

WOMENSST 187A
SPRING 2012
Schedule #: 70011

Gender, Sexuality, and Culture
Tue & Thu: 9:30 – 10:45 am
104 Noah Webster Hall

Professor Alex Deschamps
Gen.Ed. IU

Office & Hours: Bartlett 7B » Thursdays 1:00 – 3:00 pm & by appointment
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Course Description

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 study of gender roles and relations but it is also an overview of theoretical and social cultural concepts of *gender* and its intersection with other social constructs of difference (race/ethnicity, class, sexuality, disability, and age). The goal is to encourage 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. Although the main focus is about gender in the United States, attention will be given to activism and resistance (nationally and globally) of these gendered inequalities, and the various ways they have worked to create new systems of transformative change. This course will be clustered around the following themes:

Integrative and interactional analysis: emphasis will be placed on Social Media and Representation and how they continue to shape our understanding of the concepts of “women”, “men” and “gender” as multiple and diverse, in interlocking variables of race, class, sexuality, ethnicity, and nationality. We will also explore contemporary uses of Social Media as sites of research, activism, and networking will be explored.

Levels of Analysis that consider micro, meso, macro, and global levels. This will help should hone your ability to analyze arguments and “read” and “operationalize” gender.

Knowledge Construction: we will examine the production and politics of knowledge, and think through some key issues, questions, and debates from a range of disciplinary perspectives.

Feminism(s) and Feminist Theorizing: We use feminism(s) because the concept is constantly shifting in multiple ways. It is geographical, political, and economical; it is about merging theory with practice; and it is about *description, analysis, vision, and change*. It is about *using* your scholarship.

Activisms is about how women have been influential in making progressive changes and how we need to continue to do this work using a “gendered lens of analysis” to the political and the personal.

The Importance of General Education

This course fulfills two general education requirements (interdisciplinary and domestic diversity). 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. You will gain some knowledge that you may not receive in your major.

You will be introduced to ideas, theories, methods, and concepts from various disciplines. Diversity is central to our conceptions of “women”, “men” and “gender” – there is no generic, universal “man” or “woman.” While this course will introduce you to some philosophical, theoretical and methodological diversities within the field of Women, it will constantly engage you to apply these ideas to your lived experiences (your college experiences, your lived experiences), as well as any relevant questions for discussions.

Thirty years ago, there were only a few universities and colleges across the country with women and gender studies departments or programs. Today the majority of institutions offer courses in women’s and gender studies as well as majors, minors, and graduate degrees. The importance of “gender” has been mainstreamed – whether it be the United Nations in its development training, business corporations or law firms in producing a workforce that can work effectively in groups and across nations, hospitals in training doctors and nurses, or government officials in developing social and public policy, “gender” has become critically important in all these venues. Among other objectives and tied into the goals of this course, we want you to begin:

- to think critically and creatively and to conduct self-directed learning projects
- to work effectively and collaboratively with diverse group
- 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 and to recognize diverse disciplinary viewpoints and methods
- to acquire knowledge in a variety of scholarly modes and contexts including information literacy
- to understand the intersectionalities of our lives in all their different similarities
- to bring an interdisciplinary and multidisciplinary focus to your scholarship, practice, community work, and your competencies

Course Requirements, Academic Honesty, University Policies, Class Guidelines

- Reading assignments must be completed *by the class period for which they are assigned*.
- In addition to fulfilling a general education requirement (IU), particular attention will be paid to your writing (content, style, mechanics, presentation). Let me know early if you need assistance with writing. Relevant resources are also available. This also means that you are expected to be responsible, diligent, and committed to your scholarship and learning.
- Regular attendance and occasional in class exercises are mandatory. Attendances cannot be made up. After *two unexcused absences* your final grade will begin to be marked down. You will lose *1 (one) point* for every unexcused absence. Class discussions will provide the opportunity to talk critically and analyze issues and topics. You will be expected to have completed and thought about all of the readings for each class. *Incompletes will not* be given unless there are unusual circumstances. University guidelines will be followed. If you know that you must miss a class session, please consult with me beforehand but be clear about the difference between *excused and unexcused* absences. Please take time to plan your semester.
- Religious Observances. It is the University policy that each student must inform me prior to the scheduled class session of any religious absence. This is an excused absence but it does not relieve you of any due assignments. I will work with you about these. You are responsible for knowing when assignments are due (dates are in the syllabus) and submitting them on time. *We will follow all university policies on issues of academic honesty, grading, attendance, examinations, and absences due to religious observances.*
- UMASS policy requires that all students have a UMASS email account for University correspondence and for access to SPARK. Once you are registered in this course, you will automatically have access to SPARK using your OIT username and password.
- If you have *special needs*, please discuss *them* with me and obtain the relevant paperwork so that necessary accommodations can be made. The University provides appropriate accommodations for students with special needs. If you think you might be such a student, please contact the Disability Support Service in the Whitmore Administration Building and inform me promptly at the beginning of the semester. You will then have the support you need to maximize your academic success.
- My assumption is that students are generally honest. You are responsible for knowing and following the University of Massachusetts Academic Guidelines. Necessary action, in compliance with official policies, will be taken against students who commit academic dishonesty. Plagiarism of any kind will be detrimental to your tenure at the University. Avoid using written papers from the internet. By putting your name on an assignment that you turn in, you are indicating to me that the work is your original work. Knowing how to cite the work of others in your own work is critical, and I expect you to do it unflinchingly. *Talk to me if you are unsure*. To do otherwise is plagiarism. The University Code of Academic Integrity prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. Read and familiarize yourselves with all the details of the University Policy Statement on Academic Honesty, Course Requirements, Attendance, Religious Observances, and other relevant policies, at:
http://www.umass.edu/dean_students/code_conduct/acadhonest.htm. Meet with me about resources for learning needs.

Class Guidelines

We will discuss and negotiate guidelines together for our classroom community. Those below have served me well in the past and are offered here as a point of entry and departure. Remember that we are working for the most collaborative environment possible so suggestions or modifications are welcome.

- Students are expected to come to class on time. Attendance throughout the course is expected at all times and is an important factor in the ability to be successful individually and as a class community. If you must miss a class session, please consult with me beforehand. Feel free to contact me with any and all concerns, questions, and feedback throughout the course.
- Because discussions are central to this course so come to class prepared to participate actively in discussions of the themes and topics and to sometimes do short in-class writings. You should not only read but also think about what you read and what you would like to talk about in class discussion.
- Assignments are due at the start of class or as otherwise indicated. Make up or extensions for exams or papers will only be given to students who have a *documented* conflict, such as a medical or family emergency. Late work is never acceptable unless prior arrangements have been made with me. This could result in a grade (at least one half to begin with) penalty. Please take this seriously. Talk to me if you are experiencing difficulties with assignments.
- Each class participant is expected to treat the ideas, opinions and work of others with the utmost respect. Derogatory remarks of any kind are not acceptable. Active listening is expected and encouraged. Sometimes it helps to jot down the essence of ideas before beginning to speak. Always speak to the group and be sure that comments will relate to and involve the entire class. Be respectfully attentive to the discussion at all times so that no one monopolizes the discussion. We don't do confrontation.
- Use of cell phones, internet, textings and other such related activities not directly related to the class are disruptive and should not be used in the classroom. We will discuss email etiquette and you will find this beneficial in your lives and in your work. All emails must be appropriately addressed and professional. In person etiquette and online etiquette are expected to be used at all times – including the use of real names, respecting one another's confidentiality, and the absence of any libelous, or abusive remarks.

Critical Analysis and Helpful hints for Reading and Writing

Critical analysis means applying 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 writing a critical analysis, all statements need to be backed up with reasons or examples, and 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 she/he hope to answer them? Do you think she/he succeeded? Why or why not? Be aware of how the author uses key terms and her/his definitions for them. Why do you think the author wrote that article?
- What are the strengths and weaknesses of the article(s)? How are 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 the lives of women and our gendered lives? Are there any passages that you consider particularly significant, interesting, or confusing? Make notes or mark them.
- What is/are the author (s) perspective (s) and underlying assumptions about her/his subject, her/his audience, people or culture in general? How are these issues pertinent or not pertinent in all of our/your lives and others? How and to whom are they pertinent? What are the assumptions? Are there any limitations?

- What is your perspective on the themes? Where or how have you developed these opinions? Do you see them changing in any way? Do you agree/disagree with the ideas developed? How? Why? What comparisons can you make, if any, with other readings we have read? Does the author consider differences among people?

Where to go when you need help with organizing your ideas and writing

All writing must be proof-read, grammatically correct and well-organized. Sources must be properly cited, preferably using MLA or APA style. There are many online resources for checking citation styles. The Writing Center in the Learning Commons at the Campus Library offers assistance with various writing skills. The Learning Commons is a resource that you should utilize for information, study time, or for group assignments.

Assignments, Examinations and Grading

- Attendance, assignments, and participation. To earn full points for this, in addition to attending class, you must regularly show that you have thought about and analyzed the readings, and be present for occasional in-class assignments. (13 points).
- Four (4) Occasional in-class assignments and/or quizzes, three highest grades. (6 points).
- Examination 1. *Thursday February 09, 2012.* (15 points).
- Writing Assignment 1, Complexities of Identities, due *Tuesday February 28, 2012.* (12 points).
- Writing Assignment 2, Gender and Social Media due *Thursday March 15, 2012.* (12 points).
- Out of class assignment, due *no later than Thursday, April 05, 2012.* (8 points).
- Examination 2. *Thursday April 12, 2012.* (22 points).
- Group Research/Project and Presentation. Detailed guidelines will be distributed and discussed. You will be required to work in small groups but submit an *individual learning reflective and summary paper* which will be due on *Tuesday May 01, 2012.* (12 points).

Be responsible for your learning. Track your grades. Make sense of your progress. Caucus with me for help.

Final Grading Scale

A (94-100)	A- (90-93)	B+ (87-89)	B (83-86)	B- (80-82)
C+ (77-79)	C (73-76)	C- (70-72)	D+ (67-69)	D (60-66)
F (59 or below)				

Texts

Required text: Dalton Conley, Honky. Vintage Books, 2001.

E-Reserves/SPARK: All other required readings will be on E-Reserves in the library with the password (*alex187a*). There will be links to the readings on the course SPARK site as relevant. There may also be some short additional readings and you may be required to do some of your own research. Assignment guidelines, supplemental notes, guiding questions, and other pertinent information will be posted on the SPARK site.

Required Text available at Food for Thought Collective Bookstore, North Pleasant Street, Amherst. This is a local non profit bookstore.

Course Calendar

Tues. Jan. 24 th	<p><u>Introduction to Course</u></p> <p>Review of Syllabus, Requirements, Expectations, Guidelines. A Context for General Education.</p> <p><i>Homework Assignment:</i> Access the course SPARK website and E-Reserves and read the syllabus to familiarize yourselves with the course material.</p>
Thur. Jan. 26 th	<p><u>Introduction to the Discipline, Concepts and Frameworks</u></p> <p>Be prepared to engage in discussion and class exercises. The field, the scholars, the contemporaneous themes and questions.</p> <p>What does “doing gender” mean? How do you “do gender”? How do you see your friends and family members “doing gender”? What are some of the themes and issues that you think are important to your generation? How do you think that you are influenced by social media and the cult of celebrity?</p>
Tues. Jan. 31 st Readings:	<p><u>Gender as Performance</u></p> <p>[E-Reserves]–Candace West & Don Zimmerman, <i>Doing Gender</i>, in <i>Gendered Society Reader</i>, Michael Kimmel & Amy Aronson. Oxford 2000, pp. 146-163.</p>
Thur. Feb. 02 nd Readings:	<p><u>Cult of Masculinity</u></p> <p>Video Screening: <i>Tough Guise</i> (Media Education Foundation).</p> <p>[E-Reserves]–Paul Kivel, <i>The Act-like-a-man Box</i> in <i>Men’s Lives</i>, 8th ed. Michael S. Kimmel & Michael Messner. Allyn & Bacon, 2010, pp. 83-85.</p> <p>[E-Reserves]–Peter Lyman, <i>The Fraternal Bond as a Joking Relationship: A Case Study of the Role of Sexist Jokes in Male Group Bonding</i> in <i>Men’s Lives</i>, 8th ed. Michael S. Kimmel & Michael Messner. Allyn & Bacon, 2010, pp. 147-156.</p>
Tues. Feb. 07 th Readings:	<p><u>Cult of Femininity: 19th Century Gender and Colonization</u></p> <p>[E-Reserves]–Howard Zinn, <i>A History of the United States, 1492-Present</i>, Harper Collins, 1999, pp. 103-124.</p> <p>[E-Reserves]–Barbara Welter, <i>The Cult of True Womanhood, 1820-1860</i>. <i>American Quarterly</i> 1966, 18(2). Spring 2010, pp. 151-174.</p>
Thur. Feb. 09 th	<p>*** <i>Examination 1</i> *** <i>In Class</i></p>
THE COMPLEXITIES OF IDENTITIES, INTERSECTIONALITIES, AND SOCIAL LOCATIONS	
Tues. Feb. 14 th	<p><u>The Personal and the Political: Micro, Meso, Macro Levels</u></p> <p>[E-Reserves]–Gwyn Kirk & Margo Okazawa-Rey, <i>Identities and Social Locations: Who Am I? Who are my people?</i> in <i>Women’s Lives: Multicultural Perspectives</i>, 5th ed. McGraw Hill. 2010, pp. 91-102.</p>
Thur. Feb. 16 th Readings:	<p><u>Lived Experiences as Historical and Narrative Theory</u></p> <p>[Text]–Conley, Dalton. <i>Honky</i>, prologue and pp. 3-101.</p>

Tues. Feb. 21 st Readings	<u>Constructing Identity - Social and Cultural Capital</u> [Text]-Conley Dalton. <i>Honky</i> , pp. 103-204.
Thur. Feb. 23 rd	<u>Writing Workshop</u>
GENDERING BODIES: REPRESENTATIONS, SOCIAL MEDIA, SEXUALITY, CULTURE	
Tues. Feb. 28 th Readings:	<u>Media and Social Culture: Gender, Sexuality, Codes of Behavior</u> Video Screening: <i>Dreamworlds 3</i> or <i>Codes of Gender</i> (Media Education Foundation). Discussions Questions will be distributed in the previous class. *** <i>Writing Assignment 1 due</i> ***
Thur. Mar. 01 st Readings Recommended for Research Reading	<u>Gendered Representations – Commodification and the Beauty Industry</u> Video Screening: <i>Still Killing Us Softly 4</i> . (Jean Kilbourne, MEF Foundation, 2010). [E-Reserves]-Jean Kilbourne, <i>The More you Subtract, the More you Add: Cutting Girls Down to Size</i> , in <i>Women's Lives: Multicultural Perspectives</i> , Gwyn Kirk and Margo Okazawa-Rey, 5 th ed., McGraw Hill, 2010, pp. 231-239. [E-Reserves]-Joan Jacobs Brumberg, <i>The Body Project: An Intimate History of American Girls</i> . Random House, 1997, pp. 3-25.
Tues. Mar. 06 th Readings:	<u>Gender Violence, Domestic Violence, Voices of Change</u> [E-Reserves]-Gwyn Kirk and Margo Okazawa-Rey, <i>Violence Against Women in Women's Lives: Multicultural Perspectives</i> , 5 th ed. McGraw Hill, 2010:257-272. [E-Reserves]-Tim Beneke, <i>Men on Rape in Men's Lives</i> , 8 th ed. Michael Kimmel & Michael Messner. Allyn & Bacon, 2010, pp 559-564.
Thur. Mar. 08 th Readings:	<u>Social Media as Sites of Research, Activism, and Networking</u> <i>Student Panel: Research and Web Assignment</i>
SOCIAL MOVEMENTS: PERSONAL, POLITICAL, INSTITUTIONAL	
Tues. Mar. 13 th Reading:	<u>Abolition, Suffrage, and the First Wave of the Women's Movement</u> [E-Reserves]-Howard Zinn, <i>A History of the United States, 1492-Present</i> . Harper Collins, 1999, pp 1-22. [E-Reserves]-Sally Roesch Wagner, <i>Is Equality Indigenous? The Untold Iroquois Influence on Early Radical Feminists</i> , 1996, pp. 17-21. [Web]-The Seneca Falls Declaration [Web]-Sojourner Truth, <i>Ain't I a Woman?</i>
Thur. Mar. 15 th Reading:	<u>Gender and Work: Industrialization and Immigrant Women's Work: 1890-1924</u> [Web]-The Triangle Waist Factory. [SPARK]- <i>A Century of Women</i> , 1994. Turner Publishing Inc. pp. 7-48. *** <i>Writing Assignment 2 due in class</i> ***

Mar 17 th - 25 th	***Spring Break Recess***
Tues. Mar. 27 th Readings:	<u>Civil Rights and the Second Wave of the Women's Movement</u> [E-Reserves]—Carol Mueller, <i>Ella Baker and the Origins of Participatory Democracy in Women in the Civil Rights Movement: Trailblazers and Torch bearers, 1945-1965</i> . Vicki Crawford et al. 1990, pp. 51-68. <u>Video Screening: Freedom Riders. PBS Documentary</u> [Website]— www.pbs.org/wgbh/americanexperience/freedomriders/ .
RECURRING CONTEMPORANEANOUS AND GENERATIONAL THEMES	
Thur. Mar. 29 th Reading:	<u>Gender and Work – Feminization of Poverty</u> [E-Reserves]—Judy Root Aulette, Judy Wittner and Kristen Blakely, <i>Work in Gendered Worlds</i> . Oxford University Press, 2009, pp. 134-163.
Tues. Apr. 03 rd	<u>Gender and Work – Contemporary Debates and Student Roundtable Panel</u> [Student Research Assignment]—Guidelines will be distributed and posted on SPARK.
Thur. Apr. 05 th Readings:	<u>Gender, Work, and the Realities of The Global Economy</u> Video Screening: <i>Maid in America or Behind the Labels</i> [E-Reserves]—Helen Zia, <i>Made in the USA in Women's Lives</i> , Kathleen Ferraro. Allyn & Bacon, 2009, pp. 435-439. [E-Reserves]—Gwyn Kirk & Margo Okazawa-Rey, <i>Living in a Globalizing World in Women's Lives: Multicultural Perspectives</i> , 5 th ed. McGraw Hill, 2010, 382-391. ***Final due date for out of class assignment***
Tues. Apr. 10 th Readings:	<u>Medicalization, Reproductive Health, Reproductive Justice and Sexual Health: A Contemporary Analysis</u> [E-Reserves]—Catherine Kohler Reissman, <i>Women and Medicalization: A New Perspective</i> in <i>The Politics of Women's Bodies: Sexuality, Appearance, and Behavior</i> , Rose Weitz. Oxford University Press, 1998, pp. 46-61. [E-Reserves]—Meika Loe, <i>Fixing Broken Masculinity: Viagra as a Technology for the Production of Gender and Sexuality in Men's Lives</i> , 8th ed. Michael Kimmel & Michael Messner. Allyn and Bacon 2010: 282-288. [Web Source]— http://www.reproductiverights.org
Thur. Apr. 12 th	<u>Examination 2</u>
Tues. Apr. 17 th	***No Class-Monday's Schedule re Patriot's Day Holiday***
Thur. Apr. 19 th	<u>Student Research Projects</u>
Tues. Apr. 24 th	<u>Student Research Projects</u>
Thur. Apr. 26 th	<u>Student Research Projects</u>
Tues. May. 01 st	<u>Final Discussions, Exercises, Future of Student Activism</u> ***Research Project Writing Assignment Due in Class***