

## **GENDER, SEXUALITY AND CULTURE**

### **WOMENSST 187B**

Lectures: Mon. & Wed. 10:10am – 11:00am  
Discussion Sections: Fridays, as per registration

Lecturer: Jacquelyne Luce  
Office: Bartlett 7C  
Office Hours: Mon. 1pm to 3pm & by appointment  
Email: [jluce@wost.umass.edu](mailto:jluce@wost.umass.edu)

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**TAs:** Dawn Lovegrove [dlovegro@comm.umass.edu](mailto:dlovegro@comm.umass.edu)  
Eve Ng [ecng@comm.umass.edu](mailto:ecng@comm.umass.edu)  
Adina Giannelli [adina.giannelli@gmail.com](mailto:adina.giannelli@gmail.com)  
Josefa Scherer [jscherer@schoolph.umass.edu](mailto:jscherer@schoolph.umass.edu)

Office Hours: Will be announced in Discussion Sections.

**Writing TA:** Shakuntala Ray [shakuntalaray5@gmail.com](mailto:shakuntalaray5@gmail.com)  
Office Hours: Wednesdays, 2pm-3:30pm. Please contact Shakuntala for an appointment.

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### **Course Description**

Women, Gender, Sexuality Studies (WGSS) is a vibrant and interdisciplinary field, spanning the humanities, social, natural and physical sciences. Scholars in the field have developed frameworks, theories and methods to study and understand ourselves and our natural and social worlds. Women, Gender, Sexuality Studies challenges a number of traditional academic and cultural understandings of many issues. In this course, we will look at how knowledge, history, policies and norms are produced, shaped, mediated and governed. What impact has this had on understandings of gender, sexuality, and cultural norms? Placing gender and sexuality at the center of analysis, in this class we will address some of the basic concepts and theoretical perspectives in Women, Gender and Sexuality Studies. Furthermore, we will engage critically with a set of thematic areas that have an enduring, albeit changing, place within the field as a whole and which are also key sites of regulation and transgression of gender, sexuality and intersecting axes of difference. In what ways are gender and sexuality tied up with and inseparable from other forms of identification, such as race, disability, age, ethnicity, citizenship and class? How do intersecting systems of oppression, such as racism, sexism, heterosexism, homophobia, transphobia, ableism and ageism shape experience? How do they also shape the ways in which people resist inequality and lobby for change? Throughout the course we will undertake readings, watch films and engage in exercises to explore the past, present and potential future of understandings about gender and sexuality, paying close attention to political, cultural, and economic contexts.

The course will be challenging. In many ways, it is also an invitation to you to challenge yourself. The course will offer you opportunities to take very close looks at the cultural understandings of gender and sexuality with which you may be familiar, as well as those which may be unfamiliar. It will also introduce you to critical perspectives that may not be a part of your everyday understandings of 'woman', 'man', 'lesbian' 'trans guy',

'heterosexuality', etc. The course and assignments have been designed to facilitate making bridges between academic theory and everyday life. The types of bridges you build and how and how often you cross them will be up to you. You are encouraged to take chances in order to further your knowledge, while remaining respectful of your peers and everyone else who will engage in conversations with you throughout the semester.

## **The Importance of General Education**

This course fulfills two general education requirements (interdisciplinary, "I" and domestic diversity, "U"). One goal of higher education is to nurture the potentials in all students. General Education aims at personal enrichment, cultural awareness, and breadth of knowledge. General education requirements will help to prepare you for a lifetime of learning and give you skills for community engagement and informed citizenship.

Women, Gender, Sexuality Studies is fundamentally an interdisciplinary field, i.e., you will be introduced to ideas, theories, methods, and concepts from many disciplines. Diversity is central to our conceptions of women, gender and sexuality. We begin with the understanding that there is no generic, universal category of man or woman. Instead, we recognize that we are always located in networks of other social variables, such as race, ethnicity, sexuality, class, nationality, ability etc. In this course, emphasis will be placed on the intersectional nature of our identities both in our theoretical and experiential explorations. The course will introduce you to the philosophical, theoretical and methodological diversities within the field of women, gender, sexuality studies and you will engage and apply these ideas to your lived experiences. Your life experiences, including your college/university experiences and your questions about professional life and training will be welcome contributions and you will be challenged to hone your critical thinking and writing skills which will be essential for you to function productively in a diverse and rapidly changing world.

Thirty years ago, there were only a few universities and colleges across the country with women's or gender studies departments or programs. Today the majority of institutions offer courses in women's and gender studies, as well as majors and minors. This scholarship spans academic disciplines across the humanities, social sciences, physical and natural sciences. The importance of gender has been mainstreamed – whether it be within the United Nations, business corporations or law firms, attention to gender has become a critically important dimension to training a diverse workforce. As our main objectives, we want you to begin:

- to think critically and creatively and to conduct self-directed learning projects
- to work effectively and collaboratively with diverse groups
- to understand diverse perspectives, different philosophies, and how different cultures and groups relate
- to integrate and synthesize knowledge
- to communicate clearly, concisely and effectively both in writing and speaking tasks
- to demonstrate knowledge of self in diverse cultural contexts
- to acquire knowledge in a variety of scholarly modes and contexts
- to recognize diverse disciplinary viewpoints and methods
- to understand the intersectionalities of our lives, their similarities and differences
- to bring an interdisciplinary and multidisciplinary focus to your scholarship, practice, community work, and your competencies

## Course Requirements

- You must be registered for both the lecture and discussion section. Attendance at BOTH is required.
- Reading assignments must be completed BEFORE the lecture period for which they were assigned.
- This course fulfills a general education requirement (IU), and so, we will pay particular attention to your writing. Let us know (early in the semester) if you have specific learning or writing needs.
- You are responsible for knowing when assignments are due and handing them in on time. Dates of major writing assignments are in this syllabus (outline of topics and readings). ASSIGNMENTS SHOULD BE HANDED IN AT THE BEGINNING OF CLASS AND ONLINE BY 2PM. Other assignments will be given in your discussion sections. Absence from these sections on the day the assignment is due is no excuse for not handing in the assignment on time. It is each student's responsibility to find out about assignments from someone in your discussion group or from your Teaching Assistant. All sections may not always have the same assignments.
- Discussion sections will provide the opportunity to talk and write critically and analyze issues and topics. You will be expected to have completed and thought about all of the readings for each class. If you miss a class, you are expected to still do the readings. ALWAYS check Moodle for further information about lecture or discussion section exercises, preparatory questions, etc. *Sections begin Friday September 7, 2012.*
- Films, videos and guest lectures are part of the class material. You are responsible for this material.
- *We will follow all university policies on issues of Academic Honesty, Grading, Attendance, Examinations, and Absences due to Religious Observance.*

## ASSESSMENT DETAILS

**Note: Due dates are noted in the outline of topics and readings!!!!**

### Written Essays

TWO Short Analytical Essays (300-500 words): 2 x 7.5%

Details of topics and assignments will be posted online and discussed in class. Assignments are due at the beginning of class on the due date. If you miss discussion on the day an assignment is due, it will be considered late. Assignments can be turned in early with no penalty.

ONE Final Analytical and Reflective Essay (750 to 1000 Words): 20%

In this essay, you will expand on a particular dimension of interest that you encountered while working on the Virtual Gallery Project (see below)

### Exams

MIDTERM Quiz - 10%

This exam will be held in discussion sections.

## FINAL EXAM – 20%

The exam will be scheduled during finals week. This exam will cover material from the entire course. *Do not make any travel plans before you check the final exam schedule.*

## Group Work

Gender Studies Virtual Gallery Project: 20%

You will work in groups of 3 or 4 with colleagues from your discussion sections to develop a virtual exhibit that introduces visitors to issues on a particular topic in Women, Gender, Sexuality Studies. The exhibit will include visuals, sound, film clips or trailers and news articles, as well as accompanying clarifying text that you will write. This exhibit will form the basis for your final paper. Details about this project will be given in class in week 3

## Attendance and Participation - 15%

Attendance at both lectures and discussion groups is required.

Discussion groups are an important and integral part of the class. You are expected to contribute to the discussion, and to support your colleagues in participating as well. You are also expected to participate in and complete any homework and in-class exercises that are assigned. This will include, for example, making posts to the 'Statements that Make Me Think' page – details to be provided. *Attendance and participation in discussion sections are factored into the final grade. Two or more unexcused absences will result in your grade being marked down. Non-attendance will result in an "F" in the course. For an excused absence you must: (i) provide an official note excusing your absence and (ii) submit a two page reflection paper based on the readings assigned for that week, due the next class day.* Please see your section syllabus for details.

## Overview of Grading

Your score on each assignment will be accessible on Moodle at different points in the semester. However, your final letter grade is determined at the end of the course based on the grade distribution of the class.

*Final grades will be computed as follows:*

- Participation: Discussion group - includes attendance, class participation and section assignments (Details in discussion section syllabus) 15%
- Two Short written assignments – 2 x 7.5% = 15%
- One final written assignment – 20%
- Women, Gender, Sexuality Studies Past, Present, Futures Gallery Project (20%) (Note, this is group work and you will receive a group mark. There will be a mandatory 'check-in' for all groups mid-way in the project)
- In-class Midterm Quiz - 10%
- Final Exam - 20%
- Extra Credit (2% per event - check Moodle for details) *up to 6%*

## General Notes

INCOMPLETES will not be given except in unusual circumstances. See your TA as soon as possible.

LATE PAPER POLICY – papers will be marked down (1% for each day they are late). Papers will not be accepted after a week past the deadline. For any problems, please see your TA as soon as possible.

MAKEUP EXAM POLICY - You cannot make up an exam unless you have extenuating circumstances. If you miss or cannot take the midterm or final on the designated day, you must provide documentation of a medical or family emergency. Please discuss your situation with your TA and/or professor at the earliest possible time.

EXTRA CREDIT ASSIGNMENTS - You can earn extra credit by attending **approved** events on topics relating to the course and posting a 250 to 400 word critical response to the event. You may submit topics to your TA for approval. Write ups must be posted within 7 days of the event.

DISCUSSIONS SECTIONS are *NOT* optional or add-ons. They are designed to be an integral part of the course and to provide an opportunity to clarify issues in your readings, films and lectures, as well as to debate and discuss various issues. In addition, there will be informal writing exercises during discussion sections as part of your learning on how to think critically about these given issues. We expect you to have *completed and thought about* all of the readings for that week before your section meets and to be ready to engage in meaningful dialogue and in-class writing. In addition to their strictly academic function, sections are also places where students may talk about the ways in which the topics we address in this course may have touched their lives. *Attendance and participation in discussion sections and assignments constitute 15% of the course grade. The assignments are due at the beginning of the discussion section. If you miss section for any reason, you must still inform your TA and arrange how to make up the work. (See Written Assignments above).*

RESPONDING TO EMAIL: Both the lecturer and TA will aim to respond to questions sent by email within 72 hours on weekdays. Please do not expect a response on the weekend. It is preferred that you meet with your TA or Lecturer during office hours.

## Ground Rules

The challenge in such a large class is faculty/student interaction. We invite you to stop by our office hours to discuss the course material, clarify readings, or just introduce yourself. We will try to foster as much active participation in the course as is possible. Discussion sections have been designed to continue the dialogue. Make use of office hours to continue class discussions, clarify confusions or to discuss any other problems you are having with the course. Because of the class size and the nature of the subject matter, it is necessary to set some ground rules:

- This many people in one room can be a difficult situation on many levels. One major concern is NOISE. Talking, even whispering is *disruptive to both the instructor and other students*. Please be courteous to everyone.

- Use of cell phones, Internet, texting etc. are also very disruptive and not allowed in the classroom, unless otherwise stated. This holds both for lecture and discussion section. Unauthorized use will impact your participation grade.
- This class is *50 minutes* and we expect you to remain for the entire period. Late comers and those who pack up 5 minutes before the class ends disrupt the class for everyone.
- Make up exams or paper extensions will only be given to students who have a *documented* conflict, such as a medical or family emergency. Ignorance of this rule is not a valid excuse. See specifics above under section —Written Assignments.

### **Academic Honesty**

Academic dishonesty, in any form, will not be tolerated and you are responsible for educating yourself about the University's official policy on academic honesty. Following is a summary (you can read it in full at:

[http://www.umass.edu/dean\\_students/code\\_conduct/acad\\_honest.htm](http://www.umass.edu/dean_students/code_conduct/acad_honest.htm))

If an instructor finds that a student has violated the University's Academic Honesty Policy, the instructor has the right to lower the student's grade, or even to fail the student for the course. Students have the right to appeal such a grade penalty by an instructor. The University Academic Honesty Board, which must be notified by instructors of any grade penalty, reviews all student appeals. The Board may sustain or recommend modification of the penalty given by the faculty member, or may recommend sanctions exceeding those originally given, such as suspension or expulsion from the University. The Board may also recommend sanctions for offenders who have committed multiple violations of the Academic Honesty Policy but who have not appealed the faculty members' decisions.

The Updated Student Academic Regulations can be read at:

<http://www.umass.edu/registrar/media/academicregs.pdf>

**GENDER, SEXUALITY AND CULTURE (FALL 2012)**  
**READINGS, FILMS & NOTEWORTHY INFORMATION**

**Note: This outline is subject to change –  
Please refer to Moodle for any updates.**

<b>Date</b>	<b>Topic and Readings/Films</b>
<b>Week 1</b>	<b>Introducing Women, Gender, Sexuality Studies</b>
Wed. Sept. 5 <sup>th</sup>	Introduction to the Course, Expectations, Requirements
Fri. Sept 7 <sup>th</sup>	<p>Discussion Section – introductions, overview, exercises</p> <p>Please come prepared to talk about the following questions:</p> <p>What does gender mean to you? What is the difference between gender and sexuality? Why is defining what ‘gender’ and ‘sexuality’ mean so difficult? Can you identify any areas in your life where your gender or sexuality matter?</p>
<b>Week 2</b>	<b>Thinking about Gender, Sexuality and Culture</b>
Mon. Sept. 10 <sup>th</sup>	<p>Video – Straightlaced: How Gender’s Got Us All Tied Up, part 1</p> <p>Boxer, Marilyn. Ch. 1, Feminist Advocacy, Scholarly Inquiry, and the Experience of Women, In When Women Ask the Questions. Baltimore and London: The Johns Hopkins University Press.</p>
Wed. Sept. 12 <sup>th</sup>	<p>Video – Straightlaced: How Gender’s Got Us All Tied Up, part 2</p> <p>Lorde, Audre, The Master’s Tools Will Never Dismantle the Master’s House</p> <p>Lorde, Audre, Transformation of Silence into Language and Action</p> <p>Anzaldua, Speaking in Tongues</p> <p>Nestle, Joan, Genders on My Mind</p> <p>Wilchins, Riki, It’s Your Gender Stupid</p> <p>(Full bibliographic information available on Moodle)</p>
Fri. Sept. 14 <sup>th</sup>	Discussion Section – Entanglements

<b>Week 3</b>	<b>Key Concepts and Theoretical Frameworks (Difference, Experience, Performance, Intersectionality)</b>
Mon. Sept. 17 <sup>th</sup>	Weedon, Chris (1999): The Question of Difference. In <i>Feminism, Theory and the Politics of Difference</i> . Oxford: Blackwell Publishers.  Mohanty, Chandra Talpade (1992): Feminist Encounters: Locating the Politics of Experience. In <i>Destabilizing Theory: Contemporary Feminist Debates</i> , eds. Michele Barrett and Anne Phillips. Stanford: Stanford University Press.
Wed. Sept. 19 <sup>th</sup>	Candace West & Don Zimmerman, (2000): "Doing Gender" in <i>Gendered Society Reader</i> , Michael Kimmel & Amy Aronson. Oxford: 146- 163.  Crenshaw, Kimberle (1989): Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics, <i>University of Chicago Legal Forum</i> 139-67 (1989).
Fri. Sept. 21 <sup>st</sup>	Discussion Section
<b>Week 4</b>	<b>Contemporary Contestations – Hip Hop Feminism</b>
Mon. Sept. 24 <sup>th</sup>	Peoples, Whitney A. (2008) "Under Construction": Identifying Foundations of Hip-Hop Feminism and Exploring Bridges between Black Second-Wave and Hip-Hop Feminisms. <i>Meridians: feminism, race, transnationalism</i> 8(1):19–52  Film - Say My Name, part 1
Wed. Sept. 26 <sup>th</sup>	Film - Say My Name, Part 2
Fri. Sept. 28 <sup>th</sup>	Discussion Section – <b>First Essay Due</b>
<b>Week 5</b>	<b>Contemporary Contestations – Intersex and Transgender Movements</b>
Mon. Oct. 1 <sup>st</sup>	Valentine, David (2003): 'The calculus of pain': Violence, anthropological ethics, and the category transgender <i>Ethnos: Journal of Anthropology</i>

	<p>Volume 68 (1).</p> <p>GenderPac Statement (Avail. On Moodle)</p>
Wed. Oct. 3 <sup>rd</sup>	<p>Anne Fausto-Sterling (1994): "The Five Sexes: Why males and females are not enough." <i>The Sciences</i>, 33 (2): 20-25.  <a href="http://www.neiu.edu/~lsfuller/fivesexes.htm">http://www.neiu.edu/~lsfuller/fivesexes.htm</a></p> <p>Daly, Maura (2007): Technologies of Intersex. <i>Interdisciplinary Humanities</i> Vol. 24 (1): 83-101</p> <p>Short Film (TBA)</p>
Fri. Oct. 5 <sup>th</sup>	<p>Intersex Symposium, Mount Holyoke College</p> <ul style="list-style-type: none"> <li>- Attendance at the Symposium is expected in lieu of Discussion Sections. Details will be provided, so that you can fit this into your schedule. Should you not be able to attend due to a conflict with other classes, alternative arrangements will be made</li> </ul>
<b>Week 6</b>	<b>Reproductive and Family Politics – Part 1</b>
Mon. Oct. 8 <sup>th</sup>	Columbus Day – NO CLASS
Tues. Oct. 9 <sup>th</sup>	<p>Granzow, Kara (2007) De-constructing 'choice': The social imperative and women's use of the birth control pill. <i>Culture, Health &amp; Sexuality</i> 9(1): 43–54.</p> <p>Schoen, Johanna (2001): Between Choice and Coercion: Women and the Politics of Sterilization in North Carolina, 1929-1975. <i>Journal of Women's History</i> 13 (1): 132-156</p>
Wed. Oct. 10 <sup>th</sup>	<p>History of Abortion in the US  <a href="http://www.ourbodiesourselves.org/book/excerpt.asp?id=27">http://www.ourbodiesourselves.org/book/excerpt.asp?id=27</a></p> <p>Manninen, Bertha Alvarez (2010): Rethinking Roe v. Wade: Defending the Abortion Right in the Face of Contemporary Opposition. <i>American Journal of Bioethics</i>. 10 (12): 33-46.</p>
Fri. Oct. 12 <sup>th</sup>	Discussion Section
<b>Week 7</b>	<b>Reproductive and Family Politics – Part 2</b>
Mon. Oct. 15 <sup>th</sup>	Pollock, Anne (2003): Complicating Power in High-Tech Reproduction:

	<p>Narratives of Anonymous Paid Egg Donors. <i>Journal of Medical Humanities</i> 24 (3/4).</p> <p>Roberts, Elizabeth (2011): Abandonment and Accumulation: Embryonic Futures in the United States and Ecuador. <i>Medical Anthropology Quarterly</i> 25 (2), 232-253.</p>
Wed. Oct. 17 <sup>th</sup>	Howell, Signe and Diana Marre (2006): To Kin a Transnationally Adopted Child in Norway and Spain: The Achievement of Resemblances and Belonging. <i>Ethnos</i> 71(3).
Fri. Oct. 19 <sup>th</sup>	<p>Discussion Section</p> <p>****<b>Second Essay Due</b>****</p>
<b>Week 8</b>	<b>Sports, Bodies, Biologies – Part 1</b>
Mon. Oct. 22 <sup>nd</sup>	<p>Dworkin, S. and Messner, M. (1998): Just do...what? Sports, Bodies, Gender. In Ferree, M., J. Lorber and B. Hess (Eds.), <i>Revisioning Gender</i>. New York: Sage Publications, p. 341-361.</p> <p>Mcdonald, Mary G. (2002): Queering Whiteness: The Peculiar Case of the Women's National Basketball Association. <i>Sociological Perspectives</i> 45 (4): 379-396.</p>
Wed. Oct. 24 <sup>th</sup>	Cavanagh, Sheilagh and Heather Sykes (2006): Transsexual Bodies at the Olympics: the International Olympic Committee's Policy on Transsexual Athletes at the 2004 Athens Summer Games. <i>Body and Society</i> 12(3): 75-102
Fri. Oct. 26 <sup>th</sup>	Discussion Section – Mid-term In-class Quiz
<b>Week 9</b>	<b>Sports, Bodies and Biologies – Part 2</b>
Mon. Oct. 29 <sup>th</sup>	Kurt Lindemann & James L. Cherney (2008): Communicating In and Through "Murderball": Masculinity and Disability in Wheelchair Rugby <i>Western Journal of Communication</i> 72 (2):107–125.
Wed. Oct. 31 <sup>st</sup>	Casper, Monica J. and Lisa Jean Moore (2009): "It takes balls: Lance Armstrong and the triumph of American Masculinity." Chapter 7 in Monica J. Casper, Lisa Jean Moore, <i>Missing Bodies: The Politics of Visibility</i> , New York and London: New York University Press.

Fri. Nov. 2 <sup>nd</sup>	Discussion Section – Paralympic and Olympic Narratives
<b>Week 10</b>	<b>Law and Human Rights - Part 1</b>
Mon. Nov. 5 <sup>th</sup>	TBA
Wed. Nov. 7 <sup>th</sup>	Davis, Angela “Working Women, Black Women and the History of the Suffrage Movement,” pp. 73-78.
Fri. Nov. 9 <sup>th</sup>	Discussion Section
<b>Week 11</b>	<b>Law and Human Rights – Part 2</b>
Mon. Nov. 12 <sup>th</sup>	Veterans’ Day – NO CLASS
Wed. Nov. 14 <sup>th</sup>	<p>Song, Miri (2006): Gender in a Global World. In Handbook of Gender and Women’s Studies. Davis, Evans and Lorber (eds.) London: Sage Publications</p> <p>Louie, Miriam Ching Yoon (2001): Sweatshop warriors : immigrant women workers take on the global factory. Cambridge, MA: South End Press.</p> <p>There will be chapters to choose from on Moodle - Choose one</p>
Fri. Nov. 16 <sup>th</sup>	Discussion Section
<b>Week 12</b>	<b>Science and Technology – Part 1</b>
Mon. Nov. 19 <sup>th</sup>	Terry, Jennifer (1990). Lesbians under the Medical Gaze. Scientists Search for Remarkable Differences. The Journal of Sex Research. 27(3): 317-339.
Wed. Nov. 21 <sup>st</sup>	<p>Hammonds, Evelyn M. (1997): New Technologies of Race. In Processed Lives: Gender and Technology in Everyday Life. Jennifer Terry and Melodie Calvert (eds.) Routledge: London and New York.</p> <p>van Doorn, Niels (2011): Digital spaces, material traces: How matter comes to matter in online performances of gender, sexuality and embodiment. <i>Media Culture Society</i> 33: 531-547.</p>
Fri. Nov. 23 <sup>rd</sup>	Thanksgiving Recess – NO CLASS

<b>Week 13</b>	<b>Science and Technology – Part 2</b>
Mon. Nov. 26 <sup>th</sup>	Science Discourses and Normalcy <i>No Readings</i>  <b>****Virtual Gallery Exhibit Projects Due****</b>
Wed. Nov. 28 <sup>th</sup>	Film: Orgasm Inc
Fri. Nov. 30 <sup>th</sup>	Discussion Section
<b>Week 14</b>	<b>Final Week</b>
Mon. Dec. 3 <sup>rd</sup>	In-Class Exam Review
Wed. Dec. 5 <sup>th</sup>	Gender, Sexuality, and Culture Contemporary Issues Gallery Tour
Fri. Dec. 7 <sup>th</sup>	Discussion Section - Exam Review  <b>****Final Essay Due****</b>
Dec. 10 <sup>th</sup> -15 <sup>th</sup>	Final Exams Period – Course Exam will be scheduled.
Dec. 17 <sup>th</sup>	Snow Day for Dec. 15 <sup>th</sup> exams. – Course Exam could be here (!)