Course Description:

*Students in this course will:*

- Become familiar with foundational texts in Feminist and Queer Studies.
- Gain an understanding of how sexuality intersects with other forms of identity, including race, class, gender, religion, ability, nation, etc.
- Understand some of the key current debates within the field.
- Learn how to read academic texts strategically, looking for argument, evidence, and approach.
- Hone skills in academic writing, with a focus on argumentation, organization, and analysis.

Course Readings

All other class readings can be found on the course moodle site: https://moodle.umass.edu/course/view.php?id=39307

Course readings appear on the syllabus under the day on which they will be discussed. Therefore, if a reading is listed under the heading “Sept 8,” students must complete that reading by class time on September 8.

Assignments:

Attendance & Participation = 10%
Reading Quizzes: 15%
Zami Assignment: 25%
Student’s Choice Assignment: 25%
Buzzfeed Listicle Assignment: 25%

Participation: Showing up to class is the single best thing you can do to improve your grade. Your participation grade is based on 1) class attendance and 2) demonstration that you have done the reading and are actively engaging with the ideas discussed. One way to do this is to speak up in class; if you can answer my questions or if you have thought of your own questions to ask, I will know that you are keeping up. However, I understand that many people are uncomfortable speaking up in class. While I encourage you to try to speak up anyway, since this is a skill that you’ll be called upon to use throughout your lives, if you know that you are a person who has difficulty participating vocally you can let me know. Together, we will come up with an alternative way for you to participate.

Absences: Everyone gets 3 excused absences. You can use these whenever you like, for any reason, and you do not need to tell me why. After you have used up your three freebies, every additional absence will count against you. You are responsible for making up any work you missed, and getting notes from a classmate.

Reading Quizzes: Students will complete five quizzes on the readings over the course of the semester. After beginning the quiz, you will have ten minutes to finish. A total of ten quizzes will be available: students may take more quizzes if they wish to raise their grade. Quizzes that are not attempted will be recorded in the gradebook as a zero, but the lowest 5 scores will be dropped. Quizzes must be completed by 9:30am on Fridays. On weeks when a major assignment is due, there will be no quiz.

Zami Assignment: Students will compose a short (4-5 pages, 1-inch margins, double-spaced, 12 point font) class plan which uses the novel Zami to explain the concept of intersectionality. Full details will be posted on the moodle site. Due Oct. 13 by 5pm.

Students’ Choice Assignment: Students will identify a scholarly article or chapter on a topic that they feel should be discussed in class. You will write a short paper summarizing your chosen piece, and explaining how it expands our understanding of gender/sexuality/race etc.
Three of your selections will be assigned to the class during Week 12. Full details will be posted on the moodle site. **Due Nov. 10 by 5pm.**

**Buzzfeed Listicle Assignment:** For their final project, students will prepare a Buzzfeed-style listicle (article in the style of a list) which summarizes the literature on a particular aspect of gender studies. For example, students might compose a analysis of “10 things you should know about Disability Studies” or “10 ways the voices of women of color are silenced in the media.” Your project should include links to relevant current events, blog posts, or videos which will help readers understand your analysis. Students should also provide references for the scholarly texts which they consulted. Full details will be posted on the moodle site. **Due Dec. 18 by 5pm.**

**Late Assignments Policy:** Students who anticipate that they will need an extension on an assignment should speak to me as soon as possible. Extensions will be granted on a case-by-case basis. Assignments received late will be marked down by a third of a grade letter for every day they are late (so an assignment that would have been an A will be an A- if turned in one day late, a B+ if turned in two days late, etc.). However, students should still make every effort to turn in assignments—a late assignment will always be worth more than a missed assignment.

**Academic Dishonesty (is bad):** All students should be familiar with the University’s policies governing student conduct and academic integrity. For a complete overview, see: [http://www.umass.edu/honesty/](http://www.umass.edu/honesty/)

Plagiarism is totally unacceptable in my class, and I will fail any assignment that fails to cite an author whose words or ideas are invoked or that reproduces other people’s work without quotation marks. We will talk more about what constitutes plagiarism in class. The best way to avoid plagiarism is to work on your assignments well ahead of time. Most students are tempted to copy other people’s work in moments of panic directly before a due date. Don’t put yourself in that position, and if the choice is between plagiarism and taking a late penalty, always take the penalty.

**Disabilities:** If you have a disability (documented or otherwise) I will make every effort to accommodate you. You can help me do this better if you alert me to your situation as soon as possible. You can also consult the University’s Disability Resource Center: see [https://www.umass.edu/disability/](https://www.umass.edu/disability/)

**Content Warnings:** In this class, we will be talking (at length) about challenging issues like gender, race, and sexuality. If you are uncomfortable reading and discussing this material, this may not be the best class for you to take. On the first day of class, students will be asked to fill out a worksheet asking them to identify topics that they would like to receive warnings about ahead of time. Such warnings are intended to provide students with a heads-up so that they can take whatever precautions are necessary for self-care.
Schedule:

**Week 1: Intro; Genealogies**

Sept 6: Introductions; Syllabus

Sept 8:

**Week 2: Constructing Gender & Sex**

Sept 11:


Sept 13:

Sept 15:

**Week 3: Oppression and Privilege**

Sept 18:

Sept 20:

Sept 22:
Lee, Megan, “Maybe I’m not class-mobile; maybe i’m class-queer : poor kids in college, and survival under hierarchy,” in Yee, Jessica, ed. Feminism for Real: Deconstructing the Academic Industrial Complex of Feminism. Our Schools/Our Selves, 4th v. Ottawa, ON: Canadian Centre for Policy Alternatives, 2011.

Week 4: Normativities

Sept 25:

Sept 27:

Sept 29:

Week 5: Race and Sexuality

Oct 2:

Oct 4:

Oct 6:
Week 6: Reproduction

TUESDAY Oct 10:


Oct 11:


Oct 13:


ZAMI ASSIGNMENT DUE

Week 7: Sex/Work

Oct 16:


Oct 18:


Begin In Class Film: Paper Dolls, dir. Tomer Heymann (2006)

Oct 20:

Finish Paper Dolls
Week 8: Trans

Oct 23:


Oct 25:

Oct 27:

Week 9: Let's Talk About Sex

Oct 30:

Nov 1:

Nov 3:

Week 10: Transnational Perspectives

Nov 6:


Nov 8:

Nov 10:


STUDENTS’ CHOICE ASSIGNMENT DUE

Week 11: Queer Imperialism

Nov 13:

Nov 15: Guest Lecture: Stina Soderling

Nov 17:

NO CLASS FOR TURKEY REASONS: Nov 20-24
Week 12: Students’ Choice!

Nov 27: TBA

Nov 29: TBA

Dec 1: TBA

Week 13: Current Debates

Dec 4: Trigger Warnings


http://www.salon.com/2015/10/28/i_wanted_to_be_a_supporter_of_survivors_on_campus_and_a_good_teacher_i_didnt_realize_just_how_impossible_this_would_be/.

Dec 6: Laura Kipnis


http://www.theguardian.com/world/2017/apr/02/unwanted-advances-on-campus-us-university-professor-laura-kipnis-interview

Wellesley Statement from CERE faculty re: Laura Kipnis Freedom Project visit and aftermath:
https://www.thefire.org/subject-facstaffdiscuss-statement-cere-faculty-re-laura-kipnis-freedom-project-visit-aftermath/

Dec 8: Rebecca Tuvel

Week 14: Wrap-Up

Dec 11: I miss you already.

Dec 18: BUZZFEED ASSIGNMENT DUE