

Introduction to Women, Gender, and Sexuality Studies

WGSX 220 - 001

St. Mary's College of Maryland

Fall 2014

Monday and Wednesday, 2:40 – 4:30 pm

Goodpaster Hall 186

Instructor

Mahri Irvine, PhD

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Phone: 240-462-6214 (mobile – no texting!)

Office: Kent Hall 303

Office Hours: Mondays and Wednesdays, 4:45 – 5:45 pm

Communication Policies

I will do my best to respond to your emails or phone calls in a timely manner. However, please plan for at least a 24-hour response time. This means you need to plan ahead when you contact me. I do not usually answer phone calls or emails on the weekend. I communicate primarily through email. You are responsible for regularly checking your SMCM email for any emails I might send regarding our course, the syllabus, etc.

Course Description

This interdisciplinary class introduces students to the foundational issues, debates, and methodologies of feminist, gender, and sexuality scholarship. The course will consider biological, psychological, and cultural aspects of gender and sexual identity and development as well as the links among gender, sexuality, race, and class. In this course, students will explore material and theoretical aspects of these core dimensions of human experience across time and cultures. Given the gendered dynamics of power and oppression, the history, representation, and experience of traditionally disempowered groups — women and sexual minorities — will receive special attention. Not open to students who have received credit for both WGSX 200 and WGSX 210. This course satisfies the Core Curriculum requirement in Humanistic Foundations. *(From the SMCM College Catalog)*

Additional Information

This course is an introduction to the relatively new and diverse fields of women, gender, and sexuality studies. Building on a basic framework that establishes differences between sex, gender, and sexuality, we will learn about different cultural constructions of gender and sexual behaviors and identities. We will explore the history and trajectory of feminist philosophies and movements, and analyze how feminist thought has influenced various disciplines. Examining connections between sexuality, race, class, religion, and physical abilities, we will learn about theories of intersectional identities and oppressions. We will also learn about queer theory and cultural studies, and explore how politics and activism are intimately connected to many feminist and queer rights movements.

Our textbook and articles will help us learn about topics related to gender and sexuality by using a global, intersectional lens. We will spend time learning about, and critically examining, gender and sexuality roles in the United States and a variety of other cultures and countries.

This class is divided into five sections over the semester: Foundations, The Body, The Family, The Workplace, and Representation. As we explore these different topics throughout the semester, several different SMC professors from various disciplines will lead us in a series of “methods” classes, as they show us how they apply feminist and/or queer theory to their areas of research. In these classes, we will see how theory becomes practice, as these scholars apply theoretical tools to their research. **Central to our course will be the guiding precept of *gender justice*** – that is, a core commitment to the study of gender and sexuality for the purposes of exposing and addressing gender inequity.

This is a discussion based, reading- and writing-intensive course. Be prepared to read a substantial number of pages each week. If you have difficulties reading or writing at the college level, please see me immediately.

Trigger Warning

We will discuss potentially sensitive topics during our time together, including topics like discrimination and violence. It is your responsibility to look through the syllabus *in advance* and notify me if you think you might become triggered or overly upset by certain topics. Please see me immediately if you feel that you will have difficulties attending class or completing assignments. If you do become triggered or experience psychological challenges during the semester, it is your responsibility to let me know ASAP so I can help you access appropriate resources.

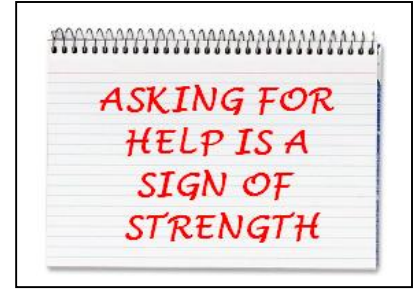
If you need to talk to somebody, you can call 1-800-656-HOPE at any time! (24/7!)

Family Obligations

If you face the choice of attending class, or staying home to provide childcare or care for someone who is dependent upon you, please contact me to make arrangements to bring your dependent family member to class with you, if this is a feasible option. I value your presence in the classroom and want to make sure that you are able to attend.

Campus Resources

I want you to succeed in this class! If you start feeling overwhelmed or anxious from this class or because of other life events, please consider contacting these resources:



Counseling Services

You can receive unlimited free counseling at SMCM! The Counseling Center also offers support groups and many other resources:

Chance Hall

240-895-4289

Walk-In Hours: Wednesdays, 1:00 – 4:00 pm

Appointments: Monday – Friday, 8:00 am – 5:00 pm

Disability Services

If you have a disability and would like to talk with someone about making arrangements for accommodations, or if you have questions, please contact Academic Support Services:

Glendening Hall, Suite 230

240-895-4388

academic_services@smcm.edu

If you have a disability documented with the Office of Academic Services, you should talk with me during the first two weeks of classes – even if you do not plan on using your accommodations. Any accommodations for exams (such as extra time or a separate location) must be arranged at least fourteen days prior to the exam.

Sexual Assault Resources

If somebody sexually assaults you, there are many people who can give you help and support:

SMCM's First Responder Network: 301-904-2015 (call or text)

Student Counseling Services: 240-895-4289

Public Safety: 240-895-4911

National Hotline: 1-800-656-HOPE (online chat: www.rainn.org)

Police and Hospital: 911

Writing Center

The Writing and Speaking Center, located in the Library Annex, offers free consultations in writing and speaking for students at all levels and in all disciplines. The peer tutors in the Center can assist you. These tutors are friendly students and also excellent writers with special training as writing consultants. They would not grade or correct your papers; instead, they'd coach you and help you become a better writer. You can make a one-time or repeating appointment with the Center by visiting their website, www.smcm.edu/writingcenter, and clicking 'Schedule an Appointment.'

Learning Objectives

By the end of this course, you should be able to:

1. Understand and explain the history of feminist theory in the U.S.
2. Understand and explain the history of the discipline of women's, gender, and sexuality studies, and its intersection with other disciplines and theoretical perspectives.
3. Describe various historical and cultural definitions of gender and sexuality and the benefits and weaknesses of these definitions.
4. Explain the gendered dimensions of violence and inequality.
5. Construct and defend arguments about gender or sexuality based upon theoretical perspectives and research in the field.
6. Define feminism and explain your preferred theoretical approaches to studying gender and sexuality.
7. Develop a greater recognition and understanding of how intersectional oppressions impact individuals and communities in different ways.
8. Synthesize information and knowledge from different sources, including articles, lectures, and films.
9. Think critically about cultural issues, including issues of power and inequality, and how culture influences you.
10. Acquire the analytical ability and language necessary to articulate and defend your own perspective, while also responding critically and respectfully to others' positions

At the end of this course, you will have improved critical thinking, speaking, reading, and writing skills through close readings of texts and films, classroom participation, self-reflection, and writing assignments.

Academic Honesty and Ethical Conduct

Please do not commit any acts of academic dishonesty, as outlined in your "To the Point" student handbook. Academic dishonesty includes cheating, plagiarism, falsification, and resubmission of work. All of these forms of dishonesty ultimately hurt you, because you will not actually be learning our course content or strengthening your writing or thinking skills if you just steal someone else's ideas or words. Additionally, when you act dishonestly, you will weaken other people's trust in your character and your abilities. Being dishonest will ultimately do you more harm than good: cheating isn't worth it! If you have questions about how to properly paraphrase other people's ideas or statements, if you do not know how to properly use citations/references, or if you do not know when to use quotation marks, please ask me, a librarian, or someone else for help. Please refer to your "To the Point" student handbook for more detailed information about academic honesty and your rights and responsibilities as a student.

<http://www.smcm.edu/tothepoint/policiesprocedures/Student%20Handbook%20August%202014.pdf>

Assignments and Due Dates

You will receive an assignment sheet and a grading rubric with detailed information about each assignment, including attendance and participation. Electronic copies of these assignments will be available on Blackboard in the “Assignments” folder.

Assignment	Due Date	Percentage of Final Grade
Participation and Attendance*	ongoing	20
Article Presentation	varies	10
Exam**	November 19	25
Feminist Viewpoint Essay	December 10	25
Public Education Project	December 17	20
<i>Total</i>		<i>100</i>

*If you miss six or more classes, you will automatically fail the class.

**If you do not take the exam, you will automatically fail the class.

Grading Scale

93% - 100%	A	(amazing!)	77% - 79%	C+	(okay)
90% - 92%	A-	(wonderful!)	73% - 76%	C	(adequate)
87% - 89%	B+	(very, very good!)	70% - 72%	C-	(meh)
83% - 86%	B	(good)	67% - 69%	D+	(very, very bad)
80% - 82%	B-	(pretty good)	63% - 66%	D	(something is terribly wrong)
			0% - 62%	F	(what a waste of tuition)

Automatic Course Failure

There are three ways that you can earn an automatic failure in this class:

1. Plagiarize or cheat on written assignments.
2. Miss the exam or cheat on the exam.
3. Miss six or more classes.

Please avoid earning an F! If you are having problems with attendance, writing papers, etc., it is your responsibility to come talk with me about your challenges.

Late Policy

I do not accept late assignments except in the case of documented emergencies, at my discretion. This is because, in the “real world” outside of college, deadlines matter. While you are in college, you should learn to take deadlines seriously and organize your schedule to make sure that you can get your work done in a timely manner. If you start working on an assignment and realize you will have difficulties finishing it in time, you should talk to me *immediately* for advice.

What you can expect from me

I will strive to:

- create a challenging and engaged learning environment
- encourage you to learn about new ideas and concepts, develop your intellectual abilities, and strengthen your critical thinking skills
- encourage you to critically think about how cultural values have influenced your life, your self-identity, and your perceptions of other people
- give you clear guidelines for how to succeed in this class, including grading rubrics for the assignments
- provide you with helpful feedback about your writing and your ideas
- meet with you to discuss your work when you request assistance or guidance

What I expect from you

During this course, you should:

- read the syllabus carefully and plan out your schedule to meet all deadlines
- refer to the syllabus and assignment sheets if you have questions about due dates or course requirements
- commit to following the course guidelines and meeting the course objectives
- interact with other students and the instructor in a respectful, mature, and thoughtful manner
- thoroughly read the assigned articles; be prepared to actively participate in discussions
- trust my leadership and maintain an open mind; I have chosen readings and films because they are high-quality and well-respected scholarship, or because they have the potential to contribute to your intellectual development
- contact me immediately if you are having difficulties with the material, or other issues in life, which might negatively impact your grade or class participation
- avoid anxiety about your grades; instead, focus on doing the assigned work and actively participate in class
- prepare yourself for dealing with emotionally difficult subjects, monitor your emotional state of mind, and practice self-care to help yourself feel better
- respect the privacy of our classroom environment: do not record class discussions or lectures and share them publicly, and do not forward class-related emails to other people. In other words, treat your classmates and professor with respect and professional courtesy.

Class as Community

This class is a community and a space for intellectual exploration and expression. Many of the topics we discuss are emotionally charged. A diversity of opinions contributes to an intellectually challenging classroom environment. The success of the class as a whole depends on each person supporting, encouraging, and respecting other people in the class. Continuing discussion outside of class is highly encouraged, but please be mindful of the privacy of your peers.

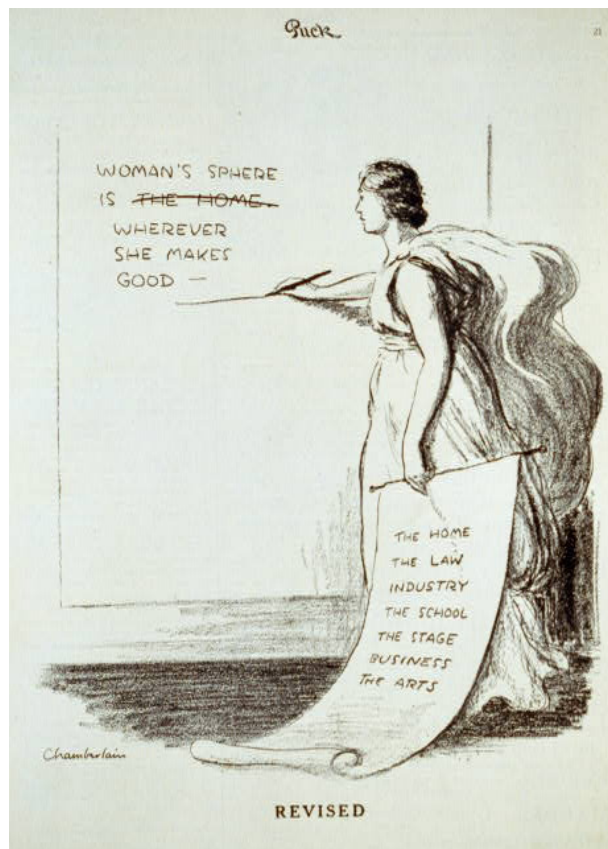
Schedule of Class Meetings

Date	Topic	Activity	Readings Due	Assignments Due
September 3 (Wednesday)	Welcome Course Overview	Introductions		Feminist Viewpoint, Zero Draft
September 8 (Monday)	Power and Privilege, Structure and Agency	Lecture Feminist Viewpoint peer review	Baumgardner/Richards article Prism, pages 1-12; chapters 1 (Fausto-Sterling), 8 (Lucal), and 22 (McIntosh)	Feminist Viewpoint, First Draft
September 10 (Wednesday)	Foundations: 1 st Wave	Lecture Film (excerpt from <i>One Woman, One Vote</i>) CEP Meeting	Blackstone speech Sanger article Seneca Falls declaration Truth speech Wollstonecraft excerpt	
September 15 (Monday)	Methods: Physical Bodies and Cultural Constructions	Guest Speaker: Dr. Anne Marie Brady	Bradley et. al. article Lee et. al. article Reis article	
September 17 (Wednesday)	Foundations: 2 nd Wave	Lecture CEP Meeting	Daly excerpt* Dworkin article* Friedan excerpt Valk article*	
September 22 (Monday)	Foundations: 3 rd Wave (intersections)	Lecture Discussion	Prism chapters 2 (Zinn/Dill) and 23 (Lorde) hooks chapters* King article*	CEP Topic and Event Type
September 24 (Wednesday)	Foundations: 3 rd Wave (intersections)	Lecture Discussion Feminist Viewpoint peer review	Anzaldúa chapter* Chow article* Smith article*	Feminist Viewpoint, Second Draft

Date	Topic	Activity	Readings Due	Assignments Due
September 29 (Monday)	Foundations: Queer Theory	Lecture Film (<i>Assume Nothing</i>)	Driver chapter Katz article* Noble chapter Paechter article*	
October 1 (Wednesday)	Methods: Queer Theory	Guest Speaker: Dr. Joe Lucchesi	Reading(s) TBA	CEP Proposal
October 6 (Monday)	Foundations: 3 rd Wave (global struggles)	Discussion Film (<i>Maquilapolis</i>)	Abu-Lughod article* Prism chapters 5 (Ehrenreich/Hochschild) and 6 (Mohanty)	
October 8 (Wednesday)	The Family: Marriage and the State	Guest Speaker: Dr. Gail Savage	Savage Court transcripts	
October 13 (Monday)	NO CLASS: Fall Reading Day			
October 15 (Wednesday)	The Family: Parenting and Politics	Discussion Film (<i>Our House</i>)	Prism chapter 27 (Udel) and 29 (Johansson/Klinth) Lewin chapter	
October 20 (Monday)	The Family: Parenting and Globalization	Discussion Film (<i>Letters from the Other Side</i>)	Pribilsky article Prism chapter 28 (Hondagneu-Sotelo/Avila)	
October 22 (Wednesday)	The Body: Sexualities and Social Control	Film (<i>Dreamworlds 3</i>)	Prism chapters 18 (Altman) and 19 (Messner) Rich article*	
October 27 (Monday)	The Body: Masculine Identities	Discussion CEP Meeting	Prism chapters 10 (Barber), 25 (Ramirez/Flores), and 41 (Pascoe) Linneman article	
October 29 (Wednesday)	The Body: Sex and Economic Inequalities	Discussion Film (<i>Prostitution Behind the Veil</i>)	Prism chapters 16 (Bales), 17 (Davidson), and 37 (Jeffreys) Overall article*	

Date	Topic	Activity	Readings Due	Assignments Due
November 3 (Monday)	Representation: Images and Identities	Film (<i>Killing Us Softly 4</i>) Feminist Viewpoint peer review	Chin article Varney article	Feminist Viewpoint, Third Draft
November 5 (Wednesday)	Representation: Literature	Guest Speaker: Dr. Jennifer Cognard-Black	Reading(s) TBA	Take-Home Exam distributed
November 10 (Monday)	Representation: Politics and Possibilities	Film (<i>Miss Representation</i>)		
November 12 (Wednesday)	The Workplace: Constructing Gender	Lecture Discussion	Prism chapter 34 (Wingfield) and 35 (Schilt)	
November 17 (Monday)	The Workplace: Structural Inequalities	Discussion Film (<i>Training Rules</i>)	Prism chapter 30 (Stone), 32 (Higginbotham/Weber), and 33 (Edin)	
November 19 (Wednesday)	The Workplace: Power and Violence	Discussion Film (<i>Rape in the Fields</i>)	Prism chapter 36 (Giuffre/Williams) Welsh et al article	Take-Home Exam due
November 24 (Monday)	Methods: Rape Culture and Incarcerated Women	Dr. Mahri Irvine	Gilfus article Mitchell Fuentes article	
November 26 (Wednesday)	NO CLASS: Thanksgiving Break			
December 1 (Monday)	Career Center presentation			
December 3 (Wednesday)	NO CLASS			
December 8 (Monday)	Fourth Wave Feminism(?)	Lecture Discussion	Fahs article Prism chapter 7 (Lamm) Rohrer article	

Date	Topic	Activity	Readings Due	Assignments Due
December 10 (Wednesday)	Changing Cultures	Film (<i>My Masculinity Helps</i>)	Katz article Piccigallo et al article Schwartz/DeKeseredy article	Feminist Viewpoint, Final Version
December 17 (Wednesday) 2:00 – 4:15 pm	CEP Presentations			CEP Report



<http://www.nwhm.org/online-exhibits/progressiveera/introwomenprogressive.html>

Textbooks and Course Materials

All articles are posted on Blackboard. You can purchase the textbook at the bookstore or online. The textbook is referred to as “Prism” in our schedule of classes.

These citations are listed in AAA citation style. You should copy these citations to use for your Works Cited pages. Be sure to use the AAA in-text citation style in your papers.

Abu-Lughod, Lila

2002 Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others. *American Anthropologist* 104(3):783-790.

Anzaldúa, Gloria

1999 *Borderlands: La Frontera*. San Francisco: Aunt Lute Books.

Baumgardner, Jennifer and Amy Richards

2003 The Number One Question about Feminism. *Feminist Studies* 29(2):448-452.

Blackstone, Redfeather

2012[1933] Minority Needs – The Indian. *In Documenting First Wave Feminisms, Volume 1: Transnational Collaborations and Crosscurrents*. Maureen Moynagh and Nancy Forestell, eds. Pp. 250-254. Buffalo, NY: University of Toronto Press.

Bradley, Susan J., Gillian D. Oliver, Avinoam B. Chernick, and Kenneth J. Zucker

1998 Experiment of Nurture: Ablatio Penis at 2 Months, Sex Reassignment at 7 Months, and a Psychosexual Follow-up in Young Adulthood. *Pediatrics* 102(1):e9-e13.

Chin, Elizabeth

1999 Ethnically Correct Dolls: Toying with the Race Industry. *American Anthropologist* 101(2):305-321.

Chow, Esther Ngan-Ling

1987 The Development of Feminist Consciousness among Asian American Women. *Gender and Society* 1(3):284-299.

Daly, Mary

1978 *Gyn/Ecology: The Metaethics of Radical Feminism*. Boston: Beacon Press.

Driver, Susan

2006 Queer Femmes Loving FTMs: Towards an Erotic Transgendered Ethics. *In Trans/Forming Feminisms: Trans-Feminist Voices Speak Out*. Krista Scott-Dixon, ed. Pp. 112-121. Toronto, Canada: Sumach Press.

Dworkin, Andrea

1985 Against the Male Flood: Censorship, Pornography, and Equality. *Harvard Women's Law Journal* 8:1-29.

- Fahs, Breanne
2014 "Freedom To" and "Freedom From": A New Vision for Sex-Positive Politics. *Sexualities* 17(3):267-290.
- Friedan, Betty
1963 *The Feminine Mystique*. New York: W.W. Norton and Company, Inc.
- Gilfus, Mary E.
2002 Women's Experiences of Abuse as a Risk Factor for Incarceration. Harrisburg, PA: VAWnet, a project of the National Resource Center on Domestic Violence/Pennsylvania Coalition Against Domestic Violence.
- hooks, bell
1984 *Sisterhood: Political Solidarity Between Women*. In *Feminist Theory: From Margin to Center*. Pp. 43-65. Boston: South End Press.
- Katz, Jackson
2007 10 Things Men Can Do to Prevent Gender Violence. In *Gender Violence: Interdisciplinary Perspectives*. Laura L. O'Toole, Jessica R. Schiffman, and Margie L. Kiter Edwards, eds. Pp. 465-466. New York: New York University Press.
- Katz, Johnathan Ned
2007 *The Debut of the Heterosexual*. In *The Invention of Heterosexuality*. Pp. 19-32. Chicago: University of Chicago Press.
- King, Deborah H.
1988 Multiple Jeopardy, Multiple Consciousness: The Context of a Black Feminist Ideology. *Signs* 14(1):42-72.
- Lee, Peter A., Christopher P. Houk, S. Faisal Ahmed, and Ieuan A. Hughs
2006 Consensus Statement on Management of Intersex Disorders. *Pediatrics* 118(2):488-500.
- Lewin, Ellen
2009 Who's Gay? What's Gay? Dilemmas of Identity Among Gay Fathers. In *Out in Public: Reinventing Lesbian/Gay Anthropology in a Globalizing World*. Ellen Lewin and William L. Leap, eds. Pp. 86-103. Malden, MA: Wiley-Blackwell.
- Linneman, Thomas J.
2008 How Do You Solve a Problem Like Will Truman? : The Feminization of Gay Masculinities on *Will & Grace*. *Men and Masculinities* 10(5):583-603.
- Mitchell Fuentes, Catherine
2014 Nobody's Child: The Role of Trauma and Interpersonal Violence in Women's Pathways to Incarceration and Resultant Service Needs. *Medical Anthropology Quarterly* 28(1):85-104.

Noble, Bobby

2006 Our Bodies are not Ourselves: Tranny Guys and the Racialized Class Politics of Embodiment. *In Trans/Forming Feminisms: Trans-Feminist Voices Speak Out*. Krista Scott-Dixon, ed. Pp. 95-104. Toronto, Canada: Sumach Press.

Overall, Christine

1992 What's Wrong with Prostitution? Evaluating Sex Work. *Signs* 17(4):705-724.

Paechter, Carrie

2006 Masculine Femininities/Feminine Masculinities: Power, Identities and Gender. *Gender and Education* 18(3):253-263.

Piccigallo, Jacqueline R., Terry G. Lilley, and Susan L. Miller

2012 "It's Cool to Care about Sexual Violence": Men's Experiences with Sexual Assault Prevention. *Men and Masculinities* 15(5):507-525.

Pribilsky, Jason

2004 "*Aprendemos a Convivir*": Conjugal Relations, Co-Parenting, and Family Life among Ecuadorian Transnational Migrants in New York City and the Ecuadorian Andes. *Global Networks* 4(3):313-334.

Reis, Elizabeth

2007 Divergence or Disorder? The Politics of Naming Intersex. *Perspectives in Biology and Medicine* 50(4):535-543.

Rich, Adrienne

1980 Compulsory Heterosexuality and Lesbian Existence. *Signs* 5(4):631-660.

Rohrer, Judy

2005 Toward a Full-Inclusion Feminism: A Feminist Deployment of Disability Analysis. *Feminist Studies* 31(1):34-63.

Sanger, Margaret H.

2012[1914] Family Limitation. *In Documenting First Wave Feminisms, Volume 1: Transnational Collaborations and Crosscurrents*. Maureen Moynagh and Nancy Forestell, eds. Pp. 280-289. Buffalo, NY: University of Toronto Press.

Savage, Gail

2008 More than One Mrs. Mir Anwaruddin: Islamic Divorce and Christian Marriage in Early Twentieth-Century London. *Journal of British Studies* 47(2):348-374.

Schwartz, Martin D. and Walter S. DeKeseredy

2008 Interpersonal Violence Against Women: The Role of Men. *Journal of Contemporary Criminal Justice* 24(2):178-185.

Seneca Falls Convention

2012[1848] Declaration of Sentiments. *In Documenting First Wave Feminisms, Volume 1: Transnational Collaborations and Crosscurrents*. Maureen Moynagh and Nancy Forestell, eds. Pp. 40-44. Buffalo, NY: University of Toronto Press.

Smith, Andrea

2005 Native American Feminism, Sovereignty, and Social Change. *Feminist Studies* 31(1):116-132.

Truth, Sojourner

2012[1868] Address to the American Equal Rights Association. *In Documenting First Wave Feminisms, Volume 1: Transnational Collaborations and Crosscurrents*. Maureen Moynagh and Nancy Forestell, eds. Pp. 47-49. Buffalo, NY: University of Toronto Press.

Valk, Anne M.

2002 Living a Feminist Lifestyle: The Intersection of Theory and Action in a Lesbian Feminist Collective. *Feminist Studies* 28(2):303-332.

Varney, Wendy

2002 Of Men and Machines: Images of Masculinity in Boys' Toys. *Feminist Studies* 28(1):153-174.

Welsh, Sandy, Jacquie Carr, Barbara MacQuarrie, and Audrey Huntley

2006 "I'm Not Thinking of it as Sexual Harassment": Understanding Harassment across Race and Citizenship. *Gender and Society* 20(1):87-104.

Wollstonecraft, Mary

2012[1790] A Vindication of the Rights of Men, a Letter to the Right Honourable Edmund Burke; Occasioned by his Reflections on the Revolution in France. *In Documenting First Wave Feminisms, Volume 1: Transnational Collaborations and Crosscurrents*. Maureen Moynagh and Nancy Forestell, eds. Pp. 21-22. Buffalo, NY: University of Toronto Press.

Zinn, Maxine Baca, Pierrette Hondagneu-Sotelo, and Michael A. Messner, eds.

2011 Gender through the Prism of Difference. 4th ed. New York: Oxford University Press.



<http://www.nwhm.org/online-exhibits/progressiveera/suffrage.html>

Film List

Courtney, Heather

2006 Letters from the Other Side. 72 min. Dallas/Forth Worth: Front Porch Films and KERA.

Funari, Vicky and Sergio De La Torre

2006 Maquilapolis. 60 min. Independent Television Service.

Grimmett, Marc A. and David Hambridge

2013 My Masculinity Helps. 32 min. North Carolina Coalition Against Sexual Assault.

Jhally, Sut

2010 Killing Us Softly 4: Advertising's Image of Women. 45 min. Media Education Foundation. Northampton, MA.

Jhally, Sut

2007 Dreamworlds 3: Desire, Sex and Power in Music Video. 54 min. The Media Education Foundation.

MacDonald, Kirsty

2009 Assume Nothing. 80 min. New York: Films Media Group.

Mosbacher, Dee and Fawn Yacker

2009 Training Rules. 62 min. Woman Vision. San Francisco.

Newsom, Jennifer Siebel

2011 Miss Representation. 90 min. Ro*co Films Educational and Girls Club Entertainment. San Francisco.

Persson, Nahid

2006 Prostitution Behind the Veil. 52 min. Filmmakers Library. New York.

Pollack, Ruth

1995 One Woman, One Vote. 108 min. WGBH Educational Foundation.

Spadola, Meema

2000 Our House: A Very Real Documentary about Kids of Gay and Lesbian Parents. 56 min. First Run/Icarus Films. New York.

Stauffer, Zachary, Vicente Franco, and Andres Cediel

2013 Rape in the Fields. 53 min. Boston, MA: WGBH Educational Foundation.