

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 2020

Course Instructor: Kiran Asher (kasher@umass.edu)
Office Hours: Wednesdays, 11am-12 pm (open hours) and by appointment <https://umass-amherst.zoom.us/j/99662812922>
 Course Mailing list: wgss-187-01-fal20@groups.umass.edu

4 credit course Includes (each week):
Meetings on Mondays 10:10- 11 am via Zoom link:
<https://umass-amherst.zoom.us/j/94934449386>
No class on Wednesdays, please complete asynchronous activities via Moodle by Thursday, 10am
Discussion Sections: Fridays (see times and links below)

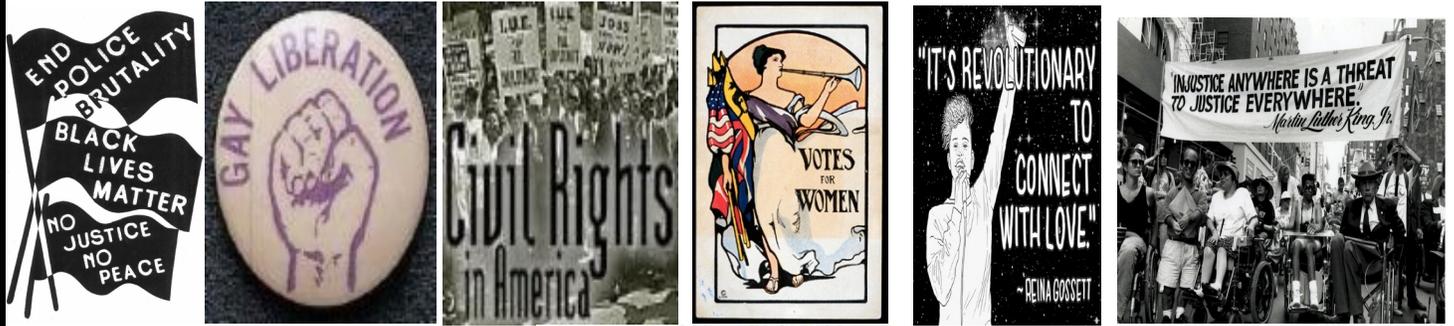
Discussion Section Instructors (all discussions on Friday):
 Biko Caruthers, Signe Predmore

You Must Attend the Discussion Section for Which You Are Registered

Time	Section #	Location	Discussion Section Instructor	Email Address:
9:05 - 9:55	01AA (67297)	https://umass-amherst.zoom.us/j/96829596632	Biko Caruthers	jcaruthers@umass.edu
10:10-11:00	01AB (67259)	https://umass-amherst.zoom.us/j/99829790317	Biko Caruthers	jcaruthers@umass.edu
11:15-12:05	01AD (67263)	https://umass-amherst.zoom.us/j/94623027144	Signe Predmore	spredmore@umass.edu
12:20-1:10	01AC (67261)	https://umass-amherst.zoom.us/j/93951563112	Signe Predmore	spredmore@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. If logistically and financially feasible **print the required material** before our virtual meetings, or if possible have a separate device for viewing learning material (not a phone). Think beyond the Kindle, which supports [the Bezos empire](#).



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. We will pay special attention to various historical, cultural, social, political, and economical constructs and how they have influenced our lives, and some of the social movements at the local, national and 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 (albeit virtual!), written work, debates and discussions related to the course material.

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 engage in self-directed and collective learning
- to work effectively and collaboratively with diverse groups
- to understand diverse perspectives, philosophies, and the relations between cultures, nations and groups
- to integrate and synthesize knowledge and to use symbolic reasoning
- to communicate clearly, concisely, and effectively both in writing and orally
- 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 Approach, Logistics, Policies

Course approach: Recognizing that learning is not an individual endeavor, WGSS187 has always been a feminist experiment in building and sustaining intellectual and political communities. The **virtual classroom and remote learning** pose new challenges and opportunities. So let's make a **CLASS PACT** to engage in Collective/Collaborative Learning to Amplify Support and Sustain (each other) for Playful/Patient Attempt/Aim to Compassionately/Carefully Think Together (and work for Transformative Justice). The logistics and policies below (including the assignments, course work, and grades) are designed to help us mobilize the course approach.

Moodle: Once you register for the course, you will automatically be added to the course's Moodle page and the class email list (wgss-187-01-fal20@groups.umass.edu). Given the remote nature of classes this semester, **Moodle is your first port of entry** for instructions, updates, readings, study questions, quizzes, asynchronous work. Use your IT 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. Contact IT (it@umass.edu) 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 and updates (we will give you plenty of warning!). 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. In Covid times, we really appreciate connecting with our students! However, do 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, check on Moodle, and then follow up with us with 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. The course takes the UDL principles seriously and the class material will be available in multiple formats via Moodle for all students. Details about the course modality are in the pages that follow. In addition, Disability Services (DS) provides services to students with disabilities: <http://www.umass.edu/disability/> and keeps documentation on file of physical, psychological, or learning disability. If you need accommodations contact DS and us within the first two weeks of the term 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, please contact us 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 and computed as follows:

- Attendance and participation (including in virtual class, discussion sections, and online)
 - (Details below and in discussion section syllabus) 25%
- Syllabus Quiz (complete on Moodle by Sept 7) 2%
- Two Field Notes/Event reviews (due **no later than** Sept 11 and Oct 23) 8%
- Short Quizzes (in lectures, discussions, or on Moodle, 2% each, highest 5 grades) 10%
- Two Written Essays (due Sept 25 and Nov 6, 10% and 15% of total grade respectively) 25%
- Midterm (complete by noon October 7) 15%
- Final Exam (complete by noon, December 1, 2020) 15%
- **Extra Credit:** Bonus point questions on quizzes and exams offer opportunities to get extra credit.

Incompletes will **not** be given **except** in unusual circumstances. See University guidelines for P/F options.

Attendance and Participation: Attendance in *both* the Monday class and a discussion section is required because the success of the class depends on instructors and students being virtually and intellectually present in the course (remember the CLASS PACT?!). Monday classes will be synchronous (that is held during class time via Zoom—see top of the syllabus and Moodle for links). Synchronous sessions will be largely interactive: brief lectures followed by discussions in break out groups. See the following page for participation and communication guidelines. Slides and/or notes with the CORE themes and KEY information covered in class will be always be available on Moodle right after class. If you need recordings, transcriptions and captions, please let us know ASAP.

There will be no class meetings on Wednesdays (except during the first week of class when we will “meet” on Monday and Wednesday). Rather you will annotate the readings under Class 2 **via Persuall (access via Moodle) by 10am on Thursdays**. See Moodle for details. For a robust participation grade expect to annotate readings for 8 weeks (the semester is 13 weeks and we will have 10 weeks of readings for you to annotate and learn from).

Absences and responsibility for missed material: Being a little late or leaving the virtual class early occasionally is understandable, as is missing class or a discussion because of legitimate reasons (illness, injury, death of a loved one). However, over two absences will affect your overall grade negatively. So mobilize the CLASS PACT to help you engage with the class, and check Moodle to catch up on what you miss during absences. Also set up two “study buddies” with whom you can exchange notes, review material, prepare for classes, etc. We can discuss how to find study buddies in the virtual environment.

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. Please attend the **Friday discussion section** for which you are registered (**beginning August 28, 2020**). **Annotate all indicated readings (via Persuall) by Thursday 10 am** and **complete** all readings before your section meets in order to be ready to participate actively and meaningfully. 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.** See Moodle for discussion sections details (including Zoom links, TA office hours and more).

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. Annotating readings via [Persuall](#) will help you practice close reading to identify main theme(s) and examine the premise of an argument critically. Close reading fosters critical analysis and dialogues (see page 7 for further helpful hints).

Participation and communication guidelines: Good participation means active and mindful engagement with the course material and 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? The virtual environment poses challenges but also offers possibilities.

- 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 or using the chat function – 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 relate to and involve the entire class/group
- Never be derogatory or abusive. Rather let curiosity and respect guide how you engage with others. For example, use ‘door openers’ such as: “Could you say more about that?”
- Sometimes it helps to jot down the essence of your ideas before you begin to speak
- Practice good Zoom etiquette (see below)

Zoom etiquette: See Moodle for how to some of the basic settings of Zoom that we will use including:

- Mute your microphone to help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be mindful of background noise when your microphone is not muted, avoid activities that could create additional noise, such as shuffling papers, eating crunchy food, sitting next to a loud cat...
- Use the web camera at least occasionally. When you do, position your camera so that it is focused at eye level, and is in a stable position. That helps create a more direct sense of engagement with other participants.
- **Limit distractions!** We can’t stress this enough especially because **smartphones make us decidedly unsmart** about focusing on the task at hand. So please turn off notifications, close or minimize programs and apps you are not using, clear your desk so that only relevant class material is visible.
- Avoid multitasking (I have to keep reminding myself of this, and this is why I have a dog and do dog training – for real!). You’ll retain the material better if you refrain from emails, text messaging, other work during the class and focus on the discussion.
- Prepare in advance by reading (see above) and keeping notes (see below)

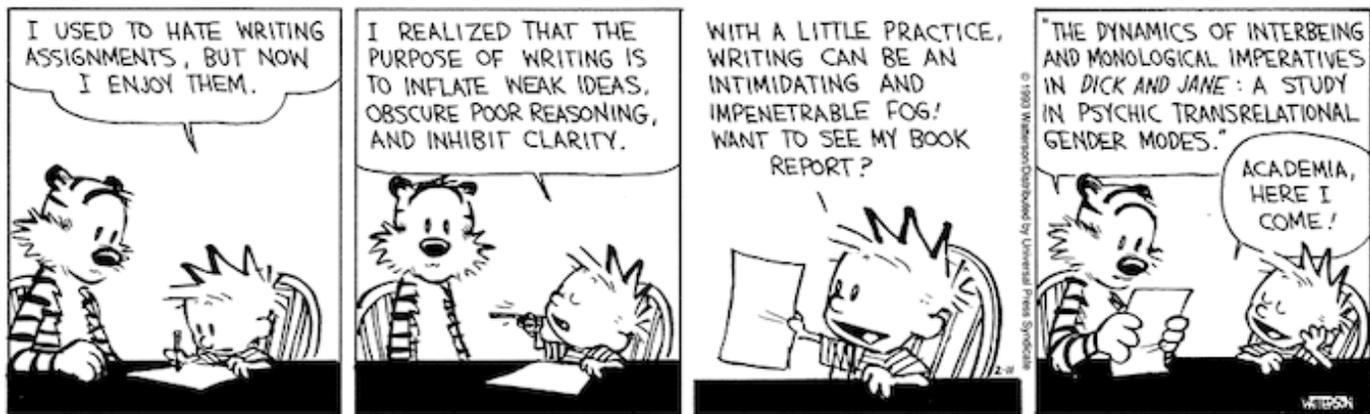
Annotations for class 2: For the second class of each week, read and annotate (via Persuall) the materials listed (usually 1-3 articles) by 10 am on Thursday so that you can have meaningful discussions in the Friday sections.

Grades for this exercise count towards your participation and are based on the quality, helpfulness, and curiosity evident in your comments, and how actively and mindfully you support the learning goals and intellectual endeavors of your peers (remember the CLASS PACT)? As with class discussions strive to go beyond agreements and disagreements. Rather focus on engaging the text (critically and analytically) in multiple places to increase your grade and have meaningful conversations with the text and your peers. Annotations are ways to practice your critical analysis and reading skills, and illustrate how the readings promote the course objectives (see page 7 below). They will also help you keep notes on other readings and materials. For instance, highlight key quotes (don’t forget to write the full citation with page numbers to avoid risking plagiarism), on how an author makes an argument, how the terms of one article relate to the broader course themes.

Short quizzes will assess your knowledge of course material through true/false questions, identification prompts, and matching key terms. Each quiz is worth 3% of your grade, and the five highest grades will be considered. Students **must complete any five** to receive full credit. Quizzes will be open on Moodle from noon on Fridays to midnight on Saturday, and you will have 10-15 minutes to complete them. You will have access to the completed quizzes so you can use them to prepare for the longer exams.

Exams: There will be two **closed book** exams: a midterm (due by **October 7, 2020**) and a final (due by **Dec 1, 2020**). 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. Exams will be posted on Moodle for a 24-36 hours window and you will have 60 minutes from the time you start to complete them.

Make-up Exam policy: You **cannot make up an exam** unless you have extenuating circumstances (a medical or family emergency). Please discuss your situation with your TA and/or professor at the earliest possible time.



Much as I love *Calvin and Hobbes*, I don't you to share his understanding of academic writing! At WGSS we believe that **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.

Fieldnotes: There will be many relevant and interesting virtual talks and events related to course themes at UMass, the Five Colleges and beyond. Check Moodle for announcements. But we encourage you to find events and talks of interest and relevance to the class and to attend one or more of those (virtually of course!). Then 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 virtual talks or events, you may 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 11, and the second one no later than Oct 23**. You are welcome to write more but you must write two. And the sooner you submit the fieldnote the sooner you get practice with critical writing.

Prompts for "fieldnotes"

1. Indicate the title of the talk and other details (date, title, 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.

Essays: Two Essays (4-5 pages double spaced) due at the start of discussion section on **Sept 18 and Oct 30**. 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 prior to the due dates.

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, Gender, Sexuality Studies (WGSS) is an exciting, interdisciplinary and diverse field spanning the humanities, social, natural, and physical sciences. This class introduces basic concepts and perspectives in our *gendered* lives both historically and at present by placing gender, sexuality and culture at the center of analysis. It is an interdisciplinary, multidisciplinary, transdisciplinary, 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. We hope you will make connections across the themes below and across the material.

- **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.

Course Schedule

Mon, Aug 24 Thinking Gender, Race, Sexuality, Culture

- * 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>
- * Lorber, Judith and Lisa Jean Moore. 2007. Introduction: Key Terms and Issues. Pp. 1-7 in *Gendered Bodies: Feminist Perspectives*. Roxbury. (Moodle)
- * Go to the course website on Moodle to make sure you can access course material.

Wed, Aug 26:

- * Connecting in Covid times (a) with each other (b) with the world...
- * Let's make a CLASS PACT (collective class exercise) and be inspired by some of these folks: <https://transformharm.org/> and <https://ds4si-test.squarespace.com/writings>
- * Judith Butler, Your behavior creates your gender. *Big Think* <https://www.youtube.com/watch?v=WRw4H8YWoDA> (we'll come back to this in Week 6)
- * Answer questions about virtual learning

Fri, Aug 28: 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 by 10am Thursday, Aug 27
- * Play around Moodle,

Week Two

Mon, Aug 31: Interlocking Systems of Oppression

- * Combahee River Collective Statement, 1979. <http://circuitous.org/scraps/combahee.html>
- * Peggy McIntosh, "Unpacking the Invisible Knapsack" <https://nationalseedproject.org/white-privilege-unpacking-the-invisible-knapsack>
- * Judith Butler and Sunaura Taylor, "Examined Life" <https://www.youtube.com/watch?v=k0HZaPkF6qE> Let's watch the video together in class

Class 2: No meeting. Do work below on Perusall via Moodle by 10 am Thursday

- * Jordan, June. 1982/2003. Report from the Bahamas. *Meridians: feminism, race, transnationalism* 3 (2): 6-16.
- * 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>, You can also watch her 2016 TED talk: <https://www.youtube.com/watch?v=akOe5-UsQ2o>

Week Three

Mon, Sept 7 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!**

Class 2: Gendered Ways of being Seen in the World. Do work below on Perusall by 10 am Thursday

- * 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.
- * 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 – read as many as you can)
- * Solnit, Rebecca. 2008. Men Explain Things to Me.
http://www.tomdispatch.com/blog/175584/rebecca_solnit_the_archipelago_of_ignorance
- * Truth <https://www.sojournertruth.com/p/aint-i-woman.html>

Fri, Sept 11 Fieldnote 1 due: See Moodle for details

Week Four

Mon, Sept 14: *Feminist Critiques of Science*. Guest Lecture: Banu Subramaniam, WGSS

- * Schiebinger, Londa. 1993. The Private Lives of Plants. Pp. 11-39 in *Natures Body: Gender in the Making of Modern Science*. Boston: Beacon Press.
- * Subramaniam, Banu. 2001. The Aliens Have Landed! Reflections on the Rhetoric of Biological Invasions. *Meridians* 2 (1): 26-40

Class 2: No meeting. Do work below on Perusall via Moodle by 10 am Thursday

- * 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.

Week Five

Mon, Sept 21: Gender, Sexuality, Race, and Slavery

Guest Lecturers: Biko Caruthers, WGSS and AfroAm

- * View lecture clip on Moodle by Kirsten Leng, WGSS (or view in class together)
- * Davis, Angela Y. 1983. The Legacy of Slavery: Standards for a New Womanhood. Pp. 2-29 in *Women, Race, and Class*. Vintage Books.
- * Carby, Hazel V. 1987. Slave and Mistress: Ideologies of Womanhood under Slavery. Pp. 20-39 in *Reconstructing Womanhood: The Emergence of the African-American Woman Novelist*. New York: Oxford University Press.

Class 2: Slavery and Sexual Exploitation. No meeting. Do work below on Perusall by 10 am Thursday

- * Roberts, Dorothy. 1997. *Killing the Black Body: Race, Reproduction and the Meaning of Liberty*. New York: Pantheon Books. Pp. 3-55.

Fri, Sept 25 Essay 1 Due: See Moodle for details

Week Six

Mon, Sept 28: *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>

Class 2: Guest Lecturer: Rachel Briggs, WGSS. Readings TBA. CHECK MOODLE

Week Seven

Monday, Oct 5 Review of First Part of the Semester

Wed, Oct 7 *No class* complete Midterm by noon **Oct 8 (Includes content covered until Sept 30)**
Midsemester evaluations to assess how things are going and what we may need to adjust

Fri, Oct 9 *No Discussion sections: Our gift to you so you can focus on your other midterms*

Week Eight

Mon, Oct 12 *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/>
- * 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)

Class 2: No meeting. Do work listed below via Moodle by 10 am Thursday

- * Black, Maggie. 2015. Introduction and Chpt 1 in *No-Nonsense guide to International Development*. New Internationalist. (Moodle)
- * What the f*ck is social reproduction? https://www.youtube.com/watch?v=apO3B_o6dz8
- * Interviews with Silvia Federici (listen or read) <https://kpfa.org/episode/against-the-grain-april-26-2017/> or <https://viewpointmag.com/2015/04/15/wichtales-an-interview-with-silvia-federici/>

Week Nine

Mon, Oct 19 **Gender, Race and Financialization**

Guest lecturer: Signe Predmore, Political Science and WGSS departments

- * Moeller, Kathryn, 2019. The Ghost Statistic that Haunts Women's Empowerment. *The New Yorker*. January 4, 2019. <https://www.newyorker.com/science/elements/the-ghost-statistic-that-haunts-womens-empowerment> (also on Moodle)
- * Goodwin, Alyxandra, Whitney Shepard, Carrie Sloan. 2020. Police Brutality Bonds: How Wall Street Profits from Police Violence. Action Center on Race and Economy (ACRE) report, 37 pp. June 24, 2020. <https://acrecampaigns.org/research/> (also on Moodle. Read pages 1-16)

Class 2: No meeting. Do work below via Moodle by 10 am Thursday

- * Murphy, Michelle. 2017. Invest in a Girl (chpt 10). Pp. 113-124 in *The Economization of Life*. Durham, NC: Duke University Press.

Friday, Oct 23: Last day to submit Fieldnote 2

Week Ten

Mon, Oct 26 *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 (also on Moodle)
- * 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_(also on Moodle)

Class 2: Reproductive Choice, Rights and Justice (No class. Do work below via Moodle by 10 am Thursday)

- * 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
- * Ross, Loretta. Reproductive Justice 101 <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. Which ones spoke most to you?

Week Eleven

Mon, Nov 2: What's WGSS got to do with it? Majors, Careers, Fields and More

Panel discussion and Q and A with: Karen Lederer (WGSS undergrad advisor), Caroline Gould (Director of HFA Career Services); Wilmore C. Webley (PreMed Advisor); Diane Curtis, Director, Pre-Law Advisor), WGSS alums

Class 2: No meeting. Activities TBA.

Friday, Nov 6: Essay 2 due, see Moodle for details

Week Twelve

Mon, Nov 9: *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*, Fifth ed., McGraw Hill. (Moodle)
- * Participants will learn about relationship violence & how different groups are working to prevent & address violence through different levels of change.

Class 2: *Rape, gendered violence, and struggles to end them: No meeting.* See Moodle for activities

- * www.Transharm.org
- * other readings TBA

Week Thirteen

Mon, Nov 16 *Conclusion: Creating Change*

- * Kaufman, Michael. The Seven P's of Men's Violence. <http://michaelkaufman.com/articles-2/>
- * Basu, *Women's Movements in the Global Era: The Power of Local Feminisms*
- * 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)

Class 2: No meeting. Review and Wrap Up activities TBA. Check Moodle

Friday, Nov 20: LAST discussion section

FINAL EXAM (15% of class grade): The final exam is designed so that you can easily complete it and review it within the allotted **60 minutes anytime between 10am Nov 30 and noon Dec 1, 2020.**

BRING YOUR SYLLABUS TO CLASS AT EACH SESSION (even remote ones!)

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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