



**WS 201: GENDER & DIFFERENCE:
CRITICAL ANALYSES
FALL 2012**

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Tu, Th 11.15 – 12.30, Bartlett 202

*Office Hours: Thurs, 2-4, & by appointment,
Bartlett 231*

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I. COURSE DESCRIPTION

Women, Gender, Sexuality Studies is a vibrant interdisciplinary field today, spanning the humanities, social, natural and physical sciences. Scholars in the field have developed frameworks, theories and methods used to study and understand our natural and social worlds. This course will introduce the field of women's studies, using a transnational framework. Fundamentally it will interrogate the category "woman." Are there essential/innate characteristics that define all women? What of our many differences? How do we incorporate other social categories such as race, ethnicity, class, sexuality, and nationality? How do we understand and live with our multiple identities and locations? How do these locations shape our economic, political, and cultural lives? How do national policies and processes of globalization shape the individual and collective experiences of women? This course will explore theories about women and gender through interdisciplinary analyses, as well as disciplinary lenses such as anthropology, biology, communication, history, literary studies, politics, philosophy, and sociology. The course will explore the diversity of women transnationally as well as the U.S. It will explore some of the important theorists, thinkers, writers and activists who have grappled with the inextricable interconnections of gender, race, class, sexuality, ethnicity and nationality. Over the semester, we will work to conceptualize the category "woman," to reflect all the similarities as well as the many substantive differences.

II. TEXTS

REQUIRED BOOKS:

Introduction to Women's Studies: Gender in a Transnational World, Inderpal Grewal and Caren Kaplan eds, 2nd edition, 2005. McGraw Hill. (referred to as *Text*)

Additional readings posted on Moodle (referred to as *Moodle*)

Reference: The Penguin Atlas of Women in the World, Joni Seager, Penguin USA (Paper); Revised and Updated edition, April 1, 2008. (referred to as *Atlas – you do not need to buy this*)

The book is on sale at: Food for Thought Books-106 N.Pleasant Street, Amherst

Text is on Reserve in the Library

III. COURSE REQUIREMENTS

This class is a reading intensive class. The class is organized as a seminar where we will discuss the topics and readings each week. It is essential that you complete and reflect upon the reading assignments before coming to class, and be prepared to contribute to the discussion. It is critical that you participate in the emerging conversation and analysis. Every class will focus on the readings assigned for that class as stated in the syllabus. Your attendance and participation are required for the entire session of each class meeting. The format of the class will be primarily a group discussion focused on the themes of the class readings.

ATTENDANCE: Your attendance & participation is required for the entire session of each class. More than 3 unexcused absences will negatively affect your grade by at least one letter grade.

- **Two Analytic Papers (20% each) and Critical Evaluation (5% each):** a 5 page based on the material covered. The paper will require you to do analytic work focusing on the material you have read for this course, rather than doing library research on topics not addressed in class. You will exchange papers with a fellow student, and critically analyze and evaluate his/her paper. The paper will count for 20% of your grade and the evaluation 5% of your grade. You have a choice: **Choose :**

Paper I – Oct 4 OR Oct 18 &

Paper II – Nov 6 OR Nov 27

Evaluations are due a week later.

- **World Atlas Presentation (10%):** During the semester, each student (with the approval of the instructor) will pick one or more themes from the world atlas. Using the readings from the course, you will analyze the overall and specific trends emerging from the world atlas. You may work on this project individually, in pairs or as a group. You will present their findings to the class. Topics and details about the presentation will be discussed in class and posted on Moodle.
- **Attendance and Class Participation – in class and Moodle (10%):** The issues we will be discussing this semester have both academic and personal implications. In order to grapple with this material it is vital that you read the assignments carefully and on time, come to class with questions, opinions, and analyses (agreements and disagreements) -- in other words to be prepared to participate in an intellectual debate. Class participation (quality not quantity!) counts for 20% of your grade.
- **Summary Essay (10%):** You will turn in a short essay, 3 pages long summarizing the readings for *one* session during the semester. You will discuss and analyze the readings assigned for that day. The essay is due in class on that day. You will sign up for a session during the first day of classes
- **Field Notes (10%):** Three times during the semester, you are required to post a “field note” connecting the world outside the classroom to the course materials during that week on Moodle. Details are on Moodle. Each of these posts counts for 2% of your final grade. At least one of the postings should be before Oct 16. You should respond to someone else’s posting at least 4 times during the semester; each of your postings counts for 1% of your final grade. At least two of these should be before Oct 16. More details on Moodle.
- **In Class Writing (10%):** We will periodically have brief in class writing assignments based on the readings assigned for the class and the class discussion. Your 2 lowest scores will be dropped.
- **Extra Credit:** Throughout the semester, I will post events in the five colleges relating to the themes of the course. You can attend an event, write a 2 page summary for a 2% extra credit. If you find a relevant event that you are interested in, please check with me. The summary must be turned in within one week of the event. You can earn up to 6% in extra credits for the semester.

Summary of Grading:

Two Analytic Papers	40%
Two Paper Evaluations	10%
Atlas Project Presentation	10%
Attendance and Participation	10%
In Class Writing	10%
Summary Essay	10%
Field Notes	10%
Extra Credit	<i>upto</i> 6%

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. You can read it in full at:

http://www.umass.edu/dean_students/rights/acad_honest.htm

Accommodation Policy Statement

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), please notify me within the first two weeks of the semester so that we may make appropriate arrangements:

<http://www.umass.edu/disability/procedures.pdf>

IV: SCHEDULE

Week 1: Introduction

Tuesday, September 4

Gloria Steinem, "If Men Could Menstruate." *Ms. Magazine*, October 1978. (in class reading)

Thursday, September 6

[Moodle] Michael Omi and Howard Winant, "Racial Formation," In *Racial Formation in the United States: From the 1960's to 1990's*. Routledge, 1994., 53-76.

[Moodle] Margaret Andersen and Patricia Hill Collins, "Conceptualizing Race, Class, and Gender." In *Race, Class and Gender*, Margaret Andersen and Patricia Hill Collins eds., 5th edition. Thomson, Wadsworth, 2006: 75-98.

[Moodle] Karin Martin, "Becoming a Gendered Body," *American Sociological Review*, Vo. 63, No. 3, 1998: 494-511.

MODULE I: SOCIAL AND HISTORICAL CONSTRUCTION OF GENDER

Week 2: Women, Science and the Body

Tuesday, September 11:
Part I, Sec 1: ABCE (Text)

Thursday, September 13:
Part I, Sec 2: ABCDE (Text)

Week 3: Scientific Constructions of Science, Race, and Empire

Tuesday, September 18:
Part I, Sec 3: ABCD (Text)

Thursday, September 20:
Part I, Sec 4: BCD (Text)

Week 4: Medicine and Reproductive Health

Tuesday, September 25:
Part I, Sec 5: ABCDE (Text)

Thursday, September 27:
Part I, Sec 6: ABFG

MODULE II: GENDERED IDENTITIES IN NATIONS AND STATES

Week 5: Gender, Identity and the State

Tuesday, October 2:
Part II, Sec 7: ABD;
Part II, Sec 8 ABD

Thursday, October 4:
Part II, Sec 11: ABDE (Text)

Week 6: Transnational Feminist Organizing

Tuesday, October 9: (No Class – Monday Schedule)

Thursday, October 11:
Part II, Sec 9: ABCE;
Part II, Sec 10; ABD

MODULE III: REPRESENTATIONS, CULTURES, MEDIA AND MARKETS

Week 7: Representation and Media

Tuesday, October 16:

Part III, Sec. 12, ABC

Part III, Sec. 14, ACDE

Thursday, October 18:

Part III, Sec. 15, ABCD

Week 8: Consumer Culture, Advertising and the Body

Tuesday, October 23:

Part III, Sec. 16, ABD

Tuesday, October 25:

Part III, Sec. 17, ABCDEF

Week 9: Cyberculture

Tuesday, October 30:

Part III, Sec. 18, ABC

Thursday, November 1:

Guest Speaker: Kim Gandy

MODULE IV: GENDERING GLOBALIZATION

Week 10: Travel and Migration

Tuesday, November 6:

Part IV, Sec. 19, AD;

Part IV, Sec. 21 ABCD

Thursday, November 8:

Part IV, Sec. 22, ABCD

Week 11: Gender, Consumption and Globalization

Tuesday, November 13:

Part IV, Sec. 23, ABD

Thursday, November 15:

Part IV, Sec 24; ABCD

Week 12:

Tuesday, November 20:

Open

Thursday, November 22: (TGiving Break)

Week 13: World Atlas Presentations

Tuesday, November 27:

In Class Presentations

Thursday, November 29:

In Class Presentations

Week 14: Presentations and summary

Tuesday, December 4: Conclusion and Summary

Conclusion: AB (Text)

[Moodle] June Jordan, "Where is the Love?" *Making Face, Making Soul, Haciendo Caras: Creative and Critical Perspectives by Feminists of Color*, Gloria Anzaldúa ed., 1990. San Francisco: Aunt Lute Books.

[Moodle] bell hooks, "Sisterhood is Still Powerful" In *Feminism is for Everybody*, South End Press, 2000, 13-18.

