

SYLLABUS

WGSS 1000 Introduction to Women's, Gender and Sexuality Studies

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Ohio University
Spring 2016
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Office Hours:

WGSS Offices, 31 S. Court St.
(Across from the CVS)
Room 109 Drop in!
Mondays and Wednesdays 2-3pm
and by appointment



I really encourage all students to come to office hours as needed to further discuss concepts that arise in the course of your studies, to discuss mid-term essay themes, or to work on any problems you may encounter during the semester.

Syllabus: This document has all the information you need to successfully complete this course of study. Keep a notebook to take organized notes for this course, and make sure this syllabus is always in that notebook for you to refer to. This syllabus includes a course description, general/background texts, course policies, grading expectations, deadlines for assignments, and readings for each class meeting for the next 15 weeks. You **MUST** complete the required readings **BEFORE** coming to class that day in order to get a good grade! Take responsibility for your own learning: commit yourself to setting aside a minimum of two hours of reading and note-taking time before each class meeting. Attendance at lectures is a requirement for doing well, but we will not be taking attendance. As an adult who is paying for your own education, responsibility for attending classes is yours. However, we will have occasional impromptu writing exercises to test your understanding of the reading and I will use this to measure attendance; missing two or more of these exercises may result in a lowered grade for non-attendance.

TEXTBOOKS: YOU DO NOT NEED TO BUY TEXTBOOKS FOR THIS COURSE. ALL READINGS WILL BE ON BLACKBOARD.

Course Objectives/Learning Outcomes:

1. Students will become familiar with a broad range of classic and modern readings in the fields of Women's, Gender, and Sexuality Studies, and be able to respond accurately to queries on each week's readings.
2. Students will be able to undertake basic research on their chosen writing topics, including collecting, analyzing and properly utilizing appropriate references using APA style.
3. Students will be able to understand the key concept of "intersectionality" and apply it in the organization of their mid-term and final papers.
4. Students will become more skilled at responding to gender, race, class, sexual and other diversities in their personal and public lives.

5. Students will become more adept at independent, critical thinking through attending lectures, reading, and writing on key themes and concepts in women's, gender, sexuality, race and class studies. Students must demonstrate an improvement in critical thinking.

These outcomes will be assessed by means of six quizzes, a mid-term take-home research paper, and a final exam paper. See Syllabus section on assessments.

Course Description:

This course is an introduction to women's, gender and sexuality studies. This is a broad, interdisciplinary field that emerged in the late 1960s as one of the institutional results of so-called 'Second Wave' Feminism. One modern definition of feminism is: "A concern in theory and practice with the conditions of women, and a commitment to transform gender oppression along with and in relation to the systems of domination that divide women by class, race, ethnicity, region, nationality, religion, sexual orientation and age." (International Reproductive Rights Research Action Group, 1998). Black lesbian feminist Barbara Smith's (1982) definition of feminism is similar: "Feminism is the political theory and practice that struggles to free all women: women of color, working-class women, poor women, disabled women, lesbians, old women - as well as white economically privileged, heterosexual women. Anything less than this vision of total freedom is not feminism, but merely female self-aggrandizement." (But Some of Us Are Brave) Feminist analyses of intersecting dominations have historically also included domination of other species and nature, and so we will also briefly explore this hierarchy at the end of the semester, in a brief survey of a branch of thought known as ecofeminism.

One cannot understand women's lives, and human lives as a whole, without "problematizing" gender, race, class and sexuality. Problematizing something means: let's begin to think critically about what we think we know. What are women and men? What is race? What is sexuality? What is class? How is class constructed, and how is it relevant in systems of domination? How are intersecting systems of domination and privilege constructed and reinforced, or challenged and dismantled? What is the relationship between theory and activism?

Black feminism developed one of today's foundational concepts in women's studies: "intersectionality." We will learn what this means, and I will expect it to underpin your own scholarship and writing in this course, so that you can demonstrate that you have grasped one of the modern field's key ideas. Black feminist scholars have been pointing out for years that intersectional understandings are essential to activist struggles. bell hooks, for example, has called for continuing struggle against what she terms "white supremacist capitalist patriarchy."

One major problem with binaries, or dichotomies, like "male OR female," "Black OR white," "heterosexual OR homosexual," "culture OR nature," "self OR society," is that nature, or biology, has often been utilised to give the appearance that these dualisms are timeless, natural, and thus unchanging and unchangeable. If something is unchangeable, there is no hope for social progress. Since my own disciplinary background is primarily in history, I know how useful the dimension of TIME can be when destabilising, problematising, questioning, or resisting seemingly monolithic, unchanging ideas about things. Therefore the dimension of TIME will be utilised in this course to promote critical thinking in intersectional women's studies. Each week we will be able to compare historical and more modern theories and resistances.

Place and culture are also used as ways of maintaining unjust systems. If a person's main way of perceiving reality is only through their own cultural/national lens, they miss a lot of key understandings. Basic, introductory Women's Studies can no longer be taught without regard to colonialism/s

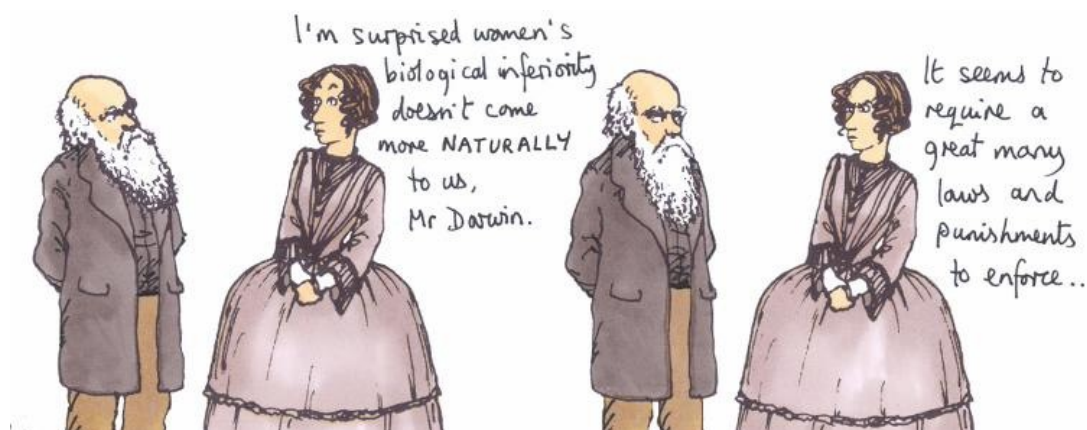
and imperialism/s, because women suffer in these systems. Privilege has a way of blinding those who enjoy it, and ways must be found to hear voices from the inside, rather than hearing them always as "other." Therefore the dimension of SPACE will also be utilised in this course to promote critical thinking in intersectional women's studies.

Key questions to answer for yourself this semester: What part of the reality we perceive is 'natural' and what part 'socially constructed'? How can we tell the difference? What is 'essentialism'? What are social constructions? How do they change over time? How do they affect me? How do I affect them? Do I want to transform some social constructions? Why/how?

The following approach is a bit experimental, but I'd like to try it this semester and see how it goes. I welcome feedback from you. We have 15 weeks ahead of us. For the most part, each block of three weeks will be focused on a particular theme, and we will explore this theme across history and culture (time and space). The first two weeks of each thematic bloc will devote time to each of feminism's so-called "waves." While as a metaphor and as historical reality, the 'wave' image is highly problematic, it is also useful chronological shorthand. Julia Kristeva's famous 1979 essay 'Women's Time,' "divided feminism into three 'attitudes' or 'generations' while invoking the possibility of 'the parallel existence of all three in the same historical time, or even that they be interwoven one with the other'....First attitude: the pursuit of equality. Second attitude: the claim of difference. Third attitude: undermining the kind of fixed identity on which the first two have been based..." (Quoted in: Spencer, "Genealogies," in Gillis, Howie and Munford (2004) Third Wave Feminism.)

The course will be taught via a combination of lecture, large class discussion, and small group discussion. Any changes to the syllabus will be announced a week prior.

I intend for this course to be an intellectual adventure that will challenge our existing matrix of understandings. We will try to go on this adventure together, without fear of making mistakes. We will try to create a safe learning environment for all with a commitment to the practices of respect, civility, and consciousness-raising.



"No woman is responsible for altering the psyche of her oppressor, even when that psyche is embodied in another woman."

- Audre Lorde

ASSESSMENTS AND ATTENDANCE:

Because we are not taking attendance, you will not be allowed late or make-up assignments or quizzes. I will need to see documentary evidence of major personal emergencies/illnesses in order to make any exceptions to this. Thank you.

(60%) **QUIZZES:** We have 15 weeks ahead of us in which to do a lot of reading, talking and writing. We will start the first week with a quiz on which everyone will get full points, so I can measure your starting understandings. Each block of three or so weeks will end with a graded quiz on the theme for that block of time = 6 quizzes. The quiz will be largely based on the readings, as well as lecture materials, and issues that have come up in discussion. Quizzes may be a combination of questions and short writing exercises so I can gauge your understanding of the material so far. If you don't show up for class your grades on the quizzes will reflect that. **Six Quizzes: 10% each = 60% of grade**

DO NOT MISS A QUIZ ! EVEN MISSING ONE QUIZ CAN BRING YOUR GRADE DOWN!!

(20%) MID-TERM PAPER/EXAM: DUE BY MIDNIGHT MONDAY MARCH 7

The mid-term essay will be on a theme of your own choosing, but you **MUST** include a discussion of at least **FOUR** intersections (gender/race/class/sexuality/disability/age/nationality/species etc), no matter what your theme. Please come and talk to me during office hours about your chosen topic ahead of time. You must make a thesis statement, and then back up your arguments with well-organised, properly-referenced paragraphs, with a minimum of four, and **maximum** of five pages. Further directions, and a matrix for evaluation of your work, will be given in class.

Mid-term Essay: 20% of grade. Essay MUST be submitted via Blackboard. No emails, hard copies, etc. will be accepted. PLEASE MAKE SURE YOU GET A CONFIRMATION EMAIL FOR ALL BLACKBOARD SUBMISSIONS. KEEP THIS RECORD. I WILL NEED TO SEE IT IF THERE IS ANY QUESTION ABOUT YOUR SUBMISSION.

(20%) **FINAL EXAM:** Alternative writing themes for the final exam will be discussed in class, and given to you ahead of time, for you to choose from. You **MUST** submit your final paper via Blackboard.

Final Exam: 20% of grade. PLEASE MAKE SURE YOU GET A CONFIRMATION EMAIL FOR ALL BLACKBOARD SUBMISSIONS. KEEP THIS RECORD. I WILL NEED TO SEE IT IF THERE IS ANY QUESTION ABOUT YOUR SUBMISSION. YOUR FINAL EXAM PAPER IS DUE THE SAME DAY/ENDING TIME AS OUR SCHEDULED EXAM PERIOD.

GRADING SCALE:

A = 92-100	C = 72-76
A- = 90-91	C- = 69-71
B+ = 87-89	D+ = 67-68
B = 82-86	D = 62-66
B- = 79-81	D- = 59-61
C+ = 77-78	F = 58 and below

WRITING SUPPORT:

If you need further assistance to improve your research, writing and referencing skills, please take advantage of the free institutional support available to you:

Academic Advancement Center: www.ohio.edu/aac

Alden Library 101, Email: aac@ohio.edu

Student Writing Center, Alden Library, 2nd floor: <http://www.ohio.edu/writing/>

COURSE CLASSROOM POLICIES

Preferred Name: Please let me know if you have a preferred name or gender pronoun.

Electronic Devices:

People, practice listening to other live human beings in this classroom:
no electronic devices! If you don't listen, or if you disturb other peoples' learning environment:
there will be negative consequences, *including docking points from your grade.*

ADA: Classroom Accessibility:

- Please let me know as soon as possible if you need an accommodation in order to work successfully in this class. This classroom strives for full accessibility, and it is not necessary for you to have an official accommodation letter from Disability Services in order to request changes to the classroom that will better serve your needs as a student, although you are encouraged to explore the possible supports they can offer if you are a student with a disability. Both able-bodied students and students with disabilities are encouraged to suggest any improvements to the learning environment. If issues outside of this classroom are affecting your work, I encourage you to discuss with me accommodations we can make on an individual basis.
- **Self-Advocacy:** This classroom strives to be an inclusive space in which all students, both able-bodied and those with disabilities, have the right to expect that their individual needs will be met. To this end, students with specific needs are encouraged to act as self-advocates, actively working with the instructor to identify barriers to the student's full participation in the classroom. Please let me
- **Student Accessibility Services:** 1 Park Place, Baker University Center, Suite 348, Office (740) 593-2620, disabilities@ohio.edu. <http://www.ohio.edu/disabilities/>

Academic Dishonesty:

Plagiarism is defined by the Ohio University Student handbook as a Code A offense (10); this means:

[a] student found to have violated any of the following regulations will be subject to a maximum sanction of expulsion, or any sanction not less than a reprimand...Plagiarism involves the presentation of some other person's work as if it were the work of the presenter. A faculty member has the authority to grant a failing grade. . . as well as referring the case to the director of judiciaries.

Academic Misconduct Info for Students: <http://www.ohio.edu/communitystandards/academic/students.cfm>

Students may appeal academic sanctions through the grade appeal process. The Office of Community Standards and Student Responsibility may impose additional sanctions.

WARNING: I have ZERO tolerance for plagiarism, which totally undermines the educational project. If you copy and paste someone else's writing from the internet or any other source without quotation marks and without attribution, I count this as a case of plagiarism, and you will automatically FAIL that assignment. I hope that is clear. It is also intellectually dishonest to submit any essay from another course you have taken, and this behavior will also result in a failing grade on that assignment.

OTHER SUPPORT: If you run into ANY unexpected trouble completing your tasks this semester, please let me and your other professors know what is going on! Also, OU has a free 24/7 Counseling Service, Tel. No 740-593-1616. Their website is: <http://www.ohio.edu/counseling/index.cfm>. They are completely confidential.

READINGS:

Most readings on the syllabus will be available either through links that are directly on the syllabus AND through our course Blackboard site. Here are some general texts from which some readings will be drawn:

Moynagh, Maureen, Forestell, Nancy (2011) *Documenting First Wave Feminisms, Volume 1: Transnational Collaborations and Crosscurrents*. Toronto: University of Toronto Press. This is also available as an e-book through OU, Alden Library:

<http://site.ebrary.com.proxy.library.ohiou.edu/lib/ohio/reader.action?docID=10580763>

Women's Liberation Movement Print Culture. Duke University Libraries Digital Collections. <http://library.duke.edu/digitalcollections/wlmpc/>

Guy-Sheftall (1995) *Words of Fire: An Anthology of African-American Feminist Thought*. New York, New Press : Distributed by W.W. Norton.

Shakur, Assata (1987, 2013) *Autobiography*
<https://libcom.org/files/assataauto.pdf>

Background texts you might find helpful:

Lorber, Judith (2012) *Gender inequality: feminist theories and politics*. New York : Oxford University Press.

Ferree, Myra Marx and Beth B. Hess (2000) *Controversy and coalition : the new feminist movement across three decades of change*. New York: Routledge.

bell hooks (2000) *Feminism is for Everybody: Passionate Politics*. Southend Press: Cambridge, MA. This is available as an e-text. If you want a paper copy, there are several available on Amazon. http://excoradfeminisms.files.wordpress.com/2010/03/bell_hooks-feminism_is_for_everybody.pdf

Desmond and Emirbayer (2009) What is Racial Domination? *Du Bois Review* (6) 2 (2009) 335–355. http://scholar.harvard.edu/files/mdesmond/files/what_is_racial_domination.pdf

Week 1: Introduction to Intersectionality and Critical Thinking: Women, Class, Race, Gender and Sexuality (I)

1/11 Monday – Welcome! Outline of this course of study: definitions, expectations and goals. Denaturalizing and problematizing social categories/identities over time and place. Expectations: approx. average of 30 pages of reading per class meeting. **Please read all readings BEFORE you come to class!!**

VIDEO: *WTF is Intersectional Feminism?*
https://www.youtube.com/watch?v=z-nmxnmt_XU

1/13 Wednesday - What is gender, what is intersectionality?

Reading: bell hooks (2000) *Feminism is for Everybody*, Introduction through p. 12.
https://excoradfeminisms.files.wordpress.com/2010/03/bell_hooks-feminism_is_for_everybody.pdf

1/15 Friday – What are gender, race, class and sexuality? How does privilege relate to each of these?

Desmond and Emirbayer (2009) What is Racial Domination? *Du Bois Review* (6) 2 (2009) 335–355. http://scholar.harvard.edu/files/mdesmond/files/what_is_racial_domination.pdf

AND

Peggy Macintosh (1990) *White Privilege: Unpacking the Invisible Knapsack*
<http://amptoons.com/blog/files/mcintosh.html>



Week 2: Introduction to Intersectionality Across Time

1/18 Monday – Martin Luther King Day. No Classes. University Closed.

1/20 Wednesday – The Intellectual Origins of Intersectionality

READINGS:

Conrad (1863) Campaign on the Combahee <http://www.harriettubman.com/tubman2.html>

Background on the Combahee River Collective: <http://www.blackpast.org/aah/combahee-river-collective-1974-1980>

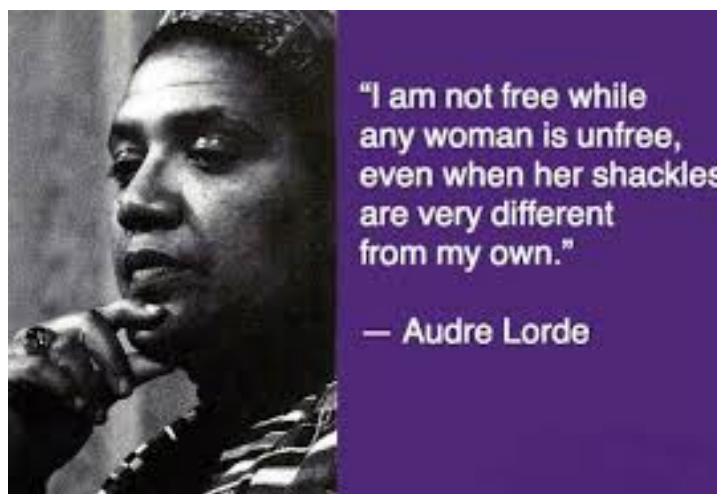
The Combahee River Collective Statement (1977) (*Analysis of this statement will be on next quiz*)

<https://we.riseup.net/assets/43875/combahee%20river.pdf>

1/22 Friday – Problems and Promises of the Waves Metaphor in Women's History; general outline of the course pattern; discussion of “waves” – where does “the past” begin? Why is it important?

READING: Nancy Hewitt (2012) Feminist Frequencies: Regenerating the Wave Metaphor. *Feminist Studies* 38, no. 3. (Find this either by going to our course Blackboard site or by looking it up in the Alden Library catalog!)

Quiz 1: This quiz will include a question about this syllabus! Every two weeks there is a quiz to test your existing understandings of the readings, lectures and discussions in the previous two weeks. Each quiz is worth 10% of your grade. All six quizzes make up 60% of your overall grade. Reading all the readings, attending all lectures, and participating in all discussions will be crucial for your success in this course.



Week 3: Introduction to Intersectionality Across Space/Culture: Transnational Voices

1/25 Monday

Introduction to intersectionality across cultures

READING: Mohanty, Chandra Talpede (1984). Under Western Eyes: Feminist Scholarship and Colonial Discourses <http://jemym.no-ip.com/uwe.pdf>

1/27 Wednesday

Introduction to intersectionality across cultures

READING: (Same reading because of its difficulty) Mohanty, Chandra Talpede (1984). Under Western Eyes: Feminist Scholarship and Colonial Discourses <http://jemym.no-ip.com/uwe.pdf>

Possible writing exercise on Mohanty's main points.

1/29 Friday

Deepa Kumar (2014) Imperialist Feminism and Liberalism. <https://www.opendemocracy.net/deepa-kumar/imperialist-feminism-and-liberalism>

AND reply to Kumar:

Meredith Tax (2014) The antis: anti-imperialist or anti-feminist? <https://www.opendemocracy.net/5050/meredith-tax/antis-antiimperialist-or-antifeminist-0>

Discussion: Privileges of gender, race, time and space. Responses to the Kumar/Tax debate.

Week 4: Problematizing Race and Gender Across Time (Begin Bloc II)

2/1 Monday, 1st wave:

Olympe de Gouges (1788) Reflections on Negroes. http://slavery.uga.edu/texts/literary_works/reflections.pdf

Olympe de Gouges (1791) The Declaration of the Rights of Woman. <https://chnm.gmu.edu/revolution/d/293/>

Slavery, Abolition, and Women's Rights (pp. 17-26, 37-44) Moynagh and Forestell <http://site.ebrary.com.proxy.library.ohiou.edu/lib/ohio/reader.action?docID=10580763>

2/3 Wednesday, 2nd wave:

Thompson, Becky (2002) 'Multiracial Feminism: Recasting the Chronology of Second Wave Feminism.' *Feminist Studies* 8 (2) 336-360. <http://www.jstor.org.proxy.library.ohiou.edu/stable/pdfplus/3178747.pdf?acceptTC=true&jpdConfirm=true>

[Primary Source] Patricia Robinson (1968) *Poor Black Women* <http://contentdm.lib.duke.edu/cdm/collection/object/collection/p15957coll6/id/768/rec/2>

[Primary source] Frances Beale (1970) "Double Jeopardy." IN: *Black Woman's Manifesto*. <http://contentdm.lib.duke.edu/cdm/collection/object/collection/p15957coll6/id/857/rec/1>

2/5 Friday, 3rd wave:

Anzaldua, Gloria (2007) *La Conciencia de la Mestiza: Towards a New Consciousness*. <http://faculty.oxy.edu/ron/msi/05/texts/anzaldua-mestizaconsciousness.pdf>

Discussion: Comparing intersectionality in the three waves.
Writing exercise.

Week 5: Problematizing Race and Gender Across Time (Bloc II)

2/8 Monday, 1st wave:

Carlton-LaNey, I. (2011) African American club women's resistance to oppressive public policy in the early 20th century. In J. Schiele (Ed.), *Social welfare policy: Regulation and resistance among people of color*. (pp. 43-63). Thousand Oaks, CA: SAGE Publications, Inc. http://www.sagepub.com/upm-data/37825_Chapter2.pdf

[Primary Source Extract] Anna Julia Cooper (1892) A Voice from the South, (Extract, pp. 21-29) <http://docsouth.unc.edu/church/cooper/cooper.html>

[Primary Source Extract] Ida Wells-Barnett (1892) Lynch Law in America. IN: Beverly Guy-Sheftall (1995) *Words of Fire: An Anthology of African-American Feminist Thought*. New York: The New Press. [Blackboard]

[Primary Source Extract] Elise Johnson McDougald (1925) The Struggle of Negro Women for Sex and Race Emancipation. IN: Beverly Guy-Sheftall (1995) *Words of Fire: An Anthology of African-American Feminist Thought*. New York: The New Press. [Blackboard]

2/10 Wednesday, 2nd wave:

Audre Lorde (1984) The Master's Tools Will Never Dismantle the Master's House
AND

Audre Lorde (1984) Age, Race, Class and Sex: Women Redefining Difference

IN: *Women Redefining Difference*

<http://www.transart.org/wp-content/uploads/group-documents/50/1361996038-AUDRELORDEWOMENREDEFININGDIFFERENCE.pdf>

2/12 Friday, 3rd wave:

Rebecca Walker (1992) Becoming the Third Wave

<http://heathengrrl.blogspot.com/2007/02/becoming-third-wave-by-rebecca-walker.html>

Rampton (2015) *Four Waves of Feminism*. Pacific University of Oregon. Retrieved from: <http://www.pacificu.edu/about-us/news-events/four-waves-feminism>

Discussion: Three Waves or Four? Where does intersectionality belong?

Week 6: Problematizing Race and Gender Across Space/Culture (Bloc II)

2/15 Monday, 1st wave: Internationalism vs Imperialism

Nationalism/Internationalism (**Read Extract:** pp. 160-163)

IN: Moynagh, Maureen and Forestell, Nancy (2011) *Documenting First Wave Feminisms*, Volume 1: Transnational Collaborations and Crosscurrents. Toronto: University of Toronto Press. This is also available as an e-book through OU, Alden Library: <http://site.ebrary.com.proxy.library.ohiou.edu/lib/ohio/reader.action?docID=10580763>

[Primary Source] Sylvia Pankhurst (1940) 'Women Under the Nazis' or 'Fascism As It Is' IN: *A Sylvia Pankhurst Reader*, Kathryn Dodd, ed. (1993) Manchester, New York: Manchester University Press. [Blackboard]

2/17 Wednesday, 2nd wave: Internationalism vs Imperialism

READING:

Gaer, Felice (2009) Women, International Law, and International Institutions: the case of the United Nations. *Women's Studies International Forum* 32: 60–66.

Extract from:

Wu, Judy (2013) *Radicals on the road: internationalism, orientalism, and feminism during the Vietnam Era*. Ithaca: Cornell University Press. [Blackboard]

2/19 Friday Friday, 3rd wave Transnational Feminisms

[Primary Source] Valoy (2015) Transnational Feminism: Why Feminist Activism Needs to Think Globally. *Everyday Feminism*, Jan, 28. <http://everydayfeminism.com/2015/01/why-we-need-transnational-feminism/>

Discussion/In-class writing exercise.

Discussion/preparation for Mid-Term Essay Due Monday March 7.

****ONLINE Quiz 2, END OF BLOC II:**

Race and Gender Across Time and Space: readings, lectures, discussions. This quiz will be available online until midnight tonight.

Week 7: Problemetizing Sexuality and Gender Across Time (Begin Bloc III)

2/22 Monday, 1st wave

Anne Lister, Oscar Wilde and the Harlem Renaissance

Readings:

Moral Reform, Sexuality and Birth Control:

“Introduction”

Josephine Butler (1880) “The Modern Slave Trade”

Madeleine Pelletier (1911) From “L’Émancipation sexuelle de la femme”

and Stella Browne (1923) “Studies in Feminine Inversion”

IN: Moynagh, Maureen, Forestell, Nancy (2011) Documenting First Wave Feminisms, Volume 1: Transnational Collaborations and Crosscurrents. Toronto: University of Toronto Press. This is also available as an e-book through OU, Alden Library: <http://site.ebrary.com.proxy.library.ohiou.edu/lib/ohio/reader.action?docID=10580763>

2/24 Wednesday, 2nd wave

National Organization for Women (1971) Lesbian Rights.

<http://www.feminist.org/research/chronicles/early4.html>

Rita Mae Brown (1972) “Roxann Dunbar: How a female heterosexual serves the interests of male supremacy.”

AND, Judy Grahn, “Edward the Dyke”

AND, Charlotte Bunch, “Lesbians in Revolt”

pp. 5-9 IN: *The Furies*, January. http://library.duke.edu/digitalcollections/wlmpc_wlms01033/

2/26 Friday, 3rd wave

Julia Serano (2012) “Trans Feminism: There’s No Conundrum About It.” *Ms Magazine* (April) <http://msmagazine.com/blog/2012/04/18/trans-feminism-theres-no-conundrum-about-it/>

Michelle Goldberg (2014) What is a Woman? The Dispute Between Radical Feminism and Transgenderism. *The New Yorker*, August 4.

<http://www.newyorker.com/magazine/2014/08/04/woman-2>

Discussion: Problems and conflicts in feminist history and modernity: prostitution, lesbians, trans, S/M

Week 8: SPRING BREAK.
NO CLASSES AGAIN UNTIL MONDAY, MARCH 7.
MIDTERM ESSAYS DUE MIDNIGHT
OF THE MONDAY WE GET BACK.

Week 9: Problematizing Sexuality and Gender: Theory (Bloc III)

3/7 Monday, early theory wave!
MIDTERM ESSAYS DUE TONIGHT BY MIDNIGHT

READINGS: (Suggestion: start reading these two Monday articles early! They are longer and denser than the readings for some weeks; they are both important classics in Women's Studies and BOTH will be on the next quiz.)

Adrienne Rich (1980) "Compulsory Heterosexuality and Lesbian Existence."
<http://www.transasdocorpo.org.br/uploads/ed00a77290ee205d3d0f16a97cf54628.pdf>

Gayle Rubin (1984) "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." <http://www.feminish.com/wp-content/uploads/2012/08/Rubin1984.pdf>

3/9 Wednesday, middle theory wave!

This important article marks the beginning of a new way of thinking in the social sciences:

Joan Scott (1986) "Gender: A Useful Category of Historical Analysis."
The American Historical Review (91) 5: 1053-1075.
http://facultypages.morris.umn.edu/~deanej/UMM%20Home%20Page/2001/Readings/Gender/Scott_Useful%20Category.pdf

3/11 Friday, more recent theory wave!

Anne Fausto-Sterling (2005) The Bare Bones of Sex. Part I - Sex and Gender. *Signs* 30 (2): 1491-1527. http://homes.chass.utoronto.ca/~sousa/teach/PHL243-06.MAIN_files/20065_phl243h1f_archive/FAUSTO-STERLING-bonesofsex05.pdf

Susan Stryker (2009) 'Transgender Feminism: Queering the Woman Question' IN: Gillis, Howie and Mun: *Third Wave Feminism*. [Blackboard]

Discussion: Is it necessary to have the 'essentialism versus social constructionism'

debate any longer?

Week 10: Problematizing Sexuality and Gender (Bloc III)

3/14 Monday, early theory wave!

Michel Foucault (1978) *The History of Sexuality*. New York: Pantheon Books. [Selection, pp. 1-35]

<http://suplaney.files.wordpress.com/2010/09/foucault-the-history-of-sexuality-volume-1.pdf>

3/16 Wednesday, middle theory wave!

Judith Butler (1990) *Gender Trouble: Feminism and the Subversion of Identity*. London, New York: Routledge. [Selection: Preface through p. 34]

http://www.lauragonzalez.com/TC/BUTLER_gender_trouble.pdf

3/18 Friday, more recent wave!

Anon (2011) *Beauty Ideals: A War on Women* <http://wagingwarwithwords.wordpress.com/2011/11/11/beauty-ideals-a-war-on-women/>

Discussion Can you relate any of the tougher theory pieces to the lighter blog piece yet?

****QUIZ 3, END of Bloc III, Sexuality and Gender Readings, Lectures, Discussions**

Week 11: Class Labor and Reproductive Labor: Motherhood, Family and Capitalism (Begin Bloc IV - only 2 weeks)

3/21 Monday, 1st wave

Introduction to class and classism

Extracts from Friedrich Engels (1884) *The Origin of the Family, Private Property, and the State* (1884)

<http://studymore.org.uk/xeng1884.htm#2.3.20>

Sections: 2.3.4 to 2.3.24, and 2.4.16 to 2.4.21

August Bebel (1879) *Woman Under Socialism* [Germany] http://germanhistorydocs.ghi-dc.org/pdf/eng/244_Bebel_Women%20under%20Socialism_62.pdf

Alexandra Kollantai (1909) *The Social Basis of the Woman Question*. [Russia] <https://www.marxists.org/archive/kollonta/1909/social-basis.htm>

3/23 Wednesday, 2nd wave

Walby (1990) *Theorising Patriarchy* [Blackboard]

Hartmann, Heidi (1979) "The Unhappy Marriage of Marxism and Feminism: Towards a More Progressive Union." *Capital & Class* (3) 2: 1-33.

<http://www.li.suu.edu/library/circulation/Gurung/soc2370sgUnhappyMarriageMarxismFeminismFall10.pdf>

3/25 Friday, 3rd wave

Kathleen Grier (2014) Does Feminism Have a Class Problem? *The Nation* (June). <http://www.thenation.com/blog/180031/does-feminism-have-class-problem>

NA (ND) About Class <http://www.classism.org/about-class/>

AND Why Does Class Matter?

<http://www.classism.org/about-class/why-does-class-matter/>

Class Action: Building Bridges Across the Class Divide.

American Association of University Women (2014) How Does Race Affect the Gender Pay Gap? <http://www.aauw.org/2014/04/03/race-and-the-gender-wage-gap/>

Discussion: Intersections of class and gender and race

Week 12: Class Labor and Reproductive Labor: Motherhood, Family and Capitalism (Bloc IV)

3/28 Monday, 2nd wave

Sylvia Walby (1990) *Theorizing Patriarchy*. Oxford, Basil Blackwell. Esp. Ch. 3, Household Production (pp. 1-60). <https://libcom.org/files/Theorizing%20Patriarchy%20-%20Sylvia%20Walby.pdf>

3/30 Wednesday, 3rd wave

Bureau of Labor Statistics (2014) *Women in the Labor Force: A Databook*. Report 1052 (December). Washington, DC: US Bureau of Labor Statistics.
<http://www.bls.gov/opub/reports/cps/women-in-the-labor-force-a-databook-2014.pdf>

Lopez-Claros and Zahidi (2005) *Women's Empowerment: measuring the Global Gender Gap*. Geneva: World Economic Forum.
http://www.weforum.org/pdf/Global_Competitiveness_Reports/Reports/gender_gap.pdf

4/1 Friday, 3rd wave

A New Trend in Motherhood (2009) <http://roomfordebate.blogs.ny-times.com/2009/05/17/a-new-trend-in-motherhood/>

Rianne Eisler (2012) *Single Mothers in Poverty: A Symptom of Failed Economic Policies*. http://www.huffingtonpost.com/riane-eisler/single-mothers-in-poverty_b_1823069.html

EU (ND) *Sweden: Successful Reconciliation of Work and Family Life*. http://europa.eu/epic/countries/sweden/index_en.htm

Casey and Maldonado (2012) *Worst-off: Single parent families in the United States*. NY: Momentum, The Women's Legal Defense and Education Fund. <http://www.legalmomentum.org/sites/default/files/reports/worst-off-single-parent.pdf>

Discussion Feminization of poverty, motherhood, gender, race and class

QUIZ 4, END of Bloc IV on Class and Gender: Readings, Lectures, Discussions

Weeks 13-15: Private and State (Public) Violences, and Resistances (Bloc V)

WEEK 13:

Private Violences? DOMESTIC VIOLENCE AND RAPE

Although first wave feminists certainly did work on the issues of domestic violence and rape in the Nineteenth-Century, I will discuss these in lecture, and focus our readings this week on 2nd and 3rd wave activists.

Should any of the material we study during this bloc bring up difficult or unexpected feelings for you, please note that OU has a free 24/7 Counseling Service, Tel. No 740-593-1616. Their website is: <http://www.ohio.edu/counseling/index.cfm>

4/4 Monday, 2nd wave

Susan Browmiller (1975) *Against our Will: Men, Women and Rape*. Simon and Schuster. [Selection on War and Rape, and Women Fight Back, on *Blackboard*] [Trigger warning: some of this material is emotionally very difficult to read, especially if you or someone in your family is a survivor of abuse. Please make sure you have access to adequate support systems if needed.]

N.A. (1997) Classic Review. Critique of Brownmiller: *Trouble and Strife* 35
<http://www.troubleandstrife.org/articles/issue-35/classic-review-against-our-will/>

Peggy Sanday (2001) Rape and Sexual Coercion. International Encyclopedia of the Social and Behavioral Sciences, pp. 12747-12751. http://www.upf.edu/es-tiu/_pdf/1363_info.pdf

4/6 Wednesday, 3rd wave

Crenshaw, Kimberlé Williams (1995) "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." In *Critical Race Theory*, ed. Kimberlé Crenshaw, Neil Gotanda, Gary Peller, and Kendall Thomas, 357–83. New York: New Press. <http://www.racialequitytools.org/resourcefiles/mapping-margins.pdf> [This is also an important foundational article for the theory of intersectionality, and will *no doubt* be on the next quiz.]

4/8 Friday, 3rd wave

Andrea Smith (2011) *Sexual Violence and American Indian Genocide*. Youtube Presentation, University of Michigan. <https://www.youtube.com/watch?v=Neg-RIbi764>

Week 14: Public Violences: Enforcement and Resistances (Across Time and Culture) (Bloc V)

4/11 Monday, 1st wave

Emmeline Pankhurst (1914) My Own Story. <http://www.gutenberg.org/files/34856/34856-h/34856-h.htm>

[Selections from Book II, Four Years of Peaceful Militancy. pp. 149-159, pp. 185-195, pp. 208-220.]

Dominic Casciani (2003) Spy Pictures of Suffragettes Revealed. BBC News Online (3 October) http://news.bbc.co.uk/2/hi/uk_news/magazine/3153024.stm [Photographs uncovered by the National Archives reveal hidden secrets of how the state spied on what it regarded as a terrorist threat.]

Original [silent] footage of suffrage and suffragette arrests and marches: <http://www.britishpathe.com/video/various-suffragettes-material>

Begin reading: Assata Shakur (1987, 2013) Autobiography
<https://libcom.org/files/assataauto.pdf>

4/13 Wednesday, 3rd wave

Assata Shakur (1987, 2013) Autobiography
<https://libcom.org/files/assataauto.pdf>

4/15 Friday, 3rd wave

Assata Shakur (1987, 2013) Autobiography
<https://libcom.org/files/assataauto.pdf>

AND

Conclusions of the Church Committee Report (1975)
http://www.thirdworldtraveler.com/FBI/Church_Committee_Report.html

AND please have look through a month's worth or so of these hashtags:

#AssataTaughtMe

#BlackLivesMatter

#ThisTweetCalledMyBack

QUIZ 6: Private and State Violence (Bloc V)

Week 15: Intro to Ecofeminism: Nature As The Other Intersection

4/18 Monday, Intro to Ecofeminism - Gendering Global Warming

Karen Warren (2000) 'What Are Ecofeminists Saying? An Overview of Ecofeminist Positions.' pp. 21-41. IN: *Ecofeminist Philosophy: A Western Perspective on What It Is and Why It Matters*. New York: Rowman and Littlefield. [Blackboard]

Zohi de Ishtar (2009) 'Nuclearised Bodies and Militarised Space: The US in the Marshall Islands.' IN: Ariel Salleh, *Eco-Sufficiency and Global Justice: Women Write Political Economy*. North Melbourne: Spinifex Press. [Blackboard]

4/20 Wednesday Review of course and preparation of final exam questions

4/22 Friday

LAST DAY OF CLASSES

Donuts, Pizza and Final Questions Discussion

Meet in WGSS Conference Room, 31 S. Court St.

Final Exam Week: April 25-29

You MUST take the final exam. This will be a take-home final exam. The questions will be posted on Blackboard well ahead of time.

You MUST submit your final exam paper online through Blackboard.

No make-ups are allowed (20% of grade).