

#MeToo

Tuesdays/Thursdays 12:30 – 1:45

Meredith 235

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Drop In Hours: Tuesdays/Thursdays 11:00 – 12:00 and Wednesdays 1:00 – 2:00

This class serves two purposes. As a First Year Seminar, it is part of a Drake curriculum meant to help you become better writers and thinkers (the two go together!), and to introduce you to succeeding in college-level work. As a seminar on the #MeToo movement, it is meant to introduce you to the movement from a *scholarly* perspective, and to provide a jumping-off point from which you can undertake further study.

We are a diverse class of learners: many of you are science majors and pre-pharmacy, others of you are accounting and business majors, a few of you come from the humanities and social sciences, and still others of you are education majors and aspiring journalists. From our conversation during our pizza dinner, and the notes you wrote me so generously on the notecards, I am aware that there is a great diversity of lived experience, prior knowledge, and areas of interest in the class.

I've written the syllabus that you have here with that diversity in mind – and with an eye to providing you a *structured way* to learn the *contemporary history* that led up to the explosion of #MeToo stories, and to theorize (think about) how activism like #MeToo can create meaningful change. I also want to give you an opportunity to learn about those areas of the political, social, and economic world that interest you most – and to learn about the kinds of harm caused by gendered violence (from sexual harassment and assault, to the harms caused to men by toxic masculinity). Finally, I want to introduce a way of being in the world that acknowledges our standpoints, and allows us to think about difference in a useful way – so we focus in this course on a process of intersectional thinking that enables that way of being.

Responsibilities of the Instructor

As a professor, I bring knowledge and experience to the classroom, as well as a love and passion for the topic. I view my responsibilities to you, as a class, as four-fold. I will be accessible to students, and I hope you will come by during my office hours. I also encourage all students with documented disabilities to see me as soon as possible so that I can make reasonable accommodations for your differing abilities.

I have assigned readings that I find lively and informative, and I will bring outside materials to the class that will help focus the material and our study of it, as well as offer broader perspectives on the topics at hand. I will give the class opportunity to evaluate the effectiveness of these materials and make suggestions for change for future courses. I will also provide opportunities for evaluating my performance as a professor, and

solicit suggestions for improvement. Third, I will provide detailed and clear instructions for the completion of the homework assignments and examinations, as well as detailed information on my grading standards. I will gladly discuss students' exams and grades with them. Finally, I will come to class prepared, awake, and enthusiastic; I will respect the thoughtful contributions of all class-members, and encourage an atmosphere of collegial sharing and conversation.

Responsibilities of the Students

Students, similarly, have four areas of responsibility. Please come to class prepared (having engaged our course materials far enough in advance to think about them), and ready to participate by answering and asking questions, offering opinions, and bringing in relevant outside materials for class discussion. Please act respectfully towards each other and me, and operate in this classroom with compassion and curiosity.

Second, you will complete each homework assignment on time, and turn in typed, legible pages. An assignment is considered late at the end of the class period for which it was due. ***I do not accept electronic submissions of work. For every day an assignment is late (weekends count), it will lose 10 points.*** Third, and related, you absolutely must carefully attribute all quotations, paraphrases, or summarization of others' scholarship -- if you are unclear about what constitutes plagiarism, please see me, and refer to the statements on plagiarism and cheating located in the Drake University course catalog. Please do your own work. I expect honesty and diligence in this regard: students who cheat or plagiarize will fail the assignment (at my discretion they will earn between 6 and 65 points on it); at my discretion, they may simply fail the course, and be referred for disciplinary action to the appropriate Dean (the Dean of your College/School).

Finally, you are expected to use outstanding etiquette in class: be on time, and refrain from leaving early. I understand that many of you have tight schedules and are eating on the run -- feel free to bring food and drink to class; however, I will not tolerate phones, or the use of computers for surfing the web. If electronic communication devices distract me, or others in class, I will simply ask you to leave. I'm absolutely serious about this.

Starfish

This course is part of a Drake initiative that utilizes Starfish Student Success. Starfish is an online notification system used by faculty to communicate with students and support personnel regarding academic achievements and to identify areas for improvement. In addition to awarding kudos to acknowledge excellent performance, Starfish is also used by faculty and staff to raise early alerts and to direct students to free resources such as subject tutoring, academic achievement coaching, or a meeting with your college/school dean's office. Starfish referrals are designed to help students identify strategies to achieve their academic goals. Students are encouraged to take advantage of the many opportunities offered by Drake to promote academic success. To access Starfish, log into

the MyDrake portal and click the Starfish link. To learn more about Starfish, visit the website at www.drake.edu/starfish. Note that when you set up your Starfish account both texting and email are options for notifications. If you need assistance, email: starfish@drake.edu.

Policy on Absences and Withdrawals

This is a seminar course - I expect your full, prepared, and enthusiastic participation. Students who must miss a class period are responsible for getting notes. It is not my responsibility to provide notes for missed classes, or review missed material. Students who have long-term, unanticipated medical or familial disruptions are responsible for making arrangements with me. Additionally, those students who have a paper due or exam scheduled during their absence related to a religious observance, an athletic or co-curricular event must make arrangements with me, prior to the event.

The University policy on Withdrawals applies. Please refer to the current Drake University class schedule/catalog for detailed information and deadlines regarding drop/add/withdrawal policies.

Required Readings

Baker, Carrie N. 2008. *The Women's Movement Against Sexual Harassment*. New York City: Cambridge University Press.

Hancock, Ange-Marie. 2011. *Solidarity Politics for Millennials: The Politics of Intersectionality. A Guide to Ending the Oppression Olympics*. New York City: PalgraveMacMillan.

Additional materials, as assigned below, and found on BlackBoard

Will the Course Materials and Conversation Trigger any Strong Emotional Responses?
Probably.

If you have survived sexual assault, intimate partner violence, or other forms of sexualized abuse or harassment, you may experience strong emotions while reading and discussing some of these texts. If you care for or love anyone who has had any of these experiences, you may experience strong emotions while reading and discussing many of these texts. It is important for you to know that I am a mandatory reporter; I am available for conversation – but I must report any disclosures of sexual assault or abuse that occurred at Drake, that you bring to me.

Drake's office for Sexual Violence and Healthy Relationship Promotion, directed by Lynne Cornelius, is one such resource for students, and is particularly useful for students who have been subjected to interpersonal [gender] violence including sexual assault/harassment, dating/domestic violence, gender-based discrimination, and stalking. Other services her office provides include crisis intervention (safety plan, crisis

counseling, rights information), and assistance in academic and housing accommodations as needed. To contact Lynne, call [515-271-4141](tel:515-271-4141) or lynne.cornelius@drake.edu. The Violence Intervention Partner (V.I.P.) program through this office provides peer-based 24/7 confidential advocacy services. To access a V.I.P. advocate call or text [515-512-2972](tel:515-512-2972). For more information about these services visit www.drake.edu/sexual-assault/

If your ancestors were held in conditions of slavery, or were part of a population that had genocide inflicted on it, you may experience strong emotions while reading and discussing many of these texts. If you have been subject to racialized harassment, stereotyping, or violence, you may experience strong emotions while reading and discussing these texts.

As well, if you have begun to confront the privilege associated with your racial, gendered, and class identities, you may also experience strong emotions while engaging these materials.

In short – if you are a human living on this earth in the contemporary period, our readings and conversations and films might trigger feelings of panic, hopelessness, anger, guilt, and anxiety. They might also trigger feelings of efficacy, joy, enthusiasm, and commitment. Your emotional response to readings and conversations impacts your learning, and that being aware of your emotional response is an important part of personal growth. If a reading or video resurfaces trauma that you feel ill-equipped to deal with, I am absolutely ready to help you find the support you need.

Grading

Your grade in this course will be based on: four short papers, a longer paper, a set of resources and commentary you provide, and your participation. I discuss each of these briefly, here – full instructions will be on BlackBoard, at least 2 weeks prior to each due date.

The **four short papers** (1 page single-spaced) and **one longer final essay** (3 – 5 pages) build on each other, and are based on the reading we do for class. The papers are each worth up to 100 points.

You will become an expert in one part of the #MeToo movement, it's contemporary or historical manifestations, or a theory relating to it. You'll share your knowledge with the class – and with the world – in the four class periods after Thanksgiving break. I will evaluate the **resources and commentary** you provide for our webpage on the following scale: not done = 0; below expectations = 50; meeting expectations = 80; exceeding expectations/excellent = 100.

Finally, you can earn up to 100 points for your **participation** in the class.

This is a class will operate as a seminar: you will learn from the readings, certainly, and from me – but also from each other. I expect everyone to be prepared when they come to class, and to share their preparation with each other in respectful dialogue. You will be able to earn up to 100 “participation points” in this class. Some of these points will be based on your in-class work; you earn them primarily by being actively engaged in the material we cover this semester. Active and productive engagement will earn participation points; if you are consistently and obviously unprepared to participate in class discussion, your participation score will suffer. I encourage you to bring relevant and useful information to class; when you do, I will grant you participation credit. As well, some of the things that would usually be “extra credit” will, in this class, count as “participation” in the course. These include your attendance at relevant lectures, exhibits, rallies, and other events, as well as screening films, voting, and other activities. Opportunities for earning participation credit in this way will be posted frequently on Black Board.

The hard-ass part of grading: Papers must be typed, and turned in on paper (I do not accept electronic submissions); they must be on time (I assess 10 points off per date late, weekends included, starting at the close of the class period the paper is expected).

Summary of Assignments, Points, and Due Dates

| | | |
|-------------------|---------------|--------------|
| Essay 1 | up to 100 pts | September 4 |
| Essay 2 | up to 100 pts | September 11 |
| Essay 3 | up to 100 pts | October 9 |
| Essay 4 | up to 100 pts | November 1 |
| Resources/Comment | up to 100 pts | December 6 |
| Final Essay | up to 100 pts | December 13 |
| Participation | up to 100 pts | Ongoing |

Plus/Minus Grading

I will assign grades on a plus/minus scale. Your final grade will be determined by the absolute number of points earned, which corresponds to a grade scale as laid out here:

| | | | |
|----|---------------|----------------------|-----------------------|
| A+ | 100% | 693 - 700 points | 4.0 towards GPA + a 😊 |
| A | 94 – 99% | 658 - 692 points | 4.0 towards GPA |
| A- | 90 – 93% | 630 - 657 points | 3.7 towards GPA |
| B+ | 87 – 89% | 609 – 629 points | 3.3 towards GPA |
| B | 84 – 86% | 588 - 608 points | 3.0 towards GPA |
| B- | 80 – 83% | 560 - 587 points | 2.7 towards GPA |
| C+ | 77 – 79% | 539 - 559 points | 2.3 towards GPA |
| C | 74 – 76% | 518 - 538 points | 2.0 towards GPA |
| C- | 70 – 73% | 490 - 517 points | 1.7 towards GPA |
| D | 60 – 69% | 420 - 489 points | 1.0 towards GPA |
| F | less than 59% | less than 419 points | no credit towards GPA |

Course Outline

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|---|--|
| Tuesday, August 28 What you should prepare: In class we will engage: | Introduction: College Level Work and Attitude Nothing in advance of class This New York Times piece on being a college student Brené Brown TedTalk on Perfectionism, Shame, Resilience |
| Thursday, August 30 What you should prepare: In class we will engage: | Introduction: A Range of Harms, Range of Sectors Email me, before class, a link to a news article about a part of the #MeToo movement that interests you in particular Those links, and a podcast from Tarana Burke and Reese Witherspoon: Hello, Sunshine! Episode 1: <i>Our Anger</i> |
| Tuesday, September 4 What you should prepare: What you should bring: In class we will engage: | Readings on BlackBoard, the many variations of feminism Everyone: 1-page single-spaced essay responding to the readings (instructions on BlackBoard) TedTalk by Chimamanda Ngozi Adichi, “We Should All be Feminists” |
| Thursday, September 6 What you should bring: In class we will engage: | We Meet in Cowles Library, Room 045 Your list of two areas of #MeToo you want to dive into Professor Samantha Becker, Library Session |
| Tuesday, September 11 What you should prepare: What you should bring: | College, Consent, and #MeToo Readings on BlackBoard from <i>The Chronicle of Higher Education</i> Everyone: 1-page single-spaced essay responding to the readings (Instructions on BlackBoard) |
| Thursday, September 13 What you should prepare: In class we will engage: | Readings on BlackBoard from <i>The Chronicle of Higher Education</i> <i>Hello Sunshine Podcast, Episode 2: Power</i> |
| Tuesday, September 18 What you should prepare: | Readings on BlackBoard re: sexual violence on campus |
| Thursday, September 20 What you should prepare: In class we will engage: | Drake Resources Nothing additional today Katie Overberg, Drake University Title IX Office |
| Tuesday, September 25 What you should prepare: In class we will engage: | History of US Movement Against Sexual Harassment Baker, pages 1 - 11 <i>9-to-5</i> |

Thursday September 27

What you should prepare: Baker, pages 11 – 66

Tuesday, October 2

What you should prepare: Baker, pages 67 – 110

In class we will engage: Video from second wave of women’s movement

Thursday, October 4

What you should prepare: Baker, pages 111 – 176

During class we will engage: Footage from Justice Clarence Thomas’ confirmation Hearings

Tuesday, October 9

What you should prepare: Readings on BlackBoard covering Case Law and Consciousness-Raising

In class we will engage: A brief video: [A Story Like Mine](#) (4 minutes)

What you should bring: 1-page single-spaced essay responding to the readings (Instructions on BlackBoard)

Thursday, October 11

More Drake Resources

What you should prepare: Nothing additional today

In class we will engage: Lynne Cornelius, Drake’s Violence Prevention Coordinator

Tuesday, October 16

No Class

Fall Break

What you should prepare: To have fun and rest up!

Thursday, October 18

Intersectionality and Activism

What you should prepare: Hancock, pages 1 - 62

Tuesday, October 23

What you should prepare: Hancock, pages 63 – 101

In class we will engage: *Hello, Sunshine podcast: Freedom episode*

Thursday, October 25

What you should prepare: Sarah McBride readings, on BlackBoard

Monday, October 29

Special Event

Sarah McBride will be speaking at Drake at 4:00 in the Cowles Library Reading Room National Press Secretary for the Human Rights Campaign, McBride was the first openly transgender woman to intern in the White House (for President Obama’s administration) and to address a major party convention (Democrats). Her talk, on transgender identities, will include time for conversation about intersectionality, and the way that transgender women and cis gender women experience similar and dissimilar forms of harassment, assault, and oppression.

You are not required to go to this talk – but I hope that you will!

It will be eligible for participation points.

Tuesday, October 30

What you should prepare:

Hancock, pages 101 -148

In class we will engage:

Hello, Sunshine! Our Voices Episode

Thursday, November 1

What you should prepare:

Hancock, pages 149 – 186

In class we will engage:

Media about intersectional activism

What you should bring:

1-page single-spaced essay responding to the readings
(Instructions on BlackBoard)

Tuesday, November 6

What you should prepare:

Toxic Masculinity

Readings on BlackBoard including “[The Myth of the Male Bumbler](#)” and more TBD

In class we will engage:

TedTalk by Jackson Katz

Thursday, November 7

What you should prepare:

Feminist Men and Allies

Readings on BlackBoard TBD

Tuesday, November 13

What you should prepare:

Identifying and Evaluating Solutions

[Lauren Edelman article in Harvard Business Review](#)

Carrie Baker’s 2018 primer for action, from Ms magazine, on BlackBoard

Thursday, November 15

What you should prepare:

Boux and Daum, “At the Intersection of Social Media and Rape Culture,” on BlackBoard

[Challenges and Pitfalls of Fighting Harassment on-Line](#)

Tuesday, November 20

What you should prepare:

Nina Flores, “Tweeting the Gendered City,” on BlackBoard

Thursday, November 22

Thanksgiving Break

Tuesday November 27

What you should bring:

Building Our Website

Resources + Commentary

Thursday, November 29

What you should bring:

Resources + Commentary

Tuesday, December 4

What you should bring:

Resources + Commentary

Thursday, December 6

What you should bring:

Resources + Commentary

Final Class:

What you should prepare:

What you should bring:

In class we will engage:

We meet Thursday, December 13, from 2:00 – 3:50

Nothing additional

Longer essay, responding to prompt on BlackBoard

Hannah Gadsby's Netflix Special *Nanette*

And we will have treats