

Kirsten Leng
WOMENSST 301-01
MoWe 2:30-3:45pm
Classroom: Bartlett Room 205

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THEORIZING GENDER, RACE, AND POWER

Fall 2014

Course Overview:

This course offers ways of analyzing and reflecting on current issues and controversies in feminist thought within an international context sensitive to gender, race, class, and sexuality, and critical of complex power dynamics. After taking the first few class meetings to review and establish foundational concepts (namely, power and intersectionality), we will focus on three thematically distinct units. This year, the themes are:

Unit 1: Who Belongs? Interrogating Nation-State, Migration, and Citizenship

Unit 2: Labour, Capital and Class, At Home and Abroad

Unit 3: Bodies that Matter? Contesting Definitions of (Un)Desirable Bodies

Within these units, we'll examine the gender, sexual, and racial politics of national belonging and migration; housework and sex work; class and labour movements; tourism and sexual pleasure; disability and desirability; reproductive rights and justice; and intersectionality online.

Course Goals:

- Know and understand a range of feminist theories and analyses regarding the intersections of race, gender, sexuality, and class, as well as theories of power
- Identify and define key concepts in feminist theories
- Critically compare and evaluate different theories and analyses
- Use these theories to develop a critical lens through which to examine current events and goings-on beyond our classroom
- Practice and develop the abilities to lead and facilitate class discussions, and help peers to understand challenging theoretical concepts and arguments
- Hone the ability to express critical analyses in writing

Course Objectives:

- Identify and summarize key arguments in theoretical/analytical texts
- Compare and contrast arguments offered by different authors on similar subject matter or themes
- Discuss the criteria that make a theory/analysis strong/convincing or weak/unconvincing
- Evaluate the strength or weakness of a theory/analysis
- Extend concepts or analyses developed in a theory to critically examine other relevant "real world" contexts

Course Structure:

Each class will begin with a discussion of the readings, led by two students. These students will be responsible for preparing questions to guide us through the readings, which they will circulate to the rest of the class at least 24 hours before we meet. Everyone is responsible for doing the readings, consulting the questions, and being prepared to discuss them. Student-led discussion will last for 45-50 minutes.

For the remainder of our class meetings, we will engage in activities that will prepare us for the next class's readings.

Required Texts:

The vast majority of readings are available via UMass libraries' E-reserves system; please see the attached information sheet regarding how to access E-reserves. A few readings will be available online; please see the links to the relevant websites in the syllabus. Finally, there is one film to watch as homework; please see Moodle to access the link to watch the film, which can be streamed online.

Grade Breakdown:

Attendance and Participation: 30%
Writing Assignments: 70% (in total)

Attendance and Participation (30%):

Everyone is expected to attend all class meetings with the reading completed and thoughts on questions prepared. You will also present a week's worth of readings as part of a pair **twice** in the term; that is, you will sign up to present two different weeks' worth of readings. Presenting the readings involves preparing questions for discussion and facilitating discussion as a team of two. Please consult the "Guidelines for Leading Discussion" for advice on how to prepare for the discussion.

I believe that our class meetings constitute important sites of learning and intellectual development; consequently, I take preparation for class meetings rather seriously! If you have to miss a class, please be sure to email me, preferably beforehand. If you miss more than two classes, please arrange to meet with me in order to discuss how to make up the work missed.

Writing Assignments and Due Dates (70%):

Over the course of the term, we will complete a variety of writing assignments that will employ a range of formal and informal writing styles. Please feel free to consult with me, or with The Writing Center, for assistance with your papers [<http://www.umass.edu/writingcenter/>].

Throughout the term, you will maintain a **class journal**. You are expected to write one double-spaced page per week (two pages max). This writing is meant to be informal, and provides you the opportunity to record your thoughts and reflections about the readings. *You will submit the class journal periodically—specifically, on the same due dates as your quiz and papers, to minimize the number of dates you have to remember.* Journals will be evaluated based on their completion, and on evidence of engagement and thoughtful reflection upon the readings. The final journals must be submitted with Unit 3 Paper.

There will be one quiz towards the beginning of the term that will allow you to demonstrate your knowledge of the concepts we discuss in the first few weeks.

Additionally, there will be three papers (one per unit). Each paper will be 5-6 pages long, double-spaced, with one-inch margins. You will receive assignment prompts two weeks in advance.

Here is a quick summary of the assignments, their value, and their due date:

Quiz: Defining Key Concepts (5%) -- Sept. 22 [in class]

Unit 1 Paper (20%) -- Oct. 17 [Friday, due via email by 5pm EST]

Unit 2 Paper (20%) -- Nov. 14 [Friday, due via email by 5pm EST]

Unit 3 Paper (20%) -- Dec. 12 [Friday, due via email by 5pm EST]

Course Journal (5%) -- submit on Sept. 22, Oct. 17, and Nov. 14; the final is due on Dec. 12 [Friday, due via email by 5pm EST]

Students with Disabilities: To arrange accommodation, please contact Disability Services (<http://www.umass.edu/disability/index.html>).

Academic Dishonesty: This course follows the university guidelines for academic honesty. According to the Dean of Students Office, **academic dishonesty is the attempt to secure unfair advantage for oneself or another in any academic exercise.** For our course, this includes plagiarism and facilitating dishonesty. If you have any questions about what constitutes academic dishonesty and require further information regarding the Dean of Students' policy, please see http://www.umass.edu/dean_students/codeofconduct/acadhonesty/#A

Schedule

Sept. 3

First Class!

- Introductions to each other
- Review what is to come (syllabus overview)
- Establish Interaction Guidelines as a Group
- Sign up for presentations
- What is "theory"?

Recommended Readings (in addition to readings for Sept. 8):

bell hooks, "Theory as liberatory practice," *Yale Journal of Law and Feminism* 4, no. 1 (1991), 1-12.

Selections from Susan Ferguson, ed., *Race, Gender, Sexuality and Social Class: Dimensions of Inequality* (Sage, 2012):

- Gerda Lerner, "Rethinking the Paradigm: Class," p. 55
- Tukufu Zuberi, "Racial Domination and Evolution of Racial Classification," p. 70
- Jonathan Ned Katz, "Invention of Heterosexuality," p. 93

Sept. 8

Conceptual Foundations I: Thinking Power

- Materialist Feminism: A Reader in Class, Difference, and Women's Lives*, edited by Rosemary Hennessy and Chrys Ingraham (Routledge, 1997), 1-16
- Margaret Ledwith, 'Antonio Gramsci and feminism: the elusive nature of power', *Educational Philosophy and Theory*, 41, 6 (2009), 684-697
- Audre Lorde, "Uses of the Erotic," *Sister Outsider* (2007), 53-60

Sept. 10

Conceptual Foundations I: Thinking Power

- Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples* (9th Edition, 2006): Ch. 3
- Michel Foucault, "The Subject and Power," *Critical Inquiry* 8, no. 4 (Summer 1982), 777-795

Sept. 15

Conceptual Foundations II: Intersectionality

- Kimberle Crenshaw, "Demarginalizing the Intersection of Race and Sex," *University of Chicago Legal Forum* (1989): 139-167
- Audre Lorde, *Sister Outsider: Essays and Speeches* (2007): 66-71

- Sept. 17** Conceptual Foundations II: Intersectionality
 -Combahee River Collective Statement (1979):
<http://www.sfu.ca/iirp/documents/Combahee%201979.pdf>
 -Gloria Anzaldúa, “La conciencia de la mestiza/Towards a New Consciousness,”
Borderlands/La Frontera: The New Mestiza (Aunt Lute Books, 1987), 77-91
 -Inderpal Grewal and Caren Kaplan, “Global Identities: Theorizing Transnational Studies
 of Sexuality,” *GLQ* 7, no. 4 (2001): 663-679

*******Unit 1: Who Belongs? Interrogating Nation-State, Migration, and Citizenship*******

- Sept. 22** ****In-Class Quiz—Defining Key Concepts; Journal Due****
Understanding Citizenship and Belonging
 -Uma Narayan, ‘Towards a Feminist Vision of Citizenship: Rethinking the Implications
 of Dignity, Political Participation and Nationality’ in *Reconstructing Political Theory:
 Feminist Perspectives*, Mary Lyndon Shanley and Uma Narayan (eds) (1997), 48-67
 -Nira Yuval-Davis, ‘Belonging and the Politics of Belonging’, *Patterns of Prejudice*, 40,
 3 (2006), 197-214
- Sept. 24** The Role of (Hetero)Sexuality in Structuring U. S Citizenship
 -Margot Canaday, “Heterosexuality as a Legal Regime,” in Michael Grossberg and
 Christopher Tomlins, eds., *The Cambridge History of Law in America*, Vol. 3 (New
 York: Cambridge University Press, 2008), 442-471
- Sept. 29** Race and Gender in the Making of U. S Citizenship
 -Evelyn Nakano Glenn, *Unequal Freedoms: How Race and Gender Shaped American
 Citizenship and Labor* (Harvard UP, 2002), Ch. 2
- Oct. 1** Indigeneity, Sexuality, and Nation-Building
 -Daniel Heath Justice, Mark Rifkin, Bethany Schneider, “Introduction: Sexuality,
 Nationality, Indigeneity,” *GLQ: A Journal of Lesbian and Gay Studies* 16, no 1-2 (2010):
 5-39
 -Jean Barman, “Taming Aboriginal Sexuality” *BC Studies* no 115/116 Autumn Winter
 1997/98
- Oct. 6** Migration: Challenging the Boundaries of Nation, Gender, and Sexuality
 -Harsha Walia, *Undoing Border Imperialism* (ak press, 2013), Introduction
- Oct. 8** Migration: Challenging the Boundaries of Nation, Gender, and Sexuality
 -Eithne Luibheid, *Entry Denied: Controlling Sexuality at the Border* (University of
 Minnesota, 2002), Introduction: Power and Sexuality at the Border
 -“Transnational Transgender Rights and Immigration Law.” In A. Finn Enke
 (ed), *Transfeminist Perspectives in and beyond Transgender and Gender
 Studies* (Philadelphia: Temple UP, 2012), 133-151
 *check out: <http://queermigration.com/>

*******Unit 2: Labour, Capital, and Class, At Home and Abroad*******

- Oct. 14** Capitalism, Gender, and Race
- Joan Acker, “Is Capitalism Gendered and Racialized?” in Susan Ferguson, ed., *Race, Gender, Sexuality and Social Class: Dimensions of Inequality* (Sage, 2012): 115-124
 - Marianne Bertrand and Sendhil Mullainathan, “Are Emily and Greg more employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination,” in Susan Ferguson, ed., *Race, Gender, Sexuality and Social Class: Dimensions of Inequality* (Sage, 2012): 427-434
 - *Check Out: U.S. Department of Labor Earning Statistics:
<http://www.bls.gov/cps/earnings.htm#demographics>
- Oct. 15** Why Work Matters
- Kathi Weeks, “Introduction,” *The Problem with Work: Feminism, Marxism, Antiwork Politics, and Postwork Imaginaries* (Duke, 2011): 1-36
- Oct. 17** **Unit 1 Paper; Journal Due**
- Oct. 20** Capitalism, Gender, and Race in Global Perspective
- Global Woman: Nannies, Maids, and Sex Workers in the New Economy*, edited by Barbara Ehrenreich, Arlie Russell Hochschild (McMillan, 2002), 1-12
 - Scholar and the Feminist Online* 8, no. 1 (Fall 2009): read articles by Sassen and Bose, as well as all pieces in Part 2 [<http://bcrw.barnard.edu/publication-sections/sf-online/>]
- Oct. 22** Sex Work as Work
- Martha Nussbaum, “‘Whether from Reason or Prejudice’: Taking Money for Bodily Services,” in Jessica Spector, ed., *Prostitution and Pornography: Philosophical Debate about the Sex Industry* (Stanford University Press, 2006), 175-208
 - Kimberly Kay Hoang, “Economies of Emotion, Familiarity, Fantasy, and Desire: Emotional Labor in Ho Chi Minh City’s Sex Industry,” *Sexualities* 13, no. 2 (April 2010), 255-272
 - Investigate website of POWER: Prostitutes of Ottawa/Gatineau <http://www.powerottawa.ca/home.html> [lots of good videos, PPT slides, fact sheets...see especially *Challenges*]
 - WATCH Live Nude Girls United!
- Oct. 27** Political Economy and Sexuality
- Rosemary Hennessy, “Introduction,” *Profit and Pleasure: Sexual Identities in Late Capitalism* (Routledge, 2000): 1-36
 - Dan Irving, “Elusive Subjects: Notes on the Relationship between Critical Political Economy and Trans Studies,” in A. Finn Enke (ed), *Transfeminist Perspectives in and beyond Transgender and Gender Studies* (Philadelphia: Temple UP, 2012), 153-169
- Oct. 29** Political Economy and Sexuality
- Check out: Website of Queers for Economic Justice: <http://www.q4ej.org/>
 - Lisa Duggan, “Beyond Marriage: Democracy, Equality, and Kinship for a New Century,” *Scholar and the Feminist Online* 10, nos. 1 and 2 (Fall 2011/Spring 2012): A New Queer Agenda [<http://bcrw.barnard.edu/publication-sections/sf-online/>]

-Kay Whitlock, "We Need to Dream a Bolder Dream: The Politics of Fear and Queer Struggles for Safe Communities," *Scholar and the Feminist Online* 10, nos. 1 and 2 (Fall 2011/Spring 2012): A New Queer Agenda [http://bcrw.barnard.edu/publication-sections/sf-online/]

-SONG, "Our People Are Worth the Risks: A Southern Queer Agenda from the Margins and the Red States," *Scholar and the Feminist Online* 10, nos. 1 and 2 (Fall 2011/Spring 2012): A New Queer Agenda [http://bcrw.barnard.edu/publication-sections/sf-online/]

-Amber Hollibaugh, "Queers without Money: They're Everyone, But We Refuse to See Them," in Susan Ferguson, ed., *Race, Gender, Sexuality and Social Class: Dimensions of Inequality* (Sage, 2012): 259-263

Nov. 3 Pleasures at a Cost?

-Margot Weiss, *Techniques of Pleasure: BDSM and the Circuits of Sexuality*, Note on Terminology, Introduction (only 12-36), Ch. 3

Nov. 5 Pleasures at a Cost?

-M. Jacqui Alexander, *Pedagogies of Crossing: Meditations on Feminism, Sexual Politics, Memory and the Sacred* (Duke University Press, 2005), Ch. 2 (66-90)

*******Unit 3: Bodies that Matter? Contesting Definitions of (Un)desirable Bodies*******

Nov. 10 Constructing Others and Hierarchies of Value

-Yasmin Jiwani, "Doubling Discourses and the Veiled Other: Mediations of Race and Gender in Canadian Media," in *States of Race, Critical Race Feminism for the 21st Century*, edited by S. Razack, M. Smith and S. Thobani (Toronto: Between the Lines Press, 2010), 59-86.

-Yasmin Jiwani, "Hierarchies of Worthiness: Women and Victimhood in the Canadian Media," *Briarpatch Magazine* (May/June, 2011):
<http://briarpatchmagazine.com/articles/view/hierarchies-of-worthiness>.

Nov. 12 Constructing Others and Hierarchies of Value

-Cathy J. Cohen, "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?" *GLQ* 3 (1997): 437-465

-Lisa Duggan, "The New Homonormativity: The Sexual Politics of Neoliberalism," in *Materializing Democracy: Toward a Revitalized Cultural Politics* (2002), 175-194

Nov. 14 **Unit 2 Paper; Journal Due**

Nov. 17 Disciplining Women's Bodies

-Susan Bordo, *Unbearable Weight: Feminism, Western Culture, and the Body, Tenth Anniversary Issue* (University of California Press, 2003), "Reading the Slender Body"

Nov. 19 Deconstructing Disability

-Susan Wendell, "Toward a Feminist Theory of Disability," *Hypatia* 4, no. 2 (Summer 1989), 104-124

-Robert McRuer, "Compulsory Able-Bodiedness and Queer/Disabled Existence," in Lennard J. Davis, ed. *The Disability Studies Reader*. 2nd ed. (Routledge, 2006), 88-99.

-Watch selections from: "The Projected Image: Disability Stereotype in Film"

http://www.youtube.com/playlist?list=PLIVX9vhOeWcZkjSxkjoVQI_3ZKuKfxRY9

- Nov. 24** Reproductive Justice: Why Does It Matter?
-Wendy Kline, "Eugenics in the United States," in Alison Bashford and Philippa Levine, eds, *The Oxford Handbook of the History of Eugenics* (Oxford UP, 2010), 511-522
-Dorothy Roberts, *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* (Vintage, 1997), 3-21
-Listen to Podcast: "Global Dimensions of ART" (2/28/09), available through Barnard College: http://sfoonline.barnard.edu/reprotech/lopez_01.htm
- Nov. 26** Reproductive Justice: Whose Rights and Freedoms?
-Andrea Smith, "Beyond Pro-Choice vs. Pro-Life: Women of Color and Reproductive Justice," *NWSA Journal* 17, no. 1 (Spring 2005): 119-140
-Check out websites: SPARK! <http://www.sparkrj.org/>; SisterSong www.sistersong.net
- Dec. 1** Challenging the Limits of Embodiment
-Donna Haraway, "A Manifesto for Cyborgs: Science, Technology, and Socialist Feminism in the 1980s," in *Feminism/Postmodernism*, ed. Linda Nicholson (Routledge, 2013), 190-233
- Dec. 3** Sites of Embodiment: Does Intersectionality Apply Online?
-Lisa Nakamura, *Digitizing Race: Visual Cultures of the Internet* (University of Minnesota, 2008), Introduction
-Watch: Lisa Nakamura, TedX talk, "Five Types of Online Racism"
<http://www.youtube.com/watch?v=DT-G0FIOo7g>
- Dec. 12** **Unit 3 Paper due**
Final Journal Due