

Academic Counselor



"Yes, we teach it here, but I doubt if 'Women's Studies' is what you think it is."

WGSS 187: GENDER, SEXUALITY, CULTURE
Fall 2019

Course Instructor: Kiran Asher

Office: W467 South College, kasher@umass.edu

Office Hours: Mondays, 11am-12 pm, and by appointment on Wednesdays 2-3pm

Course Mailing list: wgss-187-01-fal19@courses.umass.edu

4 credit course Includes (each week):

Lectures: Monday & Wednesday 10:10- 11 am in ILC S240

Discussion Sections: Fridays (see times and locations below)

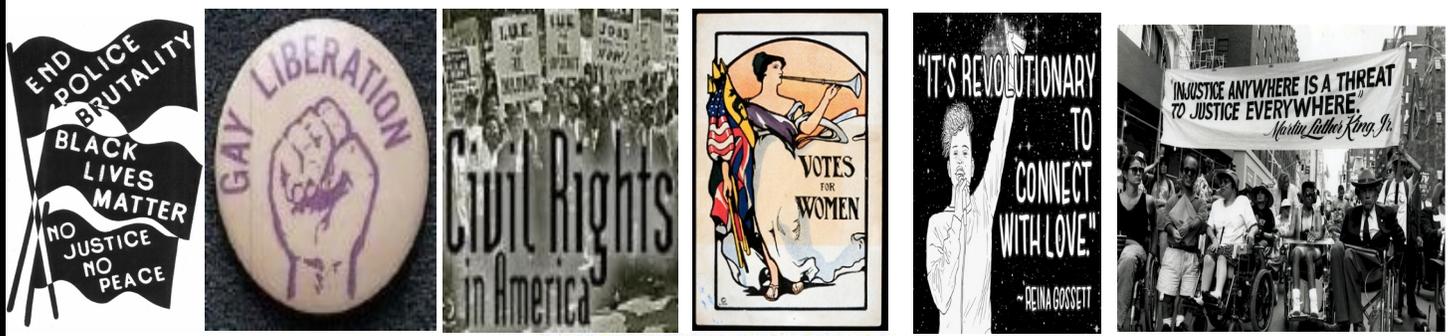
Discussion Section Instructors (all discussions on Friday):
Derek Siegel, Ana Ospina Pedraza

You Must Attend the Discussion Section for Which You Are Registered

Time	Section #	Location	Discussion Section Instructor	Email Address:
9:05 - 9:55	01AA (33967)	Dickinson 114	Derek Siegel	dpsiegel@umass.edu
10:10-11:00	01AB (33929)	Dickinson 114	Derek Siegel	dpsiegel@umass.edu
11:15-12:05	01AD (33933)	Dickinson 114	Ana Ospina Pedraza	aospinap@umass.edu
12:20-1:10	01AC (33931)	Dickinson 114	Ana Ospina Pedraza	aospinap@umass.edu

Required Readings and Resources

Recognizing that the high cost of textbooks adds significantly to college education costs and limits access to knowledge, there is no textbook for the course. We will use open access educational materials including readings, which are available on Moodle. This is a good place to remind you that we will use **Moodle** throughout the course. So please get into a habit of checking it daily



THE LABOR MOVEMENT
"The folks who brought you the weekend."

Course Description

This course offers an introduction to some of the basic concepts and theoretical perspectives in Women, Gender and Sexuality Studies. Drawing on disciplinary, interdisciplinary and cross-cultural studies, students will engage critically with issues such as gender inequities, sexuality, families, work, media images, queer issues, masculinity, reproductive rights, and history. Throughout the course, students will explore how experiences of gender and sexuality intersect with other social constructs of difference, including race/ethnicity, class, and age. Special attention will be paid to various ways historical, cultural, social, political, and economical constructs have influenced the contexts of our lives; and the social movements at the local, national and some transnational levels which have led to key transformations.

This is not only a challenging course, but it also has the potential to be transformative. We are interested not only in your understanding and command of the course material, but also in your ability to apply these frameworks to analyzing our current times, politics and to your own lives. Therefore, we have designed assignments that ask you to connect the course material to events outside the classroom and to your own lives. Some of this material may be new, and challenging. You may passionately agree or disagree with the ideas presented during the course. We welcome engaged responses and arguments, but insist that you are respectful of others in all conversations, written work, debates and discussions in class and online.

The Importance of General Education

This course fulfills two [general education](#) requirements (interdisciplinary, “I” and U.S. diversity, “DU”). 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” and “gender” – there is no generic, universal “man” or “woman.” Instead, we are always located in networks of other social variables of race, ethnicity, sexuality, class, nationality, ability etc. We will stress the intersectional nature of our identities both in our theoretical and experiential explorations. While the course will introduce you to the philosophical, theoretical and methodological diversities within the field of women’s studies, we will constantly engage and apply these ideas to our lived experiences. We will not only encourage you to bring your college experiences and your questions about professional life and training, but also challenge you to hone your critical thinking and writing skills, which are essential to function productively in a diverse and rapidly changing world.

Thirty years ago, few universities and colleges across the country had 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. Gender is now critically important – whether it be the United Nations in its development training, business corporations or law firms in producing a workforce that can work effectively in diverse groups and across nations, hospitals in training doctors and nurses, or government officials in developing social and public policy. Our main objectives are to 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 and to use quantitative and symbolic reasoning
- 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 interconnections in our lives, their similarities and differences
- to bring an interdisciplinary and multidisciplinary focus to your scholarship, practice, community work, and your competencies

Course Policies

Attendance Policy: You must be registered for *both* the lecture and a discussion section (details below). Attendance at *both* is required and mandatory. The success of the class depends on instructors and students being physically and intellectually present in class.

Absences and responsibility for missed material: Being a little late occasionally is understandable. However, if you are more than 10 minutes late, you will be marked absent. If you have to miss class or a discussion because of legitimate reasons (illness, injury, death of a loved one), excuse your absence within a week of the missed session. Over two absences will result in the lowering of your overall grade, as even excused absences will affect your participation grade, so try not to miss class. If you have to, it is your responsibility to catch up on what you missed. Set up two “study buddies” with whom you can exchange notes, review material, prepare for classes, etc.

Study Buddy 1: _____

Study Buddy 2: _____

Discussion sections: 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 to the **weekly lectures on Mondays and Wednesdays**, you **must** attend the **Friday discussion section (beginning September 6, 2019)** for which you are registered. There may also 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 a place where students may talk about the ways in which the topics we address in this course may have touched their lives. **Engagement in discussion sections accounts for almost a fifth of the course grade.** Details about the discussion sections (including locations and TA office hours) will be posted on Moodle.

Preparation and Reading: Good participation and great conversations rest on good preparation. So do the assigned work, including the readings, **before the class period** for which it was assigned. Develop a practice of reading closely to identify main theme(s) and examine the premise of an argument critically. Close reading fosters critical analysis and dialogues (see page 6 for further helpful hints).

Notes: Learn to keep notes (digitally or in paper notebooks) on what you read, highlight key quotes (if you write the quotes in your notes, make sure you write down the full citation with page numbers), on how an author makes an argument, how the terms of one article relate to the broader course themes. If you don’t understand something or are confused, make notes to prompt you to ask questions about them in class. Bring your readings and notes to class!

And don’t forget to set up two study buddies.

Participation and communication guidelines: Good participation means active and mindful engagement with the course material and class participants, including your peers. Active and mindful engagement goes beyond agreements and disagreements to foster collective learning through critical dialogues about the topics and ideas generated by the course material. How to do this?

- Listen, think, talk, and ask questions of the material and of each other
- If you are a talker, learn to moderate yourself. If you are reserved, practice talking – keeping your thoughts to yourself deprives us the chance to learn from you
- Avoid getting into a direct exchange with specific class members. Always speak to the group and be sure that your comments will relate to and involve the entire class
- Always be curious and respectful. Never be derogatory or abusive. Use ‘door openers’: “Could you say more about that?”
- Sometimes it helps to jot down the essence of your ideas before you begin to speak

Using smart phones in class is decidedly un-smart as it invites us to fail you. When in class **turn OFF your mobile devices**. You may seek permission to use your computer in class to refer to readings and notes, and to take notes. However, **please do not connect to the Internet or use your cell phone.** Such activities are distracting and disrespectful.

Noise: Similarly, in a large lecture class the noise of talking, even whispering, when there are so many people in the room is *very disruptive to both the lecturer and other students*. This class is *50 minutes* and we expect you to remain for the entire period. We will start on time and end on time so please refrain from *packing your things before the end of class*. Any kind of rustling can be very disturbing.

Moodle: Instructions, study questions, and updates about the course will be posted on **Moodle**. Once you register for the course, you will automatically be added to the course on Moodle and on the class email list (wgss-187-01-fal19@courses.umass.edu). **You are responsible for this information.** You will use your OIT username and password to sign into the course Moodle and access course information. Make sure that your university email (yourname@umass.edu) is functional, and check Moodle regularly. Please contact OIT if you have any problems.

Email etiquette: We welcome appropriate email queries and will respond to them within a reasonable amount of time (24-48 hours is normal). Before you email, review the syllabus and Moodle to check whether your question has already been answered. For example, office hours, due dates, assignment instructions, etc. are listed there, as are all changes to readings, assignments, due dates, etc. For a distinction between appropriate and inappropriate email, familiarize yourself with [Emails as Professional Correspondences or Email Etiquette](#).

Office Hours are listed above and updated on Moodle. We strongly encourage you to stop by with questions about class material, brainstorm research ideas, talk about topics that sparked your intellectual curiosity, or discuss your performance in class. However, keep in mind that, office hours are not the space to review course material you missed or entertain inquiry such as “I was absent, what did I miss?” Talk to your study buddies first and then follow up with us to discuss specific queries.

Academic Honesty Statement: Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at UMass. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent (http://www.umass.edu/dean_students/codeofconduct/acadhonesty/).

Course Accessibility and Accommodation Statement: UMass, Amherst is committed to providing an equal educational opportunity for all students. Disability Services (DS) keeps documentation on file of physical, psychological, or learning disability and provides services to students with disabilities: <http://www.umass.edu/disability/>. If you need accommodations contact DS and me within the first two weeks of the term (before Sept 16) so that we can work together to meet your learning needs. *A letter from DS is not sufficient excuse for late or missed work or absences.* If, after consulting the syllabus, you anticipate missing classes or think you will need alternative formats and timelines for assignments, come talk with us in person during office hours well before the assignment deadline to make arrangements.

If you need to record class lectures as part of ADA accommodations, please check with us first. Recordings and note sharing for ADA accommodations are for your use only and may not be distributed or sold. Other campus resources are found here: <https://www.umass.edu/studentlife/single-stop>

Pronoun Statement: We will gladly address you by the name you prefer and use gender pronouns that correspond to your gender identity. Please advise the class and us on your name and pronoun preference, and the proper pronunciation of your name.

Assignments, Exams, and Grades

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:*

- Attendance and class participation (including in lectures and discussion sections)
 - (Details above and in discussion section syllabus) 20%
 - Syllabus Quiz (complete on Moodle by Sept 16) 2%
 - Two Field Notes/Event reviews (due no later than Sept 27 and Nov 8) 8%
 - Reading Forms/Pop Quizzes (in lectures, discussions, or on Moodle, 3% each, highest 5 grades) 15%
 - Two Written Essays (due Oct 4 and Nov 15, 10% and 15% of total grade respectively) 25%
 - Midterm Exam (in class on October 16, 2019) 15%
 - Take home Final Exam (submit no later than 10 am, December 13, 2019) 15%
 - **Extra Credit:** Several of the quizzes and exams will have bonus point questions and offer opportunities to get extra credit. With permission of the instructor, you may also hand in an extra field note.
- **Incompletes** will **not** be given **except** in unusual circumstances
 - **Reading Forms/Pop quizzes:** These are unannounced opportunities **in class or in discussion sections**, and preannounced but open for limited windows **on Moodle**. Each will worth 2% of your grade, and five highest grades will be considered. Thus, students **must complete any five** to receive full credit. Quizzes and reading forms will test your knowledge of course material through true/false questions, short identification prompts, and matching key terms.
 - **Exams:** There will be two exams, an in-class midterm (on **Wednesday, October 16, 2019** including material covered until October 9) and a take-home final (due by 10 am, Dec 13, 2019). The final exam will be comprehensive, which means that students must review material from the entire semester. Both exams will consist of brief identifications and definitions (3-5 sentences) based on the key terms in the assigned readings or discussed in class. There will be choices.
 - **Make-up Exam policy:** You **cannot make up an exam** unless you have extenuating circumstances. If you miss or cannot take the exam on the designated day or time period, 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
 - **Writing** is a crucial tool for learning and an invaluable skill for communicating what you learn. This course fulfills the general education requirements and you will be expected to write at least 10 double-spaced pages of critical analysis, including two essays and two “fieldnotes.” We will pay particular attention to your writing, so learn to write well. Let us know (early in the semester) if you have special learning or writing needs.
 - **Essays: Two Essays (4-5 pages double spaced)** due at the start of discussion section on **Oct 4 and Nov 15**. As part of the course assignments you will write two short essays (1000-1250 words, approx. 4-5 double-spaced pages excluding the reference list). Prompts for the essays and other details will be posted a week before the essays are due. We will discuss topics and details in class prior to the due dates.
 - **Fieldnotes:** There will be many relevant and interesting a talks and events related to course themes at UMass and in the Five Colleges. We will inform you of many of those. You are welcome to bring events and talks of interest and relevance to the class to our attention. Plan to attend one or more of those, and write **a short review and analysis (250-400 words, approx. 1-2 pages) of each by drawing on at least two assigned readings**. If you cannot attend campus talks or events, you may choose to write about recent national or global events related to course themes. Detailed prompts are below and on Moodle. You should write and post at least **two fieldnotes: the first one at any time but no later September 27, and the second one no later than November 8**. You are welcome to write more but are required to write two. And the sooner you submit the fieldnote the sooner you get practice with critical writing.

Prompts for “fieldnotes” i.e. review and analysis of talks or recent events

1. Indicate the title of the talk and other details (date, location, sponsoring organization) of the talk/event you attended. If a multi-day event, indicate what part of the event you attended and in what capacity. If you write on a recent news item, indicate your source and give full citations at the end of your post.
2. What was the central goal of the event or the main point of the talk? State in your own words in a sentence or two. This is the review part of your assignment.
3. Why did you attend the talk or event: General curiosity? Required for another class? Specific interest in theme?
4. Analyze the event or talk based on at least two assigned readings. For this answer you will need to clarify the main goal of the assigned readings and how they helped you understand or engage with the outside event or talk.
5. Give the full citation of the assigned readings using the ayp (author-year-page style)
http://www.chicagomanualofstyle.org/tools_citationguide.html.

Writing resources: Check out some of the excellent resources available to you, including https://owl.purdue.edu/site_map.html (one of the most extensive lists of handouts on writing and research help). You can also get free writing help at the [Writing Center](#) located in the W.E.B. DuBois Library. Trained tutors can talk with you as you plan, draft, and revise your writing. Check out their website for hours and to make appointments. Take a copy of the assignment instructions and your draft response to your session. Engage your editing process by articulating what you want the tutor to focus on in addressing your work. All **written assignments:**

- May be discussed with your peers, TAs, or writing advisors
- Must be submitted **by the stated deadlines and in the stated form (hardcopy or on Moodle)**. Late papers will be marked down (5% 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.
- Will be graded according to the criteria below

CRITERIA FOR GRADING WRITTEN WORK

- A = a well-organized, lucidly written paper free of mechanical errors (or oral argument) that indicates your thorough understanding of the material and your interesting insights or critical responses to it. In a phrase, an A paper is a “perfect 10” paper.
- B = a paper (or presentation) that offers evidence of your understanding of the material, but in which your points are obscured due to mechanical errors, lack of organization, inadequate evidence and/or insufficiently developed arguments.
- C = a paper in which the student’s understanding and response to the material is unclear or largely obscured due to any one or more factors listed under B.
- D, F = indicate that students are submitting unacceptable work.

Some helpful hints for Critical Analysis, Reading and Writing

Critical analysis means that you must apply thoughtful reasoning to the arguments presented in this course through readings, lectures and discussion. It means not only finding what you agree with, what’s new, what’s the basis for the assumptions, but also what the limitations are and what other questions you have, and so forth. When you write a critical analysis, all of your statements should be backed up with reasons or examples, and you must keep your fellow classmate and readers in mind. Are you giving the reader enough information? Ask the following:

- What is/are the main point(s) of the readings - both individually and collectively? Why does the author raise these particular points for discussion? How does the author answer them? Has the author succeeded? Why or why not? Be aware of how the author uses key terms and definitions. Why do you think the author wrote that article?
- What are the strengths and weaknesses of the ideas, theory, method of analysis presented? How are important new ideas presented? What does this text, essay, artwork, or film, contribute to our understanding of the issues of race, gender, class, ethnicity, sexual orientation or other key factors shaping our gendered lives? Are there any passages that you consider particularly significant, interesting, or confusing? Make notes or write questions. What is/are the author’s perspective (s) and underlying assumptions about the subject, the intended audience, people or culture in general? Are these issues pertinent or not in our lives and to whom? What are the limitations?
- What is your perspective on the themes? Where or how have you developed your opinions on this subject, and do you see them changing in any way? What comparisons can you make, if any, between this reading and other readings we have considered? What points can you make in response to the issues raised?

Course Objectives

Women and Gender Studies is an exciting and interdisciplinary field spanning the humanities, social, natural, and physical sciences. This class introduces basic concepts and perspectives in our *gendered* lives both historically and contemporaneously by placing gender, sexuality and culture at the center of analysis. It is an inter-disciplinary, multi-disciplinary, trans-disciplinary, and cultural overview and study of gender roles and the intersection of *gender* with other social constructs of difference (race/ethnicity, class, sexuality, disability, and age). The goal is to foster critical reading and thinking about the ways in which these interlocking systems have shaped and influenced the historical, cultural, social, political, and economical contexts of *all* our lives. The main focus of the course is gender in the United States. However, we will pay attention to how gendered inequalities in the US, and activism and resistance are linked to transnational and global efforts to create change and bring positive transformation to all lives.

Women, Gender, Sexuality Studies is an extraordinarily broad and diverse field. To give a sense of its diversity, the course includes guest lecturers from a variety of disciplines. We hope you will make connections with these professors and graduate students, and use them as resources in your academic interests. While we explore the different disciplinary and interdisciplinary approaches in Women's Studies, several themes will be emphasized throughout the course. Please keep these themes in mind throughout the course:

- ***Integrative Analysis:*** We emphasize the need to understand “women” and “gender” as multiple and diverse, embedded in a complex network of interlocking variables of race, class, sexuality, ethnicity and nationality. This is often referred to as “*intersectionality*”
- ***Levels of Analyses:*** We will analyze the material using multiple levels: micro, meso, macro; domestic, national, and international; and transnational and global.
- ***Feminism(s):*** There is no unitary “feminism” but rather “feminisms.” We understand feminism(s) as multiple, shifting and contested movements, historically and in contemporary times, in the US and transnationally.
- ***Knowledge Construction:*** Knowledge is political. We will explore feminist interventions in the politics of knowledge – disciplinary and interdisciplinary, as well as within popular discourses of gender and culture.
- ***Feminist Theory:*** We emphasize a notion of feminist theorizing that includes theory and praxis, and where description and analysis are linked to envisioning change.
- ***Activisms:*** We emphasize women's resistance to oppression and struggles for positive change.

Space for your notes on your preliminary understanding of course terms, your learning goals, and more

Course Schedule

Wed, Sept. 4 Thinking Gender, Race, Sexuality, Culture

- * Lorber, Judith and Lisa Jean Moore. 2007. Introduction: Key Terms and Issues. Pp. 1-7 in *Gendered Bodies: Feminist Perspectives*. Roxbury. (Moodle)
- * Kincaid, Jamaica. 1978. Girl. *The New Yorker*. <http://www.newyorker.com/magazine/1978/06/26/girl>
- * Or, to hear her read it: <https://www.youtube.com/watch?v=AHr1HYW0mKE>
- * Judith Butler, Your behavior creates your gender. *Big Think* <https://www.youtube.com/watch?v=WRw4H8YWoDA>

Fri, Sept. 6 Discussion Sections begin: In preparation for this discussion:

Write 250 words based on Kincaid's "Girl," entitled "Girl" or "Boy" or "None of the Above." What kinds of instructions did you hear growing up about what it meant to be a boy or a girl? (This may've been particularly complicated if you identify as trans or non-binary, unless you were supported in that, or some other queer path.) How was race and national origin inscribed on your girl/boy/other identity? You can construct the speaker as mother, father, or some other adult role that was both advisory and at least a little disciplinary. Turn in via Moodle *before* section.

Homework: Go to the course website on Moodle to make sure you can access course material.

Week Two

Mon, Sept. 9: Interlocking Systems of Oppression

- * Combahee River Collective Statement, 1979. <http://circuitous.org/scraps/combahee.html>
- * [video] Judith Butler and Sunaura Taylor, "Examined Life" <https://www.youtube.com/watch?v=k0HZaPkF6qE>
- * Peggy McIntosh, "Unpacking the Invisible Knapsack" <https://nationalseedproject.org/white-privilege-unpacking-the-invisible-knapsack>
- * Jordan, June. 1982/2003. Report from the Bahamas. *Meridians: feminism, race, transnationalism* 3 (2): 6-16.

Wed, Sept. 11: Intersectionality and Its Critics

Guest: Miliann Kang, WGSS

- * Kang, Miliann. 2010. Introduction. Pp. 1-31 in *The Managed Hand: Race, Gender and The Body in Beauty Service Work*. Berkeley, CA: University of California Press.
- * Carastathis, Anna. 2016. Introduction. Pp. 1-13 in *Intersectionality: Origins, Contestations, Horizons*. University of Nebraska Press.
- * Crenshaw, Kimberlé. 2017. No Single-Issue Politics, Only Intersectionality. *Truthout* (May 8). <http://www.truth-out.org/opinion/item/40498-no-single-issue-politics-only-intersectionality-an-interview-with-kimberle-crenshaw>, or what her 2016 TED talk: <https://www.youtube.com/watch?v=akOe5-UsQ2o>

Week Three

Mon, Sept. 16 Gendered Identities and Nation-States: The USA in the World

- * Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, Revised Edition (Verso, 2006), 1-7. www.nationalismproject.org/what/anderson.htm, http://www.nationalismproject.org/books/a_b.htm#Anchor-Anderson-23526
- * Grewal, Inderpal and Caren Kaplan. 2006. Gendered Identities in Nations and States. Pp. 149-54 in *An Introduction to Women's Studies: Gender in a Transnational World*. NY: McGraw-Hill. 2nd Edition.
- * Simpson Betasomosake, Leanne. <https://www.leannesimpson.ca/writings/i-am-not-a-nation-state>

LAST DAY OF DROP/ADD AND TO COMPLETE SYLLABUS QUIZ!

Wed, Sept 18: Gendered Ways of being Seen in the World

- * Grewal, Inderpal and Caren Kaplan. 2006. Representations, Culture, Media, and Markets. 265-268 in *An Introduction to Women's Studies: Gender in a Transnational World*. NY: McGraw-Hill. 2nd Edition.
- * Solnit, Rebecca. 2008. Men Explain Things to Me.
http://www.tomdispatch.com/blog/175584/rebecca_solnit_the_archipelago_of_ignorance
- * Truth <http://www.sojournertruth.org/Library/Speeches/AintIAWoman.htm>
- * Cooper, Brittney, Susana Morris, and Robin Boylorn. 2016. [Gender: @#\\$\\$% The Patriarchy](#) Pp. 13-37 in *The Crunk Feminist Collection*. The Feminist Press. (also on Moodle)

Week Four

Mon, Sept 23: *Biopolitics and Biopower: Biological Determinism/Social Construction- Terms of the Debate*

- * Vance, Carole. 2002. Social Construction Theory: Problems in the History of Sexuality. Pp. 28-31 in *An Introduction to Women's Studies*, Inderpal Grewal and Caren Kaplan eds., McGraw Hill. 1st edition
- * Fausto-Sterling, Anne. 1993. The Five Sexes: Why Male and Female are not Enough. *The Sciences*: 20-24.
- * Lorber, Judith. 2006. "The Social Construction of Gender," Pp. 20-24 in *Women's Lives: Multicultural Perspectives*, Gwyn Kirk and Margo Okazawa-Rey eds. McGraw Hill. 2nd edition.
- * Dean Spade, "Mutilating Gender" (Spring 2000) <http://www.makezine.enoughenough.org/mutilate.html>

Wed, Sept 25 *Transgender Studies – Transphobic Violence*

Guest Lecture: Derek Siegel, WGSS and Sociology Department

- * Bettcher, Talia. 2007. Evil Deceivers and Make Believers: On Transphobic Violence and the Politics of Illusion. *Hypatia*, 22(3): 43-65.

Week Five

Mon, Sept 30: Gender, Sexuality, Race, and the Law

Guest Lecturer: Adina Gianelli, WGSS department

- * [Racial Integrity Act](#) and [Sterilization Act](#) (Virginia, 1924)
- * [Buck v. Bell](#) (1927)
- * Nti-Asare, Anna. 2015. "[we will not be erased: confronting the history of black women and sterilization.](#)" *For Harriet*
- * Blakemore, Erin. 2017. "[The Little-Known History of the Forced Sterilization of Native American Women.](#)" *JSTOR Daily*
- * Andrews, Katherine. 2017. "[The Dark History of the Forced Sterilization of Latina Women.](#)" *Perspectives*

Wed, Oct 2 *Reproductive Choice, Rights and Justice*

- * Nadkarni, Asha. 2014. Eugenic Feminism: Reproductive Nationalism in the United States and India. Introduction. University of Minnesota Press. (Moodle)
- * Ross, Loretta. 2018. [Demographically Doomed: White Supremacy, Electoral Power and Reproductive Justice.](#) *DifferenTakes* 92
- * <https://www.smith.edu/libraries/libs/ssc/pwv/pwv-ross.html>
- * [Ross, Loretta. Reproductive Justice 101 https://www.youtube.com/watch?v=GNIWbvdeJas](https://www.youtube.com/watch?v=GNIWbvdeJas) (on Moodle too)
- * Check out [10 Reasons to Rethink Overpopulation](#), and Marlene Fried's [10 Reasons to Rethink Reproductive Choice](#). Both are also on Moodle. Also check out other issues of *differenTakes* published by The Population and Development Program at Hampshire College including Which ones spoke most to you?
- * <http://www.thecornerhouse.org.uk/resource/decade-after-cairo> (Skim)

Fri, Oct 4 **Writing Assignment 1 Due: See Moodle for details**

Week Six

Monday, Oct 7

- * Rebecca Jordan Young. 2010. *Brain Storm: The Flaws in the Science of Sex Differences*, chapter 1, 7. Harvard University Press. (ebook via UMass)
- * Angela Willey, Jane Couperus, Jennifer Hamilton, and Banu Subramaniam. 2015. The Mating Life of Geeks: Love, Neuroscience, and the New Autistic Subject. *Signs: Journal of Women in Culture and Society* (Winter): 369-391.
- * Allen, Garland. 1996. Science Misapplied: The Eugenics Age Revisited. *Technology Review* 29:23-31.

Wed, Oct. 9 *Feminist Critiques of Science*

Guest Lecture: Banu Subramaniam, WGSS

- * Readings TBA
- *

Week Seven

Tues, Oct. 15 (Monday schedule) Review of First Part of the Semester

Wed, Oct. 16 *In-Class Midterm Exam (Includes content covered until Oct 9)*

Fri, Oct 18 *No Discussion sections: Our gift to you so you can focus on your other midterms*

Week Eight

Mon, Oct 21 **Pop Culture Icons and Feminism: Beyoncé, Rihanna, Janelle Monae, and Taylor Swift**

Guest Lecturer: Prof Alex Deschamps, WGSS department

- * Welter, Barbara. 1996. [The Cult of True Womanhood: 1820-1860](#). *American Quarterly* 18 (2):151-174.
- * Molina Guzman, Isabel & Angharad N. Valdivia. 2004. [Brain, Brow, and Booty: Latina Iconicity in U.S. Popular Culture](#). *Communication Review* 7: 205-221 (also on Moodle)
- * Find four or five themes from Beyoncé's *Lemonade* for discussion.
- * Find information on how Janelle Monae speaks to *Black Feminism and A Queer Vision of Empowerment* in her music or other forums. All examples welcome.

Wed, Oct 23 **Topic and Readings TBA**

Guest Lecturer: Prof Laura Ciolkowski, WGSS department

Week Nine

Mon, Oct 28 **Nina Simone, Black Music and Protest**

Guest Lecturer: Prof Fumi Okiji, WGSS department

- * Readings TBA
- *

Wed, Oct 30 **Gendered Black Radical Politics**

- * Revisit Combahee River Collective reading from the first part of the semester
- * Chatelain, Marcia and Kaavya, Asoka. 2015. [Women and Black Lives Matter: An Interview with Marcia Chatelain](#). *Dissent* (Summer)
- * Garza, Alicia. 2014. [A Herstory of the # BlackLivesMatter Movement](#). *The Feminist Wire* (Oct 7, 2014)

Week Ten

Mon, Nov 4 *Women, Gender, Race and the Global Economy (Production)*

- * <http://www.populareconomics.org/economics-for-the-99-bookletzine/>
- * <http://www.populareconomics.org/resources/field-guide-to-the-us-economy/field-guide-sample-pages/>
- * Black, Maggie. 2015. Introduction and Chpt 1 in No-Nonsense guide to International Development. New Internationalist. (Moodle)

Wed, Nov 6

- * Wealth inequality in the USA (6.23) Nov 2012: <https://www.youtube.com/watch?v=QPKKQnijnsM>
- * Ault, Amber and Eve Stanberg. 2006. Our Policies, Their Consequences: *Zambian Women's Lives Under Structural Adjustment Policies*. Pp. 469-473 in *An Introduction to Women's Studies: Gender in a Transnational World*. NY: McGraw-Hill. 2nd Edition. (Moodle)
- * What the f*ck is social reproduction? https://www.youtube.com/watch?v=apO3B_o6dz8
- * Read one of these interviews with Silvia Federici

<https://blacksheepodcast.org/2014/02/23/the-making-of-capitalist-patriarchy-interview-with-silvia-federici/> or <https://viewpointmag.com/2015/04/15/witchtales-an-interview-with-silvia-federici/>

Mon, Nov. 11 **Holiday – No class**

Wed, Nov. 13 *Gender, Race and Environmental Justice*

- * Asher, K. 2017. Thinking Fragments: Adisciplinary reflections on Feminism and Environmental Justice. *Catalyst: feminism, theory, technoscience* 3(2): 1-28 <http://catalystjournal.org/ojs/index.php/catalyst/article/view/132>
- * Hartmann, B. 2016. Preface and Introduction to *Reproductive Rights and Wrongs: The global politics of population control*. 3rd edition. Haymarket Books. (Moodle)
- * Sasser, Jade. 2011. Justice for All? Youth Environmental Activism and the New Framings of Social Justice. *Different Takes* 72. <http://popdev.hampshire.edu/projects/dt/72>

Fri, Nov 15 **Writing Assignment 2 Due: See Moodle for details**

Week Eleven

Mon, Nov. 18 *Human Rights and Violence Against Women in Brazil and the US*

Guest Lecturer: Marlise Matos, Fulbright Scholar from Brazil

* Readings TBA

Wed, Nov. 20 **Rape, masculinity, and the anti-rape movement**

Guest Lecture: Anna Mullany, Doctoral Candidate, UMass School of Public Health and Health Sciences, Teaching Faculty, [Spark Teacher Institute - MA in Social Justice Education](#)

- * Davis, Angela. 1985. *Violence Against women and the Ongoing Challenge to Racism*. Kitchen Table: Women of Color Press.

***** THANKSGIVING BREAK, NOV 25-29 *****

Week Twelve

Mon, Dec 2 **Understanding and Preventing Relationship Violence**

Guest Lecture: Community Education Staff. Center for Women and Community

- * Kirk, Gwyn and Margo Okazawa-Rey. 2010. Violence Against Women. Pp. 257-272 in *Women's Lives: Multicultural Perspectives*, 5th ed., McGraw Hill. (Moodle)
- * Kaufman, Michael. The Seven P's of Men's Violence. <http://www.michaelkaufman.com/articles/pdf/7ps.pdf>
- * Participants will learn about relationship violence & how different groups are working to prevent & address violence through different levels of change.

Wed, Dec 4 **Topic TBA**
Guest Lecture: Prof Kirsten Leng, UMass WGSS

- * *Readings TBA (Check Moodle)*
- *

Week Thirteen

Mon, Dec 9 ***Reproductive Justice in Argentina and the United States***
Guest Lecture: Ana Maria Ospina Pedraza, WGSS and Political Science Departments
Readings TBA

Wed, Dec 11 ***Conclusion: Creating Change***
* Basu, *Women's Movements in the Global Era: The Power of Local Feminisms*
* Additional Readings TBA

Fri, Dec 13 **Final Exam to be completed by 10am**

BRING YOUR SYLLABUS TO CLASS AT EACH SESSION

SPACE FOR YOUR NOTES:

I change myself, I change
the world”

-Gloria Anzaldúa

“Sentences that begin with
‘all women’ are never, never true.”

- Margaret Culkin Banning

“Don’t compromise yourself.
You are all you’ve got.”

- Janis Joplin

“It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.”

- Audre Lorde

“I myself have never been able to find out precisely what
feminism is; I only know that people call me a feminist whenever
I express sentiments that differentiate me from a doormat.”

-Rebecca West

We’ve begun to raise daughters more like
sons... but few have the courage to raise
their sons more like daughters.

Gloria Steinem

It's important to remember that feminism is no longer a group of organizations or leaders. It's the expectations that parents have for their daughters, and their sons, too. It's the way we talk about and treat one another. It's who makes the money and who makes the compromises and who makes the dinner. It's a state of mind. It's the way we live now.

- Anna Quindlen

Add your favorite quotes here...

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