

## WGSS 301: THEORIZING GENDER, RACE, AND POWER

Course mailing list: [wgss-301-01-fall18@courses.umass.edu](mailto:wgss-301-01-fall18@courses.umass.edu) **Term: Fall 2018**

**Instructor:** K. Asher ([kasher@umass.edu](mailto:kasher@umass.edu))

**Office:** W467 South College

**Class time:** TuTh 10:00-11:15am

**Meets in:** W219 South College

**Office Hours:** Thurs 11:30am- 1:00pm. **Appointments:** Tues 3:30-4:00pm, Weds: 11am-noon, 2-3pm. **Check Moodle for updates and changes to office hours.**

**Course focus and goals:** Gender, race, and power play a key role in shaping our worlds and experiences. In this core course of the WGSS major, students will build on what they learnt about sex, gender and difference in WGSS 201 to critically examine diverse theoretical and analytical approaches to interrogating gender, race, and power. Through close readings of a diverse range of classic and contemporary feminist theories of gender, race and power, we will enter in critical dialogue with feminist debates to understand and foster social change. Students are expected to have some prior grounding in social theory, or be prepared to gain it. In the first part of the seminar we will begin discussing key feminist concerns and debates from historical and methodological perspectives. In the second part of the semester, we will revisit selected themes to deepen our understanding of feminist engagements. **This course aims to enable students to**

- ❖ Recognize and critically examine diverse theoretical and analytical approaches to interrogating gender, race, and power
- ❖ Identify the analytical parameters of an argument, especially feminist ones
- ❖ Understand why and how feminist theories engage with the state, capitalism, colonialism, the governing of sexuality, and other workings of power
- ❖ See how the complex, contradictory and power laden connections between the “West” and the “Rest,” i.e. transnational thinking is key to feminist theories
- ❖ Examine how feminist struggles are linked to others such as anti-racist, anti-imperialist, economic and environmental justice struggles
- ❖ Develop your own critical and self- reflexive understandings of feminisms, feminist politics, organizing and analysis for social change.
- ❖ Develop strong reading, thinking, and writing skills
- ❖ Practice collaborative learning

**Pre-requisites:** Students are expected to have taken 100/200 level WGSS courses and **MUST** have prior analytical knowledge of the following terms: **sex, gender, sexuality, race, ethnicity, class, disability, religion, culture, and nationality**. They should also be able to articulate how these identities are shaped by and change the practices of **science, empire, colonialism, capitalism, political economy, nation-state, nationalism, and feminist struggles for change**. That is, students should be able to define these terms and locate them historically, geographically and transnationally within changing relations of power. You can refresh your understanding of these terms by revisiting the material covered in prior WGSS classes (such as WGSS 201, WGSS 230, WGSS General Education courses, or other courses with core WGSS faculty). If you have not taken WGSS courses, please download syllabi for these courses from the WGSS website and do the background work prior to the first day of WGSS 301. **Without the necessary pre-requisites, students will be unable to keep up with the terms of the course.**

**Required Readings (ordered through Amherst Books unless on ereserve)**

- ❖ McCann, Carole and Seung-kyung Kim, eds. 2013/2017. *Feminist Theory Reader: Local and Global Perspectives*. 3<sup>rd</sup> or 4<sup>th</sup> edition. Routledge. (FTR below)
- ❖ Weinbaum, A. et al, eds. 2008. *The Modern Girl Around the World*. Duke Univ Press.
- ❖ Additional readings on Moodle (uploaded or via Ereserves)

**Background Readings (on reserve at the DuBois Library and/or ereserve)**

- ❖ Disch, Lisa and Hawkesworth Mary. 2015. [Oxford Handbook of Feminist Theory](#). Oxford University Press.
- ❖ Grewal, Inderpal and Caren Kaplan, eds. 2006. *An Introduction to Women's Studies: Gender in a Transnational World*. NY: McGraw-Hill. 2<sup>nd</sup> Edition.
- ❖ Hall, S. et al. eds. 1996. *Modernity: An Introduction to Modern Societies*. Oxford, UK: Blackwell Publishers. (I especially recommended Introductions to Parts I, II, III)
- ❖ Lemert, Charles, ed. 1993/2004. *Social Theory: The Multicultural and Classic Readings*. Boulder, CO: Westview Press. (I especially recommend Lemert's introductory essays to each section)
- ❖ Wolf, Eric. 1982/1997. *Europe and the People without History*. CA: UC Press.

**Assignments and Grades**

- |  |     |
|--|-----|
| ❖ Attendance & Participation   | 25% |
| ❖ Syllabus and prerequisites quiz (complete on Moodle by 5pm, Sept 17) | 2%  |
| ❖ Annotations and reading reviews (see pages 12-13 for details)        | 13% |
| ❖ Midterm review (workshop drafts Oct 11, final due Oct 14)            | 25% |
| ❖ Second Critical review (due Nov 30)                                  | 10% |
| ❖ Final written Assignment (due Dec 14 via Moodle)                     | 25% |

**Attendance and Absences:** The success of the class depends on the instructor and students physical and intellectual presence in class. Being a little late occasionally is understandable, as is missing a few classes because of legitimate reasons (illness, injury, death of a loved one, prior appointments). If you miss more than two classes, excuse your absence within a week of the missed session. Over three absences will automatically result in the lowering of your overall grade, as even excused absences will affect your participation grade (you get 2 points for each day you are present, and 1 point for late or excused sessions).

If you miss class unavoidably, it is still your responsibility to keep up with the readings, write reading responses, and catch up on what you missed. Set up a “study buddy” with whom you can exchange notes, review material, and check in about intellectual or logistical issues related to the class.

**Study Buddy 1:** \_\_\_\_\_

**Study Buddy 2:** \_\_\_\_\_

**Accommodation Statement:** Disability Services (DS) on campus keeps documentation on file of physical, psychological, or learning disability and provides services to students with disabilities: <http://www.umass.edu/disability/>. They also act as a liaison between students and professors. If you need accommodations related to disabilities, please contact DS and me within the first two weeks of the term (before the add/drop period ends) so that we can work together to meet your learning needs. *A letter from Disability Services 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 come talk with me 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 me first. Recordings and note sharing for ADA accommodations are for your use only and may not be distributed or sold.

**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/](http://www.umass.edu/dean_students/codeofconduct/acadhonesty/)).

**Reading and Preparation:** Good participation and great conversations rest on good preparation. Learn to develop a practice of reading closely (<https://writingcenter.fas.harvard.edu/pages/how-do-close-reading>) to identify main theme(s) and examine the premise of an argument critically. Then write **critical responses on the assigned readings and bring HARD COPIES to each class.**

**Participation:** 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. Critical dialogues entail listening, thinking, talking, and asking questions of the material and of each other. The best classrooms conversations are ones that expand your knowledge and understanding, and bring the intense pleasure of intellectual inquiry. It is a skill that requires practice and like other academic skills it is useful far beyond the classroom.

**Notes:** Learn to keep notes on what you read. Instructions on writing critical reading responses provide guidelines on how to take good notes. For example, identify central

claims, highlight key quotes (note the full citation with page numbers), understanding how an author develops an argument, how the terms of one article relate to the broader course themes. Notes are a good place to flag **what you don't understand and on confusing** points, which we can discuss and clarify in class. So bring your readings and notes to class!

These notes are for your own use (or to share with your peers/study buddies). You may NOT sell these notes or critical reading responses to outside vendors, nor make audio or video recordings of class lectures and discussions without my permission.

**Using smart phones in class is decidedly un-smart** as it invites me 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.

**Online communications and Email etiquette:** Instructions, study questions, and updates about the course will be posted on **Moodle** and/or sent through the class lists (see above). So ensure that your university email (yourname@umass.edu) works, and check Moodle regularly. I welcome appropriate email queries and will respond to them within a reasonable amount of time (24-48 hours is normal). For a distinction between appropriate and inappropriate email, familiarize yourself with [Emails as Professional Correspondences or Email Etiquette](#). In addition, 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 in the syllabus and on Moodle. All changes to readings, assignments, due dates, etc. are also listed on Moodle.

**Office Hours** (listed at the top of the syllabus and updated on Moodle) are for students. So do stop by with questions about class material, brainstorm research ideas, talk about topics that spark your intellectual curiosity, or discuss your performance in class. However, 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 me to discuss specific queries. Also see this link for some campus resources <https://www.umass.edu/studentlife/single-stop>

**Research:** Go beyond Wikipedia and Google. [UMass libraries \(click the Menu button on the upper right\) have excellent resources and amazing professional staff to help you meet your learning goals.](#) So learn to use them and to do library research.

**Writing** is a crucial tool for learning and an invaluable skill for communicating what you learn. So learn to write well. Check out <http://owl.english.purdue.edu>, one of the most extensive lists of handouts on writing and research help. You can also get free writing help at the [Writing Center](#), and from the WGSS writing tutor (check Moodle and for office hours). Take a copy of the assignment instructions, the course writing checklist and grading criteria along with your draft response to your session. Engage your editing process by articulating what you want the tutor to focus on in addressing your work.

Lastly, pay attention to the comments on your graded assignments, especially the critical responses so that you can learn from them to do better on longer papers.

**Written assignments** are worth almost 80 percent of your course grade. Details about them are listed separately and on Moodle. All written assignments:

- ❖ May be discussed with your peers, tutors, or with me during my office hours
- ❖ Must be submitted **by the stated deadlines**. By handing in assignments late you forfeit your right to comments and lose half a letter grade for every day that your work is late. So learn to manage your time <http://www.studygs.net/shared/mgmt.htm>
- ❖ May be revised and resubmitted accepted within two weeks of receiving comments back from the instructor. Submit hardcopies of your substantially revised written work along with the original submission(s). Note that resubmitting a paper does not guarantee a higher grade. In fact, cursorily rewritten work may receive a lower grade than the original.
- ❖ Should comply with the **Checklist of Written Work guidelines** (see below).
- ❖ Will be graded according to the **criteria** listed 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.

Sometimes I give slash grades (B/B+). This means that the assignment is tending towards the higher grade but is not there yet. If you do better in the next assignment of a similar nature, the prior one will automatically be graded higher.

### GRADE SCALE

	Out of 10	Out of 5	GPA
A	9.3 - 10	4.7 - 4.9	4
A-	8.6 - 9.2	4.3 - 4.6	3.7
B+	7.9 - 8.5	4.0 - 4.2	3.3
B	7.2 - 7.8	3.6 - 3.9	3.0
B-	6.5 - 7.1	3.3 - 3.5	2.7
C+	5.8 - 6.4	3.0 - 3.2	2.3
C	5.1 - 5.7	2.6 - 2.9	2.0
C-	4.4 - 5.0	2.3 - 2.5	1.7
D+	3.7 - 4.3	2.0 - 2.2	1.7
D	3.0 - 3.6	1.9 - 1.7	1.0
F	2.7 - 2.9		

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

## **Checklist for Written Work for Prof Asher, AKA her 20 COMMANDMENTS!**

1. My paper has a title. It tells my reader what my paper is about.
2. I have a central argument or a main point. I state it clearly.
3. I define the key terms on which my argument is based.
4. I have developed my argument systematically and my ideas are well organized. That is, my points follow from each other and speak to my central argument.
5. After stating my claims, I substantiate them with supporting evidence. This includes drawing on relevant course readings, and citing them in a correct and consistent format. Prof Asher prefers the author-date style: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)
6. My entire paper is clear and focused with clear transitions between paragraphs and sections.
7. The passive voice has not been used by me. Instead, I use the active voice.
8. My sources are formatted correctly and consistently, as is my Reference List.
9. In my introductory and concluding remarks, I neither over generalize nor make banal claims. Rather, I begin and conclude with insightful remarks about my topic.
10. I have proof read my paper to ensure that it is free from repeated errors in spelling, punctuation and grammar, and I have used short sentences and made sure that my sentences do not run on like this one does.

## **Logistical and Mechanical details checklist**

1. My name, course name and number, type and number of the assignment, and the date of the paper appear single-spaced in the upper left hand corner of the first page.
2. I have used a legible font, double-spaced my writing, and used 1.25-inch margins.
3. I have numbered all the pages of my assignment
4. I have STAPLED all the pages of my assignment. Paper clips are not staples.
5. I am NOT including a cover page or a report cover with my assignments.
6. I have submitted my paper on time and in the format indicated on the assignment. Rubric for naming electronic documents: Your Last Name\_Assignment\_Course#\_Term, e.g. Asher\_Final\_301\_Fall2018.
7. I know the penalties for submitting assignments late, and acknowledge that Prof Asher does not accept papers via email.
8. I have avoided plagiarism: <https://plagiarism.duke.edu/procedures/table.php>.
9. I have (or will) conferenced my assignment with the WGSS writing tutor or at the Writing Center (<http://www.umass.edu/writingcenter/>).
10. I have or will check out Section V of Strunk and White's *The Elements of Style* (on Moodle). (PS: The White here is E B White, author of *Charlotte's Web*)

**Course Schedule:** This is a working course schedule and is subject to change. For example, readings may be added or substituted at the professor's discretion. The readings listed under each week are for that week. That is, please read the listed material before coming to class. **Check Moodle for updates**

**Week 1: Why Theory? What is Theory? Theorizing What?**

Tu, Sept 4: **Introductions: Seminar topics, approach and participants**

- ❖ What according to you is feminist theory?
- ❖ What is your favorite feminist theory text or texts? Why? What problem or problematic does it engage? How? Please include the full citation(s) at the end of your response.
- ❖ Do you think feminisms need theory? Why or why not?
- ❖ What are your learning goals for this class? What do you expect to get from the seminar? What do you hope to give to it?
- ❖ What are your biggest concerns and/or most radical hopes about it?
- ❖ Post your responses to the above questions on Moodle by noon Wed, Sept 5. Read your classmates' responses before class on Thursday.

Th, Sept 6: **Theorizing What? How? Since when? According to whom?**

- ❖ Culler, Jonathan. 2011. What is Theory? Pp. 1-18 in *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press. (Moodle)
- ❖ FTR: Introduction to the volume, skip intro to section 1, read Selections 1-7
- ❖ Humm, Maggie. 1982. Chronology of Events, and History of Feminism in Britain and America (xv-xx, 1-7), and Second Wave Feminism (53-60) in *Modern Feminisms*. Columbia University Press. (Ereserve through Moodle)

**Week 2: Unpacking Feminist Concerns: Women, Gender, Oppression, and Freedom**

Tu, Sept 11:

- ❖ Truth <http://www.sojournertruth.org/Library/Speeches/AintIAWoman.htm>
- ❖ FTR: Intro to Section I, Boxes 1 (Johnson Reagon), 3 (Rubin), 4 (Scott); Selections 12 (Combahee River Collective), 13 (Firestone), 14 (Clarke, Lesbianism), 30 (Lorde) and any other two selections

Th, Sept 13: "Intersectionality"

- ❖ FTR: Boxes 6 (Crenshaw), 9 (Anzaldua), 10 (Rich), Selections 10 (Kandiyoti), 17-18 (Dill and Zambrana, Nash)
- ❖ Weedon, Chris. 1997. Feminism and Theory (Chapter 1, pp. 1-11) and Principles of Poststructuralism, Chpt 2, pp. 12-41) in *Feminist Practice and Poststructuralist Theory*. Blackwell. (Moodle)

**Suggested/Supplemental:**

- ❖ Viveros, Mara. 2015. Sex/Gender. Pp. 852-873 in *Oxford Handbook of Feminist Theory*, Disch, Lisa and Hawkesworth Mary, eds. Oxford Univ Press. (Moodle)
- ❖ Marx, K. Theses on Feuerbach," *Marx-Engels Reader*, 143-145

### **Week 3: Work, Labor, Economy and the State**

Tu, Sept 18:

- ❖ FTR: Introduction to Section II, Box 5, 7, 13, 19 (Gramsci, Marx, Althusser, Harvey); selections 20 (H. Hartmann), 21 (Salazar Parreñas), 49 (Borris and Salazar Parreñas), selection or two on “care” and “care work” from this blog: <http://blogs.umass.edu/folbre/>
- ❖ Duggan, Lisa. “Introduction” and “Downsizing Democracy.” *The Twilight of Equality? Neoliberalism, Cultural Politics, and the Attack on Democracy*. Boston: Beacon Press, 2003. xi- xxii and 1-21. (Moodle)

Th Sept 20

- ❖ Ward, Kathryn and Jean Pyle. 1995/2000. Gender, Industrialization, Transnational Corporations and Development: An Overview of Trends and Patterns, pp. 306-327 in *From Modernization to Globalization: Perspectives on Development and Social Change*. Roberts, Timmons J. and Amy Hite, eds. Baltimore, MD: Blackwell. (Moodle)

#### **Suggested/Supplemental:**

- ❖ For excellent overview of the analytical parameters of the capitalist a mode of production, see Kloppenborg, *First the Seed*, pp. 22-27, and Chapter 3 of Eric Wolf’s *Europe and the People without History* (Moodle)
- ❖ Marx, K. Abstract from the Preface of *A Contribution to the Critique of Political Economy* (1859) and First, Second, and Third Observations from Chpt 2 of *The Poverty of Philosophy* (1847) <https://www.marxists.org/archive/marx/works/1847/poverty-philosophy/index.htm>
- ❖ Federici’s marxist critique of patriarchy and household labor, and a feminist critique of Marx, check out this piece <https://endofcapitalism.com/2013/05/29/a-feminist-critique-of-marx-by-silvia-federici/>

### **Week 4: Producing and Governing Subjects and Sexualities**

Tu, Sept 25:

- ❖ FTR: intro to Section III, Boxes: 2-5, 13-15, 16 (Beauvoir, Rubin, Scott, Gramsci, Althusser, Foucault, Butler, Deleuze); 24 (Smith), 25 (Wittig), 26 (Connell), 37 (Cohen)

Th, Sept 27

- ❖ Reread Weedon, Chpts 1-2; read Chpt 7: Feminism and Postmodernism (pp. 170-180)
- ❖ Butler, J. 1993. Introduction. *Bodies that Matter*. Routledge. (Moodle)
- ❖ FTR: Boxes 14 (Foucault) and 15 (Butler)

### **Week 5: Subjectivity, Identity and Difference**

Tu, Oct 2:

- ❖ FTR; 5 (Basu), 6 (Sue Cobble), 36 (Mohanty, *Under Western Eyes*)
- ❖ *The Modern Girl Around the World* (Chapters 1 and 2)

Th Oct 4:

- ❖ **Revisit other readings from the semester to prepare for the midterm**

**Oct 9: Monday schedule, no class.**

Th, Oct 11:

- ❖ Peer workshop Midterm drafts. BRING 3 HARDCOPIES of your Draft to class. **Drafts are worth 2% of your midterm grade.**

**Upload Midterms on Moodle by 5pm, Sunday October 14**

**Week 6: Race, Rights, Sexuality, Reproduction and Representation**

Tu, Oct 16:

- ❖ FTR: Reread intro to Section II, Boxes 8, 9, 11, 12 [in the 4th edition and scanned on Moodle), Selections 22-23 (Abu-Lughod and Sinha), 27-33 (Rushin, Jordan, Pratt, Lorde, Cantú Jr, Ahmed, Nnaemka). If you don't have the fourth edition, read the equivalent selections from the edition you have. If you can't get to all the readings, read at least a few closely.
- ❖ **Below is a DRAFT of topics and readings for the second half of the semester. We will finalize it collectively**

Th, Oct 18

- ❖ FTR: Reread intro to Section III, 49 (Borris and Salazar Parreñas), 39 (Haraway)
- ❖ Read Chpt 3: *Mode of Production* (especially pages 73-79) in Eric Wolf's Europe and the People w/o History (Moodle)
- ❖ Selections from Michelle Murphy's *Economization of Life*
- ❖ **Below is a DRAFT of topics and readings for the second half of the semester. We will finalize it collectively**

**Week 7: Feminism and Political Economy in a Global Frame**

Tu, Oct 23:

- ❖ *The Modern Girl Around the World* (Chapters and discussants TBD)
- ❖ Supplemental readings chosen by student discussants (upload by Oct 18)

Th, Oct 25:

- ❖ *The Modern Girl Around the World* (Chapters and discussants TBD)
- ❖ Supplemental readings chosen by student discussants (upload by Oct 18)

**Week 8: Racialized Political Economy II**

Tu, Oct 30:

- ❖ *The Modern Girl Around the World* (Chapters and discussants TBD)
- ❖ Supplemental readings chosen by student discussants (upload by Oct 23)

Th, Nov 1:

- ❖ *The Modern Girl Around the World* (Chapters and discussants TBD)
- ❖ Supplemental readings chosen by student discussants (upload by Oct 23)

### **Week 9: TBD collectively**

Tu, Nov 6:

Th, Nov 8: Guest lecture

### **Week 10: Feminisms and the State**

Tu, Nov 13:

- ❖ Brown, Wendy. 1992. Finding the Man in the State. *Feminist studies* 181 (1): 7-34, and Wounded Attachments Pp. 52-76 in *States of Injury* (1995)
- ❖ MacKinnon, Catharine A. 1983. Feminism, Marxism, method, and the state: Toward feminist jurisprudence. *Signs* 8 (4): 635-658.
- ❖ Spade, Dean. 2011. *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of the Law*. South End Press. (chapter 3)

Th, Nov 15:

- ❖ Hartmann, B. 2016. Preface and Introduction to *Reproductive Rights and Wrongs: The global politics of population control*. 3<sup>rd</sup> edition. Haymarket Books. (Moodle)
- ❖ Hartmann, Saidiya. 2016. The Belly of the World: A note on black Women's Labor. *Souls*, 18:1, 166-173 (Moodle)
- ❖ Federici, Silvia. Revisit Part III of *Revolution at Point Zero*
- ❖ Nadkarni, Asha. 2014. *Eugenic Feminism: Reproductive Nationalism in the United States and India*. Introduction. University of Minnesota Press.
- ❖ Discuss Critical Review 2 and final assignment

### **Nov 19-25: THANKSGIVING BREAK**

### **Week 11: Sex, Tran/Sexualities, and Solidarities**

Tu, Nov 27:

- Tikuna, Josi and Manuela Picq. 2016. Queering Amazonia: Homo-affective relations among Tikuna society. Pp. 113-133 in *Queering Paradigms V: Queering Narratives of Modernity*. Manuela Picq and María Amelia Viteri, eds. 2016. Bern, Switzerland: Peter Lang. (Moodle)
- ❖ Enke, Finn. 2018. Collective Memory and the Transfeminist 1970s: Toward a Less Plausible History. *TSQ: Transgender Studies Quarterly* 5 (1): 9-29

Th, Nov 29:

- ❖ FTR: Introduction to Section IV: especially focus on “Bodies and Affect;” reread Lorde, *I am your sister*
- ❖ Butler, Judith. 2006. "Undiagnosing Gender". In *Transgender Rights*. Paisley Currah, Richard Juang, & Shannon Minter, eds. Minneapolis, MN: Univ of Minnesota Press.

**Critical Review 2 due by 5pm, Friday November 30**

**Week 12: Feminist Solidarity, Organizing, Coalitions**

Tu, Dec 4:

- ❖ Amrita Basu, 2017. Introduction, in *Women's Movements in the Global Era: The Power of Local Feminisms*. Second edition. Westview Press. (Moodle)
- ❖ Erevelles, Nirmala. 2011. The "Other" Side of the Dialectic: Toward a Materialist Ethic of Care. Pp. 173-197 in *Disability and difference in global contexts: enabling a transformative body politic*. Palgrave MacMillan. (Moodle)

Th, Dec 6:

- ❖ FTR: Solidarity Reconsidered
- ❖ Other readings TBD collectively

**Week 13: LAST CLASS**

Tu, Dec 11: WRAP UP: Come ready to discuss key terms of the final assignment

**First Baseline Assignment (required but ungraded. Post on Moodle by 5pm, Sept 5 and make sure you read your peers posts before class on Sept 6)**

- ❖ What according to you is feminist theory?
- ❖ What is your favorite feminist theory text or texts? Why? What problem or problematic does it engage? How?
- ❖ What makes the text feminist? What makes it “theory”?
- ❖ Do you think feminisms need theory? Why or why not?
- ❖ What are your learning goals for this class? What do you expect to get from the seminar? What do you hope to give to it?
- ❖ What are your biggest concerns and/or most radical hopes about it?

**Syllabus quiz (2%, complete on Moodle by 5pm Monday, Sept 17)**

Details about the **Midterm, Critical Review 2 and the Final will be on Moodle.**

**Critical reading responses (1-2 double-spaced pages, max 500 words, (13% total).**

Beginning the second week of the course, you must bring to class **hard copies** of brief, focused critical reviews and responses on assigned readings. These responses will guide your understanding of the course material and our in-class discussions.

The main goal of these responses is to enable you to practice critical reading by

1. Identifying the key point or argument of a text and to synthesize it,
2. Contextualizing the author’s work within particular debates, arguments or issues of feminism and feminist theorizing. That is, to make specific connections between the works we read and the broader course themes
3. Learning the different ways in which feminists support their claims. That is, identifying and comparing the kind of data, methods, and forms of evidence of feminist theorizing
4. Evaluating specific arguments in the assigned texts and articulate how they deepen your understanding of feminist theories
5. Generating a correct and consistently formatted reference list or bibliography.

These responses should NOT focus on what you liked or didn’t, what you agreed with or not, or how you felt about the author. The instructions below (also posted on Moodle) will help you develop critical reading practices. The questions are designed with the express purpose of demonstrating your direct engagement with the assigned texts, preparing for a rich discussion, and laying the groundwork for your midterm and final project. Critically reading the assigned texts is guaranteed to improve your grade and contribute to your success in the course (and in college and in life).

This is an important activity both in terms of writing, and as a way for you to learn time and task management. So follow the course writing guidelines (e.g. proof read and edit your work, cite correctly) AND make sure you organize your time to PRINT your responses before arriving to class.

In order to receive credit, you must hand in **hard copies of three responses** as follows  
Reading Response 1 (3%): Week 3 or 4 (your choice)  
Reading Response 2 (5%): Week 7 or 8 (your choice)  
Reading Response 3 (5%): Week 10 or 11 (your choice).

**Responses are due at beginning of class** (Tuesday or Thursday – your choice).  
**No hard copies, no comments, no exceptions.**

Reading Review #

Student Name:

Course number and name: **WGSS 301, Theorizing Race, Gender, Power**

Date:

**Hard copies due in class as per schedule above. No hard copies, no comments, no exceptions.**

Address the following prompts by responding to each question or as an essay (1-2 double-spaced pages, max 500-600 words, excluding citation) and follow course writing instructions.

1. Identify the key point or argument of one (or more) of the pieces you read for the day.
  - (a) State it your own words in no more than a few short sentences
  - (b) Also identify a short quote (maximum one or two sentences) that illustrates the main point or argument of the piece. Remember to note the page number (if it is a web source, figure out how to address this issue). Hint: the quote should be at the beginning of the text.
2. What is the background or the context for this writing? Is the author explicitly or implicitly engaging with a particular debate, argument or issue of feminism and feminist theorizing? Which ones? How so? Is the author writing about particular events, documents, policies, or data? List them and note their titles and dates.
3. How does the author substantiate her/his claim or argument? That is, what kind of data, methods, and forms of evidence does the author draw on to make her/his main points (the ones you identified in 1 and 2 above)? Does s/he cite particular articles, authors, or ideas to support her/his point? Which ones? Have you read them before?
4. What is the specific relevance of the text for the week and course themes? How is this reading in conversation with others we have read (for today, this week, this semester)? Use the active voice but don't editorialize. The purpose is not to state you liked or didn't, what you agreed with or not, or how you felt about the author. Rather, the goal is to assess how the argument contributes to your learning about feminist theory. You may also practice articulating analytical questions based on your reading.

Give the full citation of the reading using the ayp (author-year-page style)

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)