit Aunt Lydia](#)," *The Washington Post*, September 19, 2019 [optional]

*Audre Lorde, "The Transformation of Silence into Language and Action," *Sinister Wisdom* 6, 1978

Rebecca Solnit, "[Men Explain Things to Me](#)," *Guernica*, 2008

Patricia Williams, "[Intimate Injustice](#)," *The Times Literary Supplement*, January 2, 2018

Megan Specia, "[Siri and Alexa Fuel Sexism](#)," *The New York Times*, May 22, 2019 and Tina Tallon, "[A Century of 'Shrill': How Bias in Technology has Hurt Women's Voices](#)," *The New Yorker*, September 3, 2019

Reflections:

Leslie Jamison, "[A Grand Unified Theory of Female Pain](#)," *The Empathy Exams*, 2015 [optional]

Trinidad Escobar, "[#MeToo in the Bay Area](#)," August 15, 2018

Week 3: February 12 – Beautiful Bodies?

Academic:

Malcolm Barnard, "Fashion, Clothes, and the Body," *Fashion Theory*, 2007 [optional]

*Sandra Lee Bartky, "Suffering to be Beautiful," *Sympathy and Solidarity*, 2004

Rosalind Gill & Ana Sofia Elis, "['Awaken Your Incredible': Love Your Body Discourses and Postfeminist Contradictions](#)" *International Journal of Media & Culture*, 2014

Heather Widdows, "The Neglect of Beauty: What's in and What's out of Global Theorising and Why?" *Borders of Global Theory* 33, 2016



Barbie, updated, 2016

Essays & Journalism:

Jennifer Cognard-Black, "Extreme Makeover: Feminist Edition." *Ms.* 17, no. 3 (2007): 47-49

Dove, "You're More Beautiful Than You Think," *Real Beauty Sketches*, 2013

Chelsea G, "Aging Ghosts in the Skincare Machine: On Expensive Skincare & a Changing Face," *Medium*, April 10, 2018 [optional]

Jia Tolentino, "Always Be Optimizing," *Trick Mirror*, 2019

Dana Berkowitz, "Being in the Botoxed Body," *Botox Nation*, 2017

Reflections:

Alyssa, "[Handsome](#)," 2018

Chloé Cooper Jones, "[Such Perfection](#)," *Believer*, June 1, 2019 [optional]

Roxane Gay, *Hunger*, 2017, pp. 202-212

Mia Mingus, "[Moving Toward the Ugly: A Politic Beyond Desirability](#)," *Leaving Evidence*, 2011

Week 4: February 19– *Doing it, Flaunting it: Sex and Feminism*

Academic:

*Audre Lorde, "Uses of the Erotic: The Erotic as Power," *Sister Outsider*, 1984

Melanie Waters, "Sexing it Up? Women, Pornography, and Third Wave Feminism," Gillis, *Third Wave*, 2007 [optional]

Essays & Journalism:

Mona Eltahawy, "Lust," from *The Seven Necessary Sins for Women and Girls*, 2019

Katrina Forrester, "[Making Sense of Modern Pornography](#)," *The New Yorker*, September 26, 2016

*Lorelei Lee, "[Cash/Consent: The War on Sex Work](#)," *n+1*, Fall 2019

Lisa Wade, "Wanting to Be Wanted," from *American Hookup*, 2017

Rafia Zakaria, "[Sex and the Muslim Feminist](#)," *The New Republic*, November 13, 2015 [optional]

"[Sexual Fantasies](#)" and "[Attraction](#)," *Vox Explained* [two 18-minute videos], 2020

Reflection:

Kristin Roupenian, "[Cat Person](#)," *The New Yorker*, December 11, 2017

First Paper due Monday, February 24th, 5pm, in Canvas

Week 5: February 26 – *Figuring Reproduction & New Family Models*

Academic:

*Emily Martin, "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles," *Signs* 16, no. 3 (1991): 485–501

*Rosaline Pollack Petchesky, "Morality and Personhood," *Abortion and Woman's Choice: The State, Sexuality, and Reproductive Freedom*, 1990

Dorothy Roberts, "Race, Gender, and Genetic Technologies: A New Reproductive Dystopia?" *Signs* 34, no. 4 (2009): 783-804

Alison Piepmeier, "[The Inadequacy of 'Choice': Disability and What's Wrong with Feminist Framings of Reproduction](#)," *Feminist Studies*, 1 January 2013, Vol.39(1), pp.159-186 (optional)



Essays & Journalism:

K.K. Rebecca Lai and Jugal K. Patel, "[For Millions of American Women, Abortion Access is Out of Reach](#)," *The New York Times*, May 31, 2019; Audrey Carlsen, Ash Ngu, and Sara Himon, "What It Takes to Get an Abortion in the Most Restrictive State in the U.S.," *The New York Times*, July 23, 2018; Lauren MacIvor Thompson, "[Women Have Always Had Abortions](#)," *The New York Times*, December 13, 2019; and, Jen Gunter, "[I Didn't Kill My Baby](#)," *The New York Times*, February 26, 2019

Sara Hayden, "Purposefully Childless Good Women," *Contemplating Maternity in an Era of Choice*, 2010

Amanda Mull, "[The New, Invasive Ways Women are Encouraged to Freeze Their Eggs](#)," *The Atlantic*, March 4, 2019

Kath Weston, "Straight is to Gay as Family is to No Family," *Families We Choose*, 1991

Week 6: March 4 – *Un/Natural Motherhood*

Academic:

*Robbie Davis-Floyd, "Gender and Ritual: Giving Birth the American Way," 2001 (n.b. this is medically out of date. Read for the argument.)

Patricia Hill Collins, "The Meaning of Motherhood in Black Culture and Mother-Daughter Relationships," in *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, 1990

Ana Villalobos, intro to *Motherload: Making it All Better in Insecure Times*, 2014

Essays & Journalism:

Soraya Chemala, "Mother Rage," from *Rages Becomes Her*, 2018 [optional]

Stephanie Clifford and Jessica Silver-Greenberg, "[Foster Care as Punishment: The New Reality of 'Jane Crow'](#)," *The New York Times*, July 21, 2017

Nina Martin, "[Nothing Protects Black Women from Dying in Pregnancy and Childbirth](#)," *ProPublica*, December 7, 2017 or "A Life-or-Death Crisis for Black Mothers," *The Daily*, May 11, 2018

Claire Cain Miller, "[Millennial Men Aren't the Dads They Thought They'd Be](#)," *The New York Times*, July 30, 2015 and "[The Relentlessness of Modern Parenting](#)," *The New York Times*, December 25, 2018

*Suzanna Danuta Walters, "It Takes a Lesbian Village," in *All the Rage*, 2001

Ai-jen Poo and Benjamin W. Veghte, "The Big, Feminist Policy Idea America's Families Have Been Waiting For," *The New York Times*, June 23, 2019

Reflections:

Rachel Cusk, "Colic and Other Stories," from *A Life's Work: On Becoming a Mother*, 2001





Week 7: March 11 – *Leaning in*

Academic:

Caroline Criado-Perez, "The Long Friday," *Invisible Women*, 2019

Pierrette Hongadneu-Sotelo, "Maid in L.A." in *Doméstica*, 2007

*Joan C. Williams, "Is Domesticity Dead?" in *Unbending Gender*, 2000

Essays & Journalism:

Christina Crosby, "Caring at the Cash Nexus," in *A Body, Undone*, 2016 [optional]

Sarah Leonard and Rebecca Rojer, "[Housekeepers Versus Harvard: Feminism for the Age of Trump](#)," *The Nation*, March 8, 2017

Sarah Maslin Nir, "[The Price of Nice Nails](#)," *The New York Times*, May 7, 2015

Sheryl Sandberg, *Lean In: Women, Work, and the Will to Lead*, 2013 [selections]

Louise Story, "[Many Women at Elite Colleges Set Career Path to Motherhood](#)," Sept. 20, 2005

Stéphanie Thompson, "[A Lack of Confidence Isn't What's Holding Back Working Women](#)," *The Atlantic*, Sept. 20, 2018

Joan C. Williams, "[How Women Can Escape the Likeability Trap](#)," *The New York Times*, August 16, 2019

Bernice Yeung, "The Ways Forward," *In a Day's Work: The Fight to End Sexual Violence Against America's Most Vulnerable Workers*, 2018 [optional]

Second Paper due Monday, March 23rd, 5pm, in Canvas

Week 8: March 25– Feeling It: Anger, Affect, and Activism



c. Beth Hoekel, 2018

Academic:

Cinzia Arruzza, Tithi Bhattacharya, and Nancy Fraser, *Feminism for the 99%: A Manifesto*, Verso, 2019

Clare Hemmings, "[Invoking Affect](#)," *Cultural Studies*, 2006 [optional]

*Mari Ruti, "The Creed of Pragmatism," *Penis Envy*, 2018

Essays & Journalism:

Ta-nehisi Coates, "[Fear of a Black President](#)," *The Atlantic*, September 2012 [optional]

Brittney Cooper, "White Girl Tears," *Eloquent Rage*, 2018

Linda Sarsour, "[speech at the Women's March, 2017](#)"

Rebecca Solnit, "[All the Rage](#)," *The New Republic*, September 24, 2018

Suzanna Danuta Walters, "Why Can't We Hate Men," *The Washington Post*, June 8, 2018 *and* "[Mob Misogyny is Nothing New: I Have the Death Threats to Prove it](#)," *The Washington Post*, September 20, 2018.

Reflection:

March 23 Film Screening: "Hannah Gadsby: Nanette," 7:30 -9pm, Fong Auditorium (mandatory)

Week 9: April 1 – *Policing (and Freeing) Bodies, Categories, and Contracts*

Academic:

Sara Ahmed, "[Queer Use](#)," in *What's the Use?*, 2019

*Anne Fausto-Sterling, "[The Five Sexes: Revisited](#)," *Sciences*, 2000

J. Jack Halberstam, "Gaga Sexualities: The End of Normal," from *Gaga Feminism*, 2012

Paul Preciado, "Testogel," from [Testo Junkie](#), 2013

Essays & Journalism:

S. Bear Bergman, "Conformation: The Body No Longer Policed by Gender," *Medium*, April 3, 2018

Lisa Duggan, "[Beyond Gay Marriage: Democracy, Equality, and Kinship for a New Century](#)," 2012

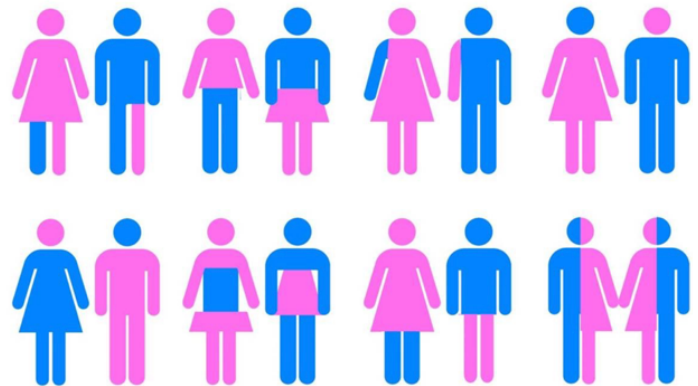
Amy Littlefield, "[Intersex People Want to End Nonconsensual Surgeries: A California Resolution is Their 'Warning Shot'](#)," *Rewire. News*, August 13, 2018

Ruth Padawer, "[When Women Became Men at Wellesley](#)," *The New York Times*, Oct. 15, 2014

Julia Serano, "Challenging Gender Entitlement," in *Excluded*, 2013

Reflection:

Andrea Long Chu, "[The Pink: Happy New Vagina](#)," *n+1*, Spring 2019 [optional]



Week 10: April 8 – *Violence, Sexual & Institutional*

Academic:

Michele Bograd, "Strengthening Domestic Violence Theories: Intersections of Race, Class, Sexual Orientation, and Gender," in Sokoloff, *Domestic Violence*, 2005

Ana Clarissa Rojas Durazo, "Medical Violence Against People of Color and the Medicalization of Domestic Violence," in Trask, *Color of Violence*, 2006

*Heather Hlavka, "Normalizing Sexual Violence," in Zinn, *Gender through the Prism of Difference*, 2016

Julia Sudbury, "Women of Color, Globalization, and the Politics of Incarceration," in Kirk & Okazawa-Rey, *Women's Lives*, 2003

Jess Whatcott, "[No Selves to Consent: Women's Prisons, Sterilization, and the Biopolitics of Informed Consent](#)," *Signs: Journal of Women in Culture and Society*, 2018, 44(1), 131-153 [optional]

Essays & Journalism:

Marilyn Buck, "Prison Life: A Day," 2004 [optional]

Roxane Gay, *Bad Feminist*, 2014: "The Careless Language of Sexual Violence"

Emily Yoffe, "[The Uncomfortable Truth About Campus Rape Policy](#)," *The Atlantic*, September 6, 2017

T. Christian Miller and Ken Armstrong, "[An Unbelievable Story of Rape](#)," *ProPublica/The Marshall Project*, December 16, 2015 [optional]

Reflections:

*WNYC's Radiolab, "[In the No](#)," 3-part podcast series

Kelly Sundberg, "[It Will Look Like a Sunset](#)," *Guernica*, April 1, 2014

Prospectus due April 13th, 5pm, in Canvas

Week 11: April 15— *Migration Effects: Feminism across Borders*

Academic:

Hina Azam, "[Islamic Feminism between Islam & Islamophobia](#)," *Middle East Women's Studies* (2018) 14(1): 124-8

Susan Muaddi Darraj, "[Understanding the Other Sister: The Case of Arab Feminism](#)," *Monthly Review* 53, March 2002

Chandra Talpade Mohanty, "[Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles](#)," *Signs* 28, no. 2 (2003) [optional; dense but important piece of feminist theory]

*Lila Abu Lughod, introduction from *Do Muslim Women Need Saving?* 2013

Sherilyn MacGregor, "Citizenship: Radical, Feminist, and Green," in *The Oxford Handbook of Environmental Political Theory*, 2016

Murat Oztaskin, "[The Harrowing, Two-Year Detention of a Transgender Asylum Seeker](#)," *The New Yorker*, October 31, 2019 (optional)

*Uma Narayan, "The Project of Feminist Epistemology: Perspectives from a Nonwestern Feminist," 2009

Sara Riva, "[Across the Border and into the Cold: Hieleras and the Punishment of Asylum-seeking Central American Women in the United States](#)," *Citizenship Studies*, 2017 21:3, 309-326

Essays & Journalism:

[“Migrant Men and European Women,”](#) *The Economist*, Jan. 16, 2016; [Norway Teaches Migrants about Western Women](#) *BBC News*, June 7, 2016; & [“How Do Gender Roles in an Immigrant’s Home Country Affect the Female Labor Force Here?”](#) *PBS*, Feb. 19, 2016

Azam Ahmed, [“Women Are Fleeing Death at Home. The U.S. Wants to Keep Them Out,”](#) *The New York Times*, August 18, 2019

Manny Fernandez, [“You Have to Pay with your Body: The Hidden Nightmare of Sexual Violence on the Border,”](#) *The New York Times*, March 3, 2019

Reflection:

“A Line Birds Cannot See,” 10-minute documentary, 2019

“Torn Apart/Separados” digital project, 2018



Week 12: April 22 – The Politics of Risk in the Public Sphere

Academic:

*Lauren Berlant and Michael Warner, “Sex in Public,” *Critical Inquiry* (1998)

Susan Bordo, “Dilemmas of the Female Politician,” *The Destruction of Hillary Clinton*, 2017

Richard Fox and Jennifer Lawless, “Uncovering the Origins of the Gender Gap in Political Ambition,” *American Political Science Review*, Vol 108, No. 3, August 2014

*Karla Mantilla, “Gendertrolling: Misogyny Adapts to New Media,” *Feminist Studies* Vol. 39, No. 2, 2015

Clare McGlynn, [“Beyond Revenge Porn: The Continuum of Image-Based Sexual Abuse,”](#) *Feminist Legal Studies*, 2017

Bailey Poland, “The Many Faces of Cybersexism,” *Haters*, 2016 [optional]

Journalism:

Amanda Hess, [“Why Women Aren’t Welcome on the Internet,”](#) *Pacific Standard Magazine*, 2014

Linda Hirshman, “Feminism Reborn, Online, On Campus,” from *Reckoning*, 2019

Abby Livingston, [“The Hardest Glass Ceiling in Politics,”](#) *Politico*, December 7, 2018

Rebecca Solnit, [“Unconscious Bias is Running for President,”](#) *LitHub*, April 30, 2019

Jessica Valenti, [“How the Web Became a Sexists’ Paradise,”](#) *The Guardian*, 2007 [optional]

Skim through CAWP’s [“Presidential Watch”](#) website (gender politics of the election)



Regan Stewart, 2018

Week 13: April 29— *Academia & Academic Feminism*

Academic:

Lisa Kahaleole Hall, "[Strategies of Erasure: U.S. Colonialism and Native Hawaiian Feminism](#)," *American Quarterly*, 60(2), 273-280 (optional)

Essays & Journalism:

"The Awakening: Women & Power in the Academy," *The Chronicle of Higher Education*, 2018 (read a handful of your choice of the brief articles)

*Jennifer Cognard-Black, "Lip Service," in Evans and Grant, *Mama, Ph.D.*, 2008

Greg Lukianoff and Jonathan Haidt, "[The Coddling of the American Mind](#)," *The Atlantic*, September 2015 and Angela Shaw-Thornburg, "[This is a Trigger Warning](#)," *The Chronicle Review*, June 20, 2014

Nancy Weiss Malkeil, "[Keep the Damned Women Out](#)," *The Chronicle of Higher Education*, January 2019

Nikki Usher, "[Should We Still Cite the Scholarship of Serial Harassers and Sexists?](#)" *The Chronicle of Higher Education*, September 7, 2018 and Roxane Gay, "[Can I Enjoy the Art but Denounce the Artist?](#)" *Marie Claire*, February 6, 2018

*Troy Vettese, "[Sexism in the Academy](#)," *N+1*, Spring 2019

Reflection:

Tom Bartlett & Nell Gluckman, "[She Left. He Got to Stay](#)" *The Chronicle of Higher Education*, February 27, 2018

Final Paper due Monday, May 4, 5pm, in Canvas

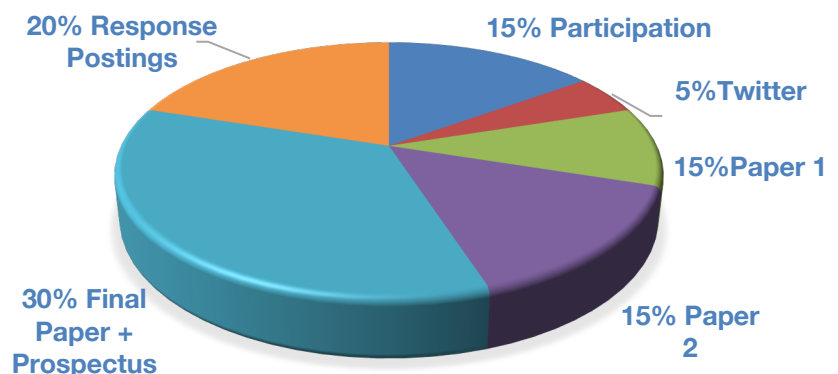
The Fine Print

• Weekly Response Postings

You are required to respond to each week's reading on a Canvas Discussion Board by Monday at midnight. Additionally, please respond to at least one classmate's posting by the following Friday at midnight. See assignment description on Canvas for more specific instructions.

• Twitter

Some of our course readings (and, inevitably, our discussions) will address issues that will be covered by the media over the course of the semester. In hopes of encouraging you to connect your coursework with current events, you are required to post and gloss a relevant and substantive piece of digital content—whether a link to a blog, news article, video, image, collection of tweets, a meme, etc.—on at least **three** separate weeks of your choosing. In addition, you must post **three** times from a source found



on our recommended reading pages and at the bottom of your post, hashtag which week's recommended readings you cited (ex. #RecReadWk4). This means you will contribute a thoughtful and substantive post a minimum of six times in our class Twitter feed, three from sources you found outside our class, and three from sources found in our recommended readings pages. You are welcome, and indeed encouraged to post more frequently, and to add self-generated content, such as comments or original photographs, and of course, to engage with your classmates about their posts. Half your posts must be up by Week 6. All must be tagged #LIHU2020 so that they will appear in the feed that shows up on Canvas.

• Expectations

The quality of this class will depend upon your thoughtful, informed, and respectful participation. This requires that you not only complete the assigned reading in advance, but that you take the time to review and consider it with care.



You should arrive in section prepared with questions and ideas. In addition to communicating your own thoughts, you should listen carefully to your classmate's comments, and engage thoughtfully with their contributions, even, or especially, when their views differ from your own. I expect each of you to contribute to a collegial, respectful, and collaborative environment: it is as meaningful that no individual dominate discussions as it is that no individual exempt themselves from it.

• Challenges & Resources

At times this semester we will be discussing events and themes that affect people's lives profoundly. While our goal is to explore these issues in a rigorous academic manner, we understand that some of the material might be more than just intellectually challenging. Please feel free to approach any of the teaching staff if you feel you need support, so we can help connect you to resources on campus. If you are aware of particular course material that may be traumatizing to you, any of us would be happy to discuss any concerns you may have with it before it comes up in class.

- For reporting and help after sexual harassment and assault, [CARE](#).
- For a list of peer and other counseling resources, for a range of issues, consult with [OSAPR](#).



• Academic Integrity & Honor Code

Academic dishonesty will not be tolerated in this class in any form. It is your responsibility to familiarize yourself with Harvard's Honor Code, as well as with the College's rules on academic integrity, including rules on dual submission and the definition of plagiarism. If you plagiarize or engage in other forms of intellectual or personal dishonesty, *you will fail this course*. Please consult with [The Harvard Guide to Using Sources](#), as you will be held responsible for this material. Please ask me any questions that may arise about whether, how, and in which format to cite your sources.

• Statement on Collaboration and Citation of Sources

Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on the same topic as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices in

WGS and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. If you received any help with your writing (feedback on drafts, etc.), you must also acknowledge this assistance.

•Disability Policy

I am committed to working with any Harvard student who wishes to take this course to make it accessible to them. The capabilities of the Office of Accessible Education are thankfully vast; please do consult with them and discuss with me as soon as possible, that we can best plan your semester.

•Grades

A (<100-94%), A- (<94-90%) Earned by work whose excellent quality indicates a full mastery of the subject and, in the case of the grade of A, is of extraordinary distinction.

B+ (<90-87%), B (<87-84), B- (<84-80) Earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities.

C+ (<80-77%), C (<77-74%), C- (<74-70%) Earned by work that indicates an adequate and satisfactory comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and participating in class activities.

D+ (<70-67%), D (<67-64%), D- (<64-61%) Earned by work that is unsatisfactory but that indicates some minimal command of the course materials and some minimal participation in class activities that is worthy of course credit toward the degree.

E/F Earned by work which is unsatisfactory and unworthy of course credit towards the degree.

NOTA BENE:

This syllabus is not a contract. I reserve the right to make adjustments based on the interests of the class as they evolve, as well as in the service of emerging pedagogical objectives.

Piled Higher and Deeper by Jorge Cham

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