



WS 201: GENDER & DIFFERENCE: CRITICAL ANALYSES SPRING 2012

Tu, Th: 1 – 2:15 pm, Bartlett 202

Office Hours: Tu, 3-4, & by appointment,
Bartlett 231
email: banu@wost.umass.edu

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 SPARK (referred to as *SPARK*)

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 (Support local bookstores!)

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 – February 21 or March 6 &
Paper II – April 3 or April 19
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 SPARK.
- **Attendance and Class Participation – in class and SPARK (20%):** 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.
- **Discussant (10%):** You will turn in a short essay 3-4 pages long summarizing the readings for *one* session (of your choice) during the semester. You will discuss and analyze the readings assigned for that day. The essay is due in class on that day. Be prepared to be called on to present the key ideas of the readings, summarize the readings and answer questions on the materials assigned for that day.
- **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 SPARK. The field note can be in the form of the following: a short personal experience, a video, a photograph, an article from a magazine or newspaper, a news event, an advertisement, or even a description of an artifact that you want to bring into the discussion. Each of these posts counts for 2% of your final grade. 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. More details on SPARK.
- **Extra Credit:** Throughout the semester, I will post events in the five colleges relating to the concepts and ideas 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	20%
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. Following is a summary - 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, January 24

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

Thursday, January 26

[SPARK) 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.

[SPARK) 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.

[SPARK) 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, January 31:

Part I, Sec 1: ABCE (Text)

Thursday, February 2:

Part I, Sec 2: A CDE (Text)

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

Tuesday, February 7:

Part I, Sec 3: ABCDE (Text)

Thursday, February 9:

Part I, Sec 4: BCDE (Text)

Week 4: Medicine and Reproductive Health

Tuesday, February 14:

Part I, Sec 5: ABCDE (Text)

Thursday, February 16:

Part I, Sec 6: ABG

MODULE II: GENDERED IDENTITIES IN NATIONS AND STATES

Week 5: Gender, Identity and the State

Tuesday, February 21:

Part II, Sec 7: ABD;

Part II, Sec 8 ABD

Thursday, February 23:

Part II, Sec 11: ABDE (Text)

Week 6: Transnational Feminist Organizing

Tuesday, February 28:

Part II, Sec 9: ABCE;

Part II, Sec 10; ABD

Thursday, March 1:

Open

MODULE III: REPRESENTATIONS, CULTURES, MEDIA AND MARKETS

Week 7: Representation and Media

Tuesday, March 6:

Part III, Sec. 12, ABC

Part III, Sec. 14, ACDE

Thursday, March 8:

Part III, Sec. 15, ABCD

Week 8: Consumer Culture, Advertising and the Body

Tuesday, March 13:

Part III, Sec. 16, ABD

Tuesday, March 15:

Part III, Sec. 17, ABCDEF

☺ SPRING BREAK *** MARCH 16 – MARCH 18 ***** SPRING BREAK ☺**

Week 9: Cyberculture

Tuesday, March 27:

Part III, Sec. 18, ABC

Thursday, March 29:

Open

MODULE IV: GENDERING GLOBALIZATION

Week 10: Travel and Migration

Tuesday, April 3:

Part IV, Sec. 19, AD;

Part IV, Sec. 21 ABCD

Thursday, April 5:

Part IV, Sec. 22, ABCD

Week 11: Gender, Consumption and Globalization

Tuesday, April 10:
Part IV, Sec. 23, ABD

Thursday, April 12:
Part IV, Sec 24; ABCD

Week 12:

Tuesday, April 19:
Open

Week 13: World Atlas Presentations

Tuesday, April 24:
In Class Presentations

Thursday, April 26:
In Class Presentations

Week 14: Presentations and summary

Tuesday, May 1: Conclusion and Summary

Conclusion: AB (Text)

[SPARK) 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.

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

