

WGSS 201: Gender and Difference: Critical Analyses

University of Massachusetts-Amherst, Fall 2015

MW 2:30-3:45

Bartlett 127

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gender pronouns: she, her, hers

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-COURSE DESCRIPTION-

This 200-level, interdisciplinary seminar will consider the issue of gender, race, sexuality, and class in a transnational context, drawing on sociological literature, social critiques, policy papers, case law, documentary, personal narrative, and fiction. In the context of this course, we will critically examine and reflect upon issues of gender and difference in a transnational context. We will explore the social construction of sex, gender, and sexuality across time and space; develop an understanding of the ways in which sex, gender, and sexuality intersect and are imbricated with—and are mutually constituted by—categories including race, nationality, citizenship, language, and dis/ability. We will develop close reading, critical thinking, analytical, and writing skills in the context of a theoretically rich, intellectually challenging—and supportive—environment.

- GUIDELINES -

[I] GENERAL EXPECTATIONS

1. Students are expected to come to class on time, having carefully read the material assigned, and ready to engage in serious discussion. **Students are expected to silence and put away their cell phones and computers for the duration of class.** Participation is required, and critical to your success in this class. In addition, everyone is asked to do the following:

- (i) **Respect your classmates' rights to speak**, and listen attentively to what is being said, even if you disagree with what your peers might have to say. **You don't have to agree with everything that is said in class, but you are expected to use discretion and sensitivity when speaking, and be respectful of everyone present.**
- (ii) **Be willing to consider new ideas.** Over the course of the semester, we will explore themes, concepts, and material that may be new, challenging, and unfamiliar. **This is the art of a good education. Keep an open mind.**
- (iii) **Participate actively.** We all learn best when we are present and engaged in the course material. **Don't be afraid to ask questions (of me, and of one another).** This is why we are here!

- (iv) If you have a question, an issue, a problem, or concern that cannot be addressed in class or in our online forum, please send me an email at your earliest convenience, so that we can resolve it promptly.

[II] COURSE REQUIREMENTS

Your grade in this course will be based on the following components:

Component	Percent of Grade	Due Date(s)
Class Participation	20%	ALL DAY EVERY DAY
Course Discussion Forums	20%	Ongoing/assigned weekly (you complete 10)
Midterm/Book Review	10%	Monday, October 19 in class
Final Project Meeting	ungraded but mandatory	Meetings scheduled between 10/5-10/15
Final Project	30% (project=20% presentation=10%)	PRESENTATIONS: 11/30-12/9
		PROJECT: Wednesday, December 9 in class
Final Exam	20%	Saturday, December 19 (Due electronically ~ last day of finals)

Regarding Class Participation: Is mandatory. (For additional information on attendance and participation, see “III. Regarding Attendance and Participation” below.)

Regarding Course Discussion Forums: You are required to post a total of **ten** thoughtful and carefully formulated electronic responses. Your responses should articulate an original point of view or elaborate on points made by others in the course of our discussions in class or online. Postings should be made on the “Discussions Board” tab on Moodle *no later than 5pm on the day before they are due*. Postings will be worth 20% of your final grade.

Regarding the Midterm: Your midterm will take the form of a book review. Students will read and critically review a text, selected from a list provided during the second week of class, in consideration of course themes, readings, and discussions. ****More information and guidelines to follow.****

Regarding the Final Project: Your final project will be student-directed and self-designed, in consultation with your instructor. This may take the shape of a creative project (poetry, documentary film, etc.), a traditional paper, website, or another form. ****More information and specific guidelines to follow.****

Regarding the Final Exam: The final assignment will assume the form of an open-book, open-note take-home examination, due electronically by the last day of final exams (Saturday, December 19, 2015). ****More information and specific guidelines to follow.****

[III] REGARDING ATTENDANCE AND PARTICIPATION

Attendance is mandatory and critical to your success in this course. All students are allowed two unexcused absences over the course of the semester. Please note: Each additional unexcused absence will result in a 2-point reduction of your final grade.

For an absence to count as excused, it must relate to an illness, emergency, religious observance, or athletic conflict. The instructor reserves the right to require documentation for excused absences.

PARTICIPATION AND ATTENDANCE ARE NOT THE SAME THING. IN OTHER WORDS, SHOWING UP WILL NOT SATISFY PARTICIPATION REQUIREMENTS. WE WILL DISCUSS THIS IN GREATER DEPTH AND DETAIL IN THE FIRST WEEK OF CLASS.

[IV] REGARDING WRITTEN WORK

IF YOU WOULD LIKE FEEDBACK ON ANY ASSIGNMENT BEFORE IT IS DUE, I AM HAPPY TO PROVIDE THIS. SIMPLY EMAIL ME A COPY OF YOUR WORK NO LATER THAN 48 HOURS PRIOR TO ITS DUE DATE, AND I WILL READ AND RETURN THIS TO YOU WITH MY COMMENTS AND SUGGESTED REVISIONS.

COURSE READINGS & ASSIGNMENTS	
(subject to change)	
<u>Note:</u> All readings are available on the course Moodle, and are due on the date listed. In other words, the reading for Wednesday, September 16 is due on that date.	
Week One: Introductions	
Day One Wed Sept 9 INTRO	INTRODUCTION TO COURSE Review of Syllabus, Course Expectations, Survey, Preliminary Questions
Week Two: Intersections	
Day Two Mon Sept 14 OVERVIEW	NO CLASS MEETING. (Rosh Hashanah). In lieu of class, everyone should read the following texts: <ul style="list-style-type: none"> ▪ Lorber, Judith. "The Social Construction of Gender." pp. 99-101 ▪ Haney-Lopez, Ian. "The Social Construction of Race," Intro-15. ▪ Vance, Carole S. "Social Construction Theory: Problems in the History of Sexuality." ▪ https://www.jacobinmag.com/2015/06/karen-barbara-fields-racecraft-dolezal-racism/ <p><u>Please complete the assignment outlined in our course Moodle page by Tuesday September 15 at 5pm.</u></p>
Day Three Wed Sept 16 INTERSECTIONS	<ul style="list-style-type: none"> ▪ Crenshaw, Kimberle. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." ▪ Collins, Patricia Hill. "It's All in the Family: Intersections of Gender, Race, and Nation."
<ul style="list-style-type: none"> ▪ Monday, September 21: Last Day to Add or Drop Any Class With No Record. 	
Week Three: Genealogies	
Day Four Mon Sept 21	<ul style="list-style-type: none"> ▪ Combahee River Collective. "A Black Feminist Statement." ▪ Anzaldúa, Gloria. "La Conciencia de la Mestiza: Toward a New Consciousness." ▪ Mohanty, Chandra Talpade. "Under Western Eyes." ▪ Lorde, Audre. "Age, Race, Class, and Sex: Women Redefining Difference."
Day Five Wed Sept 23 ACTIVISM	NO CLASS. EID AL-ADHA & ROSH HASHANAH.
Week Four: Gender, Sexuality, and Activism	
Day Six Mon Sept 28 NORMATIVITY	<ul style="list-style-type: none"> ▪ Spade, Dean. 2006. "Multilating Gender." <i>The Transgender Studies Reader</i>. Eds. Susan Stryker and Stephen Whittle. New York: Routledge, 2006. 315-322. ▪ Somerville, Siobhan. "Scientific Racism & the Invention of the Homosexual Body."
Day Seven Wed Sept 28 ACTIVISM	<ul style="list-style-type: none"> ▪ Janet R. Jakobsen, "Queer Is? Queer Does?: Normativity and the Problem of Resistance," <i>GLQ: A Journal of Lesbian and Gay Studies</i> 4.4 (1998): 511-36. ▪ Ross, Marlon. "Beyond the Closet as a Raceless Paradigm."

Week Five: Transnational Feminisms	
Day Eight Mon Oct 5	<ul style="list-style-type: none"> ▪ Chang, Grace. "Globalization in Living Color: Women of Color Living under and over the "New World Order". In <i>Women and Globalization</i>. 2004. ▪ Nnaemeka, Obioa. 2015. "Captured in Translation: Africa and Feminisms in the Age of Globalization. ▪ <u>Optional</u>: Basu, Amrita. "Introduction," <i>Women's Movements in the Global Era: The Power of Local Feminisms</i>. ▪ <u>Optional</u>: Grewal, Inderpal & Caren Kaplan. 1994. "Introduction." <i>Scattered Hegemonies: Postmodernity and Transnational Feminist Practices</i>. Minneapolis: University of Minnesota Press.
Day Nine Wed Oct 7	<ul style="list-style-type: none"> ▪ Narayan, Uma. "Cross-Cultural Connections, Border Crossings, and Death by Culture." ▪ Volpp, Leti. "Disappearing Acts: On Gendered Violence, Pathological Cultures, and Civil Society." ▪ Abu-Lughod, Lila Abu. "Do Muslim Women Really Need Saving?"
Week Six: Indigenities/Mestizaje	
Day Ten Tues Oct 13	<ul style="list-style-type: none"> ▪ Anderson, Kim. "Affirmations of an Indigenous Feminist." In <i>Indigenous Women and Feminism: Politics, Activism, Culture</i>. ▪ Hilden, Patricia Penn, and Leece M. Lee. "Indigenous Feminism-The Project." In <i>Indigenous Feminism: Politics, Activism, Culture</i>. ▪ Smith, Andrea. "U.S. Empire and the War Against Native Sovereignty." In <i>Conquest: Sexual Violence and American Indian Genocide</i>
Day Eleven Wed Oct 14	<ul style="list-style-type: none"> ▪ Anzaldúa, Gloria. 1987. <i>Borderlands-La Frontera: The New Mestiza</i>. Excerpts.
Week Seven: Neoliberalism and the State	
Day Twelve Mon Oct 19	<ul style="list-style-type: none"> ▪ Harvey, David. <i>A Brief History of Neoliberalism</i>. EXCERPTS. ▪ Duggan, Lisa. 2003. "Introduction." <i>The Twilight of Equality</i>. ▪ Reddy, Chandan. 2011. <i>Freedom with Violence: Race, Sexuality and the U.S. State</i>. Durham: Duke University Press, 2011. Chapter 3.
Day Thirteen Wed Oct 21	<ul style="list-style-type: none"> ▪ Turcotte, Heather. 2014. "Feminist Asylums and Acts of Dreaming." ▪ Ticktin, Miriam. 2011. <i>Casualties of Care: Immigration and the Politics of Humanitarianism in France</i>. Berkeley: University of California Press. Ch. 2.
Thursday, October 22: Mid-Semester Date & Last Day to Drop with 'W' and select 'P/F'.	
Week Eight: Resistance, Postmodernity and the Global	
Day Fourteen Mon Oct 26 TRANSNATIONAL	<ul style="list-style-type: none"> ▪ Grewal and Kaplan. 1994. <i>Scattered Hegemonies: Postmodernity and Transnational Feminist Practices</i>. Excerpts. ▪ Parisi, Laura. "Reclaiming spaces of resistance: women's human rights and

	global restructuring.”
Week Eight (continued): Afrofutures	
Day Fifteen Wed Oct 28 AFROFUTURES	<ul style="list-style-type: none"> ▪ Brooks, Kinitra. 2011. “Finding the Humanity in Horror: Black Women’s Identity in Fighting the Supernatural.” ▪ Morris, Susana M. “Black Girls Are from the Future.” ▪ Lordi, Emily. 2013. “Calling All Stars”: Janelle Monae’s Black Feminist Futures.
Week Nine: The Body	
Day Sixteen Mon Nov 2	<ul style="list-style-type: none"> ▪ Martin, Emily. “The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles.” ▪ Richardson, Sarah S. “Sexing the X: How the X Became the “Female” Chromosome.”
Day Seventeen Wed Nov 4	<ul style="list-style-type: none"> ▪ Grosz, Elizabeth. “Bodies and Knowledges.” Brief excerpts. ▪ Butler, Judith. “Bodies that Matter.” Brief excerpts. ▪ Holloway, Karla F. C. 2011. <i>Private Bodies, Public Texts: Race, Gender, and a Cultural Bioethics</i>. Durham: Duke University Press, 2011. Preface & Chapter 8
Week Ten: Gender and the Military	
Day Eighteen Mon Nov 9	<ul style="list-style-type: none"> ▪ Enloe, Cynthia. 2004. “Wars Are Never “Over There” and “Feminists After Wars—It’s Not Over Til It’s Over”. Excerpts. ▪ Berlatsky, Noah. 2013. “The Feminist Objection to Women in Combat.” Available at: http://www.theatlantic.com/sexes/archive/2013/01/the-feminist-objection-to-women-in-combat/272505/ ▪ MacKenzie, Meghan H. 2015. “True Grit: The Myths and Realities of Women in Combat.” Available at: https://www.foreignaffairs.com/articles/2015-08-12/true-grit ▪ Wax-Thibodeaux, Emily. 2015. “One Female Veteran’s Epic Quest for a ‘Foot that Fits’.” <i>The Washington Post</i>. Available at: http://www.washingtonpost.com/politics/one-female-veterans-epic-quest-for-a-foot-that-fits/2015/09/05/b0e226c4-4ff5-11e5-8c19-0b6825aa4a3a_story.html
Day Nineteen Wed Nov 11	NO CLASS – Veteran’s Day Holiday
Week Eleven: Borders	
Day Twenty Mon Nov 17	<ul style="list-style-type: none"> ▪ Afsaneh Najmabadi, “Beyond the Americas: Are Gender & Sexuality Useful Categories of Historical Analysis?” <i>Journal of Women’s History</i> 18 (Spring 2006): 11-21. ▪ Vora, Kalindi. “Limits of ‘Labor’: Accounting for Affect and the Biological in Transnational Surrogacy and Service Work”

Day Twenty-one Wed Nov 19	<ul style="list-style-type: none"> ▪ Tarter, Jim. 2002. "Some Live More Downstream than Others: Cancer, Gender and Environmental Justice." In <i>The Environmental Justice Reader</i>, ed. Joni Adamson, Mei Mei Evans, and Rachel Stein. Tucson: University of Arizona Press, 2002. ▪ Joann Carmin and Julian Agyeman, eds. 2011. <i>Environmental Inequalities Beyond Borders: Local and Global Perspectives</i>. Cambridge: MIT Press. Chapter 1 & 12.
Week Twelve: Carcerality and Control	
Day Twenty-two Mon Nov 24	<ul style="list-style-type: none"> ▪ Sudbury, Julia, Ed. <i>Global Lockdown: Race, Gender, and the Prison-Industrial Complex</i>. Excerpts. ▪ Bernstein, Elizabeth. "Militarized Humanitarianism Meets Carceral Feminism: The Politics of Sex, Rights, and Freedom in Contemporary Antitrafficking Campaigns" ▪ Law, Victoria. 2014. "Against Carceral Feminism." Available at: https://www.jacobinmag.com/2014/10/against-carceral-feminism/
Day Twenty-three Wed Nov 26	<ul style="list-style-type: none"> ▪ Luibheid, Eithne. 2002. <i>Entry Denied: Controlling Sexuality at the Border</i>. Minneapolis: University of Minnesota Press, 2002. Excerpts TBD. ▪ Wright, Melissa. "Necropolitics, Narcopolitics, and Femicide: Gendered Violence on the Mexico-U.S. Border."
Week Thirteen: Narratives/Student Presentations	
Day Twenty-four Mon Nov 30	<ul style="list-style-type: none"> ▪ Kaplan, Caren. "Resisting Autobiography: Out-Law Genres and Transnational Feminist Subjects." In <i>De/Colonizing the Subject: The Politics of Gender in Women's Autobiography</i>. Minneapolis: University of Minnesota Press. ▪ Beverley, John. "The Margin at the Center: On <i>Testimonio</i> (Testimonial Narrative)." In <i>De/Colonizing the Subject: The Politics of Gender in Women's Autobiography</i>. Minneapolis: University of Minnesota Press. ▪ Blake, Debra J. 2008. "Reading Dynamics of Power-Oral Histories, Feminist Research, and the Politics of Location." In <i>Chicana Sexuality and Gender: Cultural Refiguring in Literature, Oral History, and Art</i>.
Day Twenty-five Wed Dec 2 PRESENTATIONS	<ul style="list-style-type: none"> ▪ Chase, Cheryl. "Hermaphrodites with Attitude: Mapping the Emergence of Intersex Political Activism." ▪ Tuana, Nancy. "The Speculum of Ignorance: The Women's Health Movement and Epistemologies of Ignorance." ▪ Al-Ali, Nadje. 2015. "Gendering the Arab Spring." ▪ Pough, Gwendolyn. 2015. "Do the Ladies Run This? Some Thoughts on Hip Hop Feminism."
Week Fourteen: Presentations/Wrap-Up	
Day Twenty-six	

Mon Dec 7 PRESENTATIONS	<ul style="list-style-type: none"> ▪ Readings TBA
Day Twenty-seven Wed Dec 9 PRESENTATIONS	<ul style="list-style-type: none"> ▪ Angela Y. Davis, “The Meaning of Freedom.” In <i>The Meaning of Freedom and Other Difficult Dialogues</i>. San Francisco: Open Media Series/City Lights Books, 2012, 135-51. ▪ Parisi, Laura. “Reclaiming spaces of resistance: women’s human rights and global restructuring.”

[V] REGARDING EVALUATION OF YOUR WORK

If you are dissatisfied with any evaluation of an assignment or your performance in this class, you may petition your grade **in writing, no earlier than 24 hours after I have returned graded work to you**. To do so, you need to submit to me a typed explanation detailing why you believe the grade is unwarranted, what grade you feel you deserve with arguments in support of your request, a reply to my comments on your work (e.g. if I say that your explanation is too brief, you should argue why it is not), and a copy of the original piece of written work.

[V] ACADEMIC INTEGRITY

Plagiarism and other forms of academic cheating are serious violations of your contract as a student and will be treated severely. Plagiarism is any representation of another person’s words or ideas in a manner that makes it seem as if they were your own. This means that you may not copy another person’s published or unpublished work (except if you are explicitly citing them), but it also means that you should not use another person’s **unique phrases or ideas** without making it clear to your audience from where those words or ideas originated. This **includes material from online sources**, even when they are anonymous, such as Wikipedia.

[VI] ACADEMIC ASSISTANCE

If you experience difficulty understanding or keeping up with the course material, please contact me at your earliest opportunity. I am here to help. I may be reached anytime at giannelli@anthro.umass.edu. Generally: To request academic accommodations due to a disability, contact **Disability Services**, 161 Whitmore at ds@educ.umass.edu or 413-545-0892 (website: <http://www.umass.edu/disability/>). For tutoring or study assistance, contact the **Learning Resource Center**, at lrc@acad.umass.edu or 413-545-533