

GQS 201B: Introduction to Gender, Queer, & Feminist Studies
Mondays and Wednesdays (2:00pm-3:20p)
Howarth 203
Spring 2017

Professor: Dr. Megan Carpenter
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Office Hours: Tuesdays (2:30p-3:30p) &
Wednesdays (11a-1p), or by appt.

Required Materials:

- Adichie, C.N. (2014). *We should all be feminists*. New York, NY: Anchor Books.
- Marinucci, M. (2010). *Feminism is queer: The intimate connection between queer and feminist theory*. London: Zed Books Ltd.
- Mock, J. (2014). *Redefining realness: My path to womanhood, identity, and so much more*. New York, NY: Atria Paperback.
 - Content note: substance abuse, sexual abuse, sex work, violence.
- Moran, C. (2011). *How to be a woman*. New York, NY: HarperCollins.
- Other assigned readings are available through the university's Moodle server, for you to print, read, and bring with you to the assigned discussions. I strongly recommend making yourself a lightweight "reading binder" in which to organize these readings so that you can find them for exam review and/or writing assignments. You can find the site at <http://moodle.pugetsound.edu/moodle>. You will already be enrolled, but will need to log in.

Recommended Materials:

- Zuk, M. (2002). *Sexual selections: What we can and can't learn about sex from animals*. Berkeley, CA: University of California Press. (available in bookstore)
- Stryker, S. (2008). *Transgender history*. Berkeley, CA: Seal Press. (not available in bookstore)
- Tong, R. (2014). *Feminist thought: A more comprehensive introduction* (4th ed.). Boulder, CO: Westview Press. (not available in bookstore).

Course Description: This course serves as an introduction to Gender, Queer and Feminist Studies. It surveys the history of feminisms, and then explores the rise and trajectories of gender studies and queer studies. The course engages with the ways in which gender, sexuality, race, class, ability/disability, and other facets of identity intersect with each other. Students will consider the implications of activism as well as the academic

development of these disciplines, and they will engage with the ways that the readings touch upon their own lives.

As the introduction to the Gender & Queer Studies program, the course traces the trajectories of different forms of feminist thought and of gender and queer theory. It begins with a history of feminism in order to understand how the discipline of women's studies and then gender studies and then queer studies emerged. This class engages throughout the semester with questions of how power and institutions produce identities and knowledge. The class begins with Simone de Beauvoir's insight that "One is not born, but becomes, a woman." De Beauvoir suggested that people are not "born" with some natural "sex," but rather that society shapes our ideas about gender and identity. The first part of the semester examines feminism; the second part, masculinities and then gender theory; and the third part, queer theory and non-normative sexualities. Feminism called attention and questioned the very nature of power differentials in society. Gender studies then grew out of feminism and women's studies, as it became clear that social constraints and expectations also conditioned men. And then out of gender studies queer studies problematized the nature of sexuality and gender identities: that non-normative sexualities are not "natural" or in-born traits, along the lines of Lady Gaga's "Born this Way," but rather products arising out of the dynamics of power and knowledge.

Structures of power, which result in sexism and racism, are always interconnected with each other. This idea of "intersectionality" helps us approach how various forms of power and oppression interact with each other to form particular aspects of human experiences.

Gender Studies as a field is by definition interdisciplinary and multifaceted, bringing together questions and insights from the sciences, social sciences, and humanities. While we will do some comparative work regarding cultural beliefs and practices outside of the U.S., the course's primary emphasis will be on the culture and society that is presumably most familiar to many of us. We simply do not have time to develop the essential familiarity with other cultures needed for an international approach.

This course fulfills both the HUM and the KNOW requirements.

Course Goals: Students will

- Think analytically about systems of power, dominance and inequality and their interrelationships
- Engage critically with the causes, nature, and consequences of individual, institutional, cultural and/or structural dynamics of disparity, power, and privilege.
- Examine the ways in which gender intersects with race, class, ability/disability and other categories of analysis.
- Familiarize themselves with the history of feminist studies
- Familiarize themselves with the history of gender studies
- Familiarize themselves with the history of queer studies
- Gain familiarity and facility with the lenses of feminist, gender and queer analyses
- Gain a basic understanding of transgender and intersex studies

- Recognize how queer studies, gender studies, and feminist studies connect to one's life.
- Work on communication skills, both oral and written
- Communicate meaningfully about issues of power, disparity, and diversity of experiences and identities.
- Consider how their own social positions relate to questions of power, knowledge and society.

Classroom Expectations

One of the great insights of 1970s feminism is that “the personal is political.” This statement means that we must approach our study with a healthy respect for the variety of human experience and the multiplicity of ways in which that experience is articulated. At the same time, the nature of academic work demands that our investigations have relevance beyond the individual. So we will need to negotiate constantly between the personal and the political, the individual and collective, the unique and the “universal.”

Feminism's emphasis on the personal is relevant to our methodologies (What questions do we ask and how do we ask them? How and where do we find the answers? What constitutes valid or “true” evidence? What are the stakes of our conclusions, and for whom?). It is also central to our classroom praxis—that is, our practice as informed by theory. Feminist studies, gender studies and queer studies resulted from demands for dignity, equality, and inclusion by those who had been excluded from full legal, social, or economic participation. By definition, then, this area of study is political in nature, based on the assertion that all persons have equal value and worth. Issues of gender and sexual identity are among the most *personal* experiences we have, whatever our relationship to them, and represent a fundamental domain of human experience that is, nonetheless, different for everyone; and a domain that is frequently sensitive, emotional, and difficult. We thus need to use great care not only in our intellectual work, but in the interpersonal dimensions of our classroom as well. We can best achieve such sensitivity by suspending our assumptions and by *consciously* approaching our course work and every class session with openness, curiosity, respect, and, above all, the willingness to challenge what seem to us to be typical ways of thinking, being, and doing.

I expect you to read all of the assigned texts carefully and thoroughly, think about them frequently and analytically, discuss them in class actively and regularly, recall them effectively, incorporate them into your learning sequentially and gradually, draw on them effectively for papers and exams; to interact with classmates and me respectfully, and to approach the course eagerly. In practical terms, this means that I expect you to consider and evaluate—not accept—every assigned reading, to come to class consistently and on-time, with the necessary materials, to be a **regular and thoughtful contributor to class conversations** as both a speaker and a listener, to take your work and your obligations seriously while still being willing to laugh at yourself, and to come see me immediately if you have problems or concerns. If you do not speak in class, you will get a C+ at best, even if

you complete the readings and all response papers. The reason for this is that you are not really a member of the class if you do not contribute to the class.

Grading

- 15% Paper 1
- 15% Paper 2
- 20% Midterm Exam
- 20% Final Exam
- 5% Gender Fieldwork Project
- 5% Community engagement/performance and write-up
- 20% Class Participation (includes response papers, source contributions, and in-class discussions)

Papers 1 & 2 will analyze course concepts and perspectives. You will be expected, in each case, to produce a clearly argued essay of approximately 5-6 pages, including appropriate citations. More detailed information will be made available two weeks in advance of these assignments. *You may rewrite and resubmit any paper for a new grade, up until the final exam.*

Midterm and Final Exams will ask you to demonstrate your familiarity and fluency with the key issues in feminism, queer studies and gender studies, and with the approaches, terms, and concepts demonstrated by our course readings. While there may be a few short-answer or definition-type questions, the majority of each exam will focus on your thinking through the issues raised by class readings and conversations and writing about them clearly, accurately, and effectively, using concrete examples and appropriate terminology.

Gender fieldwork project: This project asks you to explore the social construction of gender and sexuality in your own social circles. Your fieldwork assignment is to spend a day “performing” outside your usual gender presentation in some way, if you consistently present in one particular way. Find a behavior (activity, body language, speech pattern, dress, etc.) that is clearly marked in a culture or subculture around you as gendered. Examples of previous projects: a woman who grunts loudly in the weight room; a woman who eat a huge amount of “masculine” food; a man who wears tight short shorts in a social crowd in which men do not usually do this. Be smart about this, however – don’t do anything that will deeply offend people or will put you in harm’s way. Observe how you feel while performing outside of your gender, and observe the responses you get from others around you. To keep this a useful experiment, you’re not allowed to tell the people you’ll be observing that this is a class project until after the project is over. In your write-up, describe what you chose to do, why you did it, how you felt while conducting your “gender fieldwork,” and what kinds of reactions your project received. Then use the materials we’ve studied this semester (readings, films, etc.) to analyze your results, focusing especially (but not necessarily exclusively) on the construction and enforcement of gender in society and in yourself. Don’t forget: even a negative result, such as no one noticing anything, is still an interesting discovery!

This can be an “old hat” or uncomfortable project for people who identify as genderqueer, nonbinary, trans, etc. There are other options for this project: 1) analyze a recent experience in which you publicly violated gender norms (in other words, use your existing experiences rather than creating a new one); 2) come see me in office hours to talk about alternative projects; 3) use one of the theorists read in our class to do a close reading of any text, from video game to article to photograph.

Community engagement/ Performance

You must attend one cultural performance relevant to the course, *or* volunteer at a relevant resource center (for instance, the Rainbow Center of Tacoma, Oasis Youth Center of Tacoma, Peer Allies on campus) and write a 1-2 paragraph discussion of it and post it on Moodle. The number of volunteer hours is up to you. A preliminary list will be posted to Moodle and will be updated throughout the semester as new opportunities arise. *If you attend another performance, please confirm with me in advance.*

Class Participation includes the basics—showing up prepared and on time, and contributing consistently, thoughtfully, respectfully, and responsively during discussions. It also includes the assigned short “discussion prep” writings (i.e., response papers) assigned at various points throughout the course and your source contributions (see below for more details).

Response papers are due as indicated (*approximately* every week), and are designed to *complement* and reinforce the thinking you do as you read the assignments and prepare to discuss them with us. The readings and these short pieces should be mutually informative and illuminating; they are designed to help you think through the more difficult reading assignments, to organize your thoughts, and to make personal connections with the material. These are informal papers and will be graded primarily on effort and insight, rather than mechanics and polish, but should still be **typed, legible and intelligible**.

To be useful, these papers must be clear enough and specific enough regarding the readings for you to revisit them later in the term; to that end, I expect you to cite readings internally (page numbers) and to use the authors’ names, but you do not need a Works Cited section. Finally, these short assignments are intended to be timely and relevant as discussion preparation; **they may NOT be turned in late under any circumstances**. They are due **by 10 am the day of class**. No late response papers will receive credit.

Source Contribution. In addition to your Discussion Prep work, you and a partner will be expected to locate and bring in a relevant, **current piece** (article, website, clip, etc.) at one point in the semester (indicated by letters A-N). You will need to locate, procure, and bring the item (or show it on the computer), and speak **briefly** (5 minutes) about how your contribution is relevant to that day’s readings/topic. Think of your task as providing a kind of “test case” to help us consider the issues of the reading, to bring our discussion up to date, or, perhaps, to consider a different viewpoint on a similar issue—in other words, to jump start the discussion for the day. Part of your contribution includes **raising questions for the class to discuss** during the rest of the hour. You will know in advance the date and readings for your contribution, and will need to be watching for appropriate and

interesting sources. You can look for materials in gender-focused arenas (*Salon.com's* [Broadsheet](#), *Slate's* [The XX Factor](#), *Alternet's* [Reproductive Justice and Gender](#) page, or [Women's Media Center](#)). You can also look to the mainstream media, especially with an eye to what is *not* being covered, perhaps because of our society's various gender assumptions [for example, most of the coverage of U.S. military action focuses on men—as soldiers, casualties, experts, decision makers]. How does the coverage reaffirm gender norms, and what is significant about its absences or omissions? If you do find non-traditional stories in the mainstream media, how non-traditional are their perspectives? Whose experiences are covered, and in what fashion? Finally, you may use more official or scholarly resources to provide an up-to-the-minute look at a topic covered more generally in our readings: for example, what is the latest front in the “battle” over gay marriage? What local perspectives can you find? Consider your role as providing an informational overview that supplements the basics from our class reading, and brings all of us to a more current understanding of the issue. I strongly encourage you to consider these source contributions as a way of beginning to think about a larger class assignment, depending on the timing: the work you do finding and thinking about your source can be a great starting point for a paper topic. Remember to keep these SHORT; they should be introductions to a productive class conversation. You don't need to cover the topic in depth: simply provide one or two key elements to add to what we've all read and get us involved.

Requirements:

1. **Communicate with your discussion partner(s) at least three days in advance!**
2. **Email the professor at least 36 hours before class with any relevant texts or link(s) and your class questions/project.**
3. **After I have responded to your email, use the email function on Moodle to send the link or text and your questions to the class at least 24 hours in advance.**

GENERAL POLICIES

Names & Pronouns

I want to call you by what you consider your name, no matter what the official roster might tell me. Similarly, I want to honor your pronouns. Please inform me how you want me to refer to you, and please keep me informed if your pronouns change.

Attendance policy:

The *Student Handbook* states that students are required to attend classes. If a person misses too many classes, they cannot, obviously, participate and will receive a dismal grade for class participation. A student may even be withdrawn from the class during the semester for missing an excessive number of classes. You should not miss more than four classes, for any reason.

Exam policy

You must take the exams when they are scheduled. Exceptions will be granted **only** for serious illness, family deaths, or other serious crises. You must contact me by e-mail **before**

the test. If you miss the test and have not contacted me, you will receive a zero. **There will be no exceptions to this policy.**

Grading:

The following grade breakdown will be used:

<u>Exams</u>	<u>Papers</u>
100-93 A	95
92-90 A-	92
89-88 B+	88
87-83 B	85
82-80 B-	82
79-78 C+	78
77-73 C	75
72-70 C-	72
69-60 D	65
60-0 F	50-0

Course Policies:

Late Work

My late work policy is incredibly simple: **I DO NOT ACCEPT LATE WORK. All written assignments (i.e., papers, quizzes, etc.) are due by the start of class on the day that they are due.** The only exceptions to this rule are 1) if you have a documented disability (see section below on students with disabilities) that necessitates accommodation of late work, 2) you are a student athlete and have received approval from me before the deadline to turn an assignment in late, or 3) you have experienced a death in the family and have informed me of this event (see section below on bereavement).

Open Door Policy

Please feel free to contact me with questions about the course, getting involved with research opportunities at UPS, applying to graduate school, or even just about the field of psychology in general. I would very much like to hear from you all. I am available during my office hours (listed on the first page), and am also open to scheduling separate appointments if those times do not agree with your schedule. There may be times that I am in my office, but not available to chat. In those instances, there will be a sign on my door that requests that you either come back another time or email me with your question. Other than that, come on in!

Email Etiquette and Availability

Contrary to popular belief, professors do not check their email every 10 seconds. I will do my best to respond to your emails in a timely manner. In general, you can expect me to respond to your emails within 24 hours after receiving them. In terms of etiquette, many incoming (and continuing) college students are not well versed on how to communicate via email with their professors. Here is a useful guide to appropriate email interactions: <http://udel.edu/~jsoares/How%20to%20Use%20Proper%20Email%20Etiquette%20When%20Writing%20to%20a%20Professor.pdf>

Attendance and Absences

Attendance is expected for all class sessions. To encourage class attendance, PowerPoint lectures will not be posted on Moodle. Additionally, many questions from your exams will be derived solely from class lectures, and not from the information your textbook. Late and absent students are responsible for all lecture materials, handouts, announcements, and explanations of homework assignments, and should consult a classmate first to get caught up.

Use of Laptops and Cell Phones in Class

Research has demonstrated that we remember information better when it is encoded (note-taking phase) similar to the way that it is later retrieved (writing on an exam). Additionally, when students surf the web in class, it can be very distracting to other students. For those reasons, laptops will not be permitted for note-taking in class. The only exception to this rule is if they are required for a legitimate medical reason (e.g., vision, motor coordination) or if I have specifically stated that you can use your laptops/tablets for a particular class period. Similarly, phone usage in the classroom is also prohibited. *If I see you using your phone in class, I will text your mother (or father, grandparent, etc.) to tell them to scold you after class is over.* If you do need to use your phone, feel free to quietly step out of class if you need to make/take a call or send a text.

University Policies:

Academic Honesty and Integrity

Cheating (e.g., copying self or others, falsifying/fabricating assignment information), plagiarism (e.g., copying words and/or sentence structure, paraphrasing without proper citation, etc.), and other forms of academic misconduct are very serious concerns of the University and the Department of Psychology. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism will result in a zero credit for the work in question, possible failure of the course, and notification of the offense to the Registrar's Office. If you have questions about academic integrity, consult the University of Puget Sound Academic Handbook (<http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/>). If you are ever uncertain about whether you are violating the academic integrity policy, please feel free to ask me. I'd be happy to look over your work.

Classroom Emergency Response Guidance

Please review university emergency preparedness, response procedures and a training video posted at www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further

instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

Office of Accessibility and Accommodations

If you have a physical, psychological, medical, or learning disability that may impact your course work, I am happy to accommodate you as best I can. Please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, Howarth 105, (253) 879-3395. She will determine with you what accommodations are necessary and appropriate. I recommend making an appointment with Peggy at the beginning of the semester, so that you can begin receiving any necessary accommodations as soon as possible. All information and documentation regarding your disability is completely confidential.

Student Bereavement Policy

Upon approval from the Dean of Student's Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook. As with any excused absence, all I ask is for written official documentation (i.e., funeral program).

Copyright and Fair Use

Course materials are for educational purposes only and limited to students enrolled in the course. They are protected by copyright law and may not be copied, downloaded, stored, transmitted, shared or changed in any way.

Incomplete Grades

Incompletes will be given only under extreme conditions, and you must file a formal contract with me regarding completion of the missing work no later than two weeks prior to the final exam period. If you wish/need to withdraw from the course, you must submit the paperwork to the registrar by the appropriate deadlines to do so (see the academic calendar: <http://www.pugetsound.edu/news-and-events/events-calendar/academic/2015-08-01/2016-08-31/>).

Student Athletes

For regularly scheduled sporting events, students must notify me within the first two weeks of the semester regarding anticipated absences. For special events or tournaments, students are to notify me as soon as they learn of the anticipated absence. In both cases, students who must miss class for such events will be responsible for completing all assigned work as expeditiously as possible. **IF** it is impossible for a student athlete to turn in the assignment because of their travel schedule, the student must contact me in advance

of the assignment deadline. Failure to do so will result in a 0 for that assignment grade.
Student athletes must contact me prior to exam dates if they are unable to take the exam(s) during the assigned time. Failure to do so will result in an F for that exam grade.

COURSE SCHEDULE

- ❖ *Books assigned for the course*
- Readings available on Moodle*
- *Optional readings*
- ◆ *Assignments*

Introduction to Concepts

M 1/16: *MLK Jr. Day (Holiday)*

W 1/18: Introductory concepts in gender and queer studies

- LGBTQIA vocabulary: <http://thesafezoneproject.com/activity/vocabulary-extravaganza-2-0/>
- Trans vocabulary: <http://boingboing.net/2015/06/01/how-to-talk-about-caitlyn-jenn.html>
- “Too queer for your binary”: <http://everydayfeminism.com/2014/03/too-queer-for-your-binary/>
- Gender-neutral pronouns: <http://www.citylab.com/navigator/2015/09/ze-or-they-a-guide-to-using-gender-neutral-pronouns/407167/>
- On the erasures of non-binary people: <http://everydayfeminism.com/2015/08/common-non-binary-erasure/>

M 1/23: Introductory concepts in feminist thought

- ❖ Adichie, *We Should All Be Feminists*, pp. 7-48
- Victoria Bromley, *Feminism Matters*, chapter 1
- bell hooks, *Feminism is for Everyone: Passionate Feminism*, pp. 1-6
- Read one trans man’s discussion of male privilege http://everydayfeminism.com/2015/05/male-privilege-trans-men/?utm_source=SocialWarfare&utm_medium=facebook&utm_campaign=SocialWarfare
- *OPTIONAL:* Marilyn Frye – Oppression
- ◆ Bring in one example or piece of evidence that suggests that the world (not individual women) or the US still has a patriarchal culture. For instance, look at the UN reports on the status of women, or the Social Security Administration website’s information on women’s average earnings.

First Wave of Feminism

W 1/25: The beginnings of feminism in the US

- Tong, *Feminist Thought*, Chapter 1, “Liberal feminism,” pp. 11-23.
- Mary Wollstonecraft – Introduction: A Vindication of the Rights of Woman
- Elizabeth Cady Stanton and Susan B. Anthony – The Declaration of Sentiments and Resolutions (Seneca Falls Conference)

- De Gouge “Declaration of the Rights of Women” --
<http://csivc.csi.cuny.edu/americanstudies/files/lavender/decwom2.html>
- *OPTIONAL*: Margaret Fuller – Woman in the Nineteenth Century

M 1/30: Continuing the first wave

- Sojourner Truth “Aint I a Woman?”
<http://schools.nyc.gov/NR/rdonlyres/E151FA9D-6017-4556-981F-CD076D731A72/0/SecondaryTextGuideAnswerKeyAintWoman.pdf>
- ◆ **RESPONSE PAPER:** What does Sojourner Truth mean when she asks “Ain’t I a Woman?” What prompted her to ask this question? How does it relate to the leaders of the first wave of feminism and their views on race and gender?
- ◆ **SC A**

Second Wave of Feminism

W 2/1: Introduction to second-wave feminism

- Tong, *Feminist Thought*, Chapter 2, “Radical Feminism,” – read only
 - Introduction
 - “Libertarian and Cultural Views on the Sex/Gender System” (1/2 page)
 - Section on Shulamith Firestone’s *Dialectic of Sex*
 - Section on Mary Daly
- Shulamith Firestone – *Dialectic of Sex*
- Mary Daly – *Gyn/Ecology*, pp. 1-5 (up to acknowledgements)
- ◆ **RESPONSE PAPER:** Focus on either Firestone or Daly. What critiques does F or D offer of American society, and what solutions does each thinker suggest?

M 2/6: SNOW DAY!!!! Class was cancelled.

W 2/8: Radical/lesbian and cultural feminisms (second-wave)

- Monique Wittig – One is Not Born a Woman
- Radicalesbians – The Woman Identified Woman
- Robin Morgan – Lesbianism and Feminism: Synonyms or Contradictions?
<http://www.onearchives.org/wp-content/uploads/2015/02/Lesbianism-and-Feminism-Synonyms-or-Contradictions-by-Robin-Morgan-April-14-1973.pdf>

M 2/13: Sex Wars

- Ann Ferguson – Pleasure, Power, and the Porn Wars
- Karen Rian – Sadoomasochism and the Social Construction of Desire
- Catherine MacKinnon – Sexuality, Pornography, and Method: ‘Pleasure under Patriarchy’ https://www.jstor.org/stable/pdf/2381437.pdf?_id=1472152836776
- ◆ **SC B**

W 2/15: Black feminisms

- bell hooks, *Feminism is for Everyone*, pp. 55-60
- Audre Lorde – The Master’s Tools will Never Dismantle the Master’s House

- Combahee Collective
- Audre Lorde – Age, Race, Class, and Sex: Women Redefining Difference
- *OPTIONAL*: Patricia Hill Collins – The Social Construction of Black Feminist Thought
- *OPTIONAL*: Hazel V. Carby – White Woman Listen! Black Feminism and the Boundaries of Sisterhood
- ◆ **SC C**

M 2/20: Chicana feminisms

- Alma Garcia – The Development of Chicana Feminist Discourse, 1970-1980
- Cherrie Moraga – La Guera
- ◆ **RESPONSE PAPER:** In what ways are the Black and Chicana feminists of the second wave similar *and* different from the radical/lesbian feminists of this time? In other words, what do these groups have in common, and where do they depart from each other?
- ◆ **SC D**

Third Wave of Feminism

W 2/22: Introduction to third-wave feminism (and intersectionality)

- Rebecca Walker – Becoming the Third Wave
- Jennifer Baumgardner and Amy Richards – The Number One Question About Feminism
- Peggy McIntosh – White Privilege: Unpacking the Invisible Knapsack
- Meghan Daum – Privilege as a Weapon
- ◆ **RESPONSE PAPER:** Compare and contrast the writings of Peggy McIntosh and Meghan Daum. What are their individual perspectives on the issues of privilege, and how do they differ?

M 2/27: Third-wave feminism (and intersectionality)

- Kimberle Crenshaw – Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color
http://socialdifference.columbia.edu/files/socialdiff/projects/Article_Mapping_the_Margins_by_Kimblere_Crenshaw.pdf
- Iris Young – Five Faces of Oppression
<https://mrdevin.files.wordpress.com/2009/06/five-faces-of-oppression.pdf>
- *OPTIONAL*: Leslie McCall – The Complexity of Intersectionality
http://socialdifference.columbia.edu/files/socialdiff/projects/Article_%20The%20Complexity%20of%20Intersectionality%20by%20Leslie%20McCall.pdf
- ◆ **SC E**

W 3/1: Riot Grrrl! And postfeminism(?)

- Jessica Rosenberg and Gitana Garofalo – Riot Grrrl: Revolutions from Within
- Amelia Jones – Feminism, Incorporated: Reading “Postfeminism” in an Antifeminist Age – read only first 8 pages

M 3/6: Dis/ability and feminisms

- Rosemarie Garland-Thomson – Integrating Disability, Transforming Feminist Theory
- Riva Lehrer – Golem Girl Gets Lucky
- ◆ **RESPONSE PAPER:** Write a reflection on disability as an oppressed identity. In what ways are dis/abled individuals oppressed? How might feminist theory address this discrimination? Make sure to use evidence from your readings.
- ◆ **SC F**

W 3/8: MIDTERM EXAM

3/13-3/17: *Spring Break (Holiday)*

M 3/20: Foucault and feminism

- Michel Foucault – Of Other Spaces: Utopias and Heterotopias
<http://web.mit.edu/allanmc/www/foucault1.pdf>
- Amy Allen – Foucault on Power: A Theory for Feminists
- ❖ Reminder: Read Moran, *How to be a Woman* by 3/22

W 3/22: Postcolonial theory and feminisms

- Ritu Tyagi – Understanding postcolonial feminism in relation with postcolonial and Feminist theories http://ijllnet.com/journals/Vol_1_No_2_December_2014/7.pdf
- Gloria Anzaldua – La consciencia de mestiza/Towards a New Consciousness
- Chandra Talpade Mohanty – Women Workers and Capitalist Scripts: Ideologies of Domination, Common Interests, and the Politics of Solidarity
- ❖ Reminder: Read Moran, *How to be a Woman* by 3/22
- ◆ **RESPONSE PAPER:** Focus on one example Mohanty uses and apply it to at least two of her broader points: *Or:* Write, along the lines of Anzaldua, a reflection on the various ways in which you personally occupy different 'borderlands.' *Or:* Instead of a response paper, use some form of artistic expression to address issues in their essays.
- ◆ **SC G**

Fourth Wave of Feminism? And Introduction to Gender

M 3/27: Fourth wave and social construction of gender

- ❖ Read Moran, *How to be A Woman* by 3/22 and bring to class!
- Ealasaid Munro – Feminism: A Fourth Wave?
- ❖ Marinucci, *Feminism is Queer*, Chapter 6, pp. 67-82
- *OPTIONAL:* Christine Delphy – Rethinking Sex and Gender
- ◆ **PAPER 1 DUE TO MC.** Bring a hard copy to class and post on Moodle.
- ◆ **SC H**

W 3/29: Masculinities

- Michael Kimmel, *The Gendered Society*, chapter 1 (M)
- <http://mosaicscience.com/story/male-suicide>

- Content warning: suicide, self-harm
- ❖ Reminder: Read Janet Mock by 4/12
- ◆ **SC I**

M 4/3: Female masculinities

- J. Halberstam, "Female masculinity"
- Of interest: <http://genderqueerid.com/my-story>
- ❖ Marinucci, *Feminism is Queer*, Chapter 5, pp. 53-63
- ❖ Reminder: Read Janet Mock by 4/12
- RESPONSE PAPER:** Apply Jack/Judith Halberstam to some type of social text (movie, video game, book, internet site).

W 4/5: Gender as performative

- Judith Butler – Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory
- WATCH:** Judith Butler – Your Behavior Creates Your Gender
- Judith Butler Explained with Cats
- ❖ Reminder: Keep reading Janet Mock!
- ◆ **SC J**

M 4/10: Theorizing gender and sexualities I

- Adrienne Rich – Compulsory Heterosexuality and Lesbian Existence
- ❖ Marinucci, *Feminism is Queer*, Chapter 1 and 2, pp. 3-27.
 - *OPTIONAL:* David Halperin – How to do the History of Male Homosexuality <https://muse.jhu.edu/article/12121/pdf>
- ❖ Reminder: Finish Janet Mock by class on 4/12

W 4/12: Theorizing gender and sexualities II

- ❖ Marinucci, *Feminism is Queer*, Chapter 3, pp. 28-38.
- Read M. Milks and K. J. Cerankowski, "Introduction: Why Asexuality? Why Now?" in *Asexualities*, ed. M. Milks and K.J. Cerankowski (New York: Routledge, 2014), 1-7.
- Julia Serano on bisexuality <http://www.thescavenger.net/sex-gender-sexual-diversity/glb-diversity/467-bisexuality-does-not-reinforce-the-gender-binary-39675.html>
- *OPTIONAL:* Judith Lorber -- 'Night to His Day': The Social Construction of Gender http://130.58.92.210/Students/phys29_2013/ElectronicReadings/Week%2012/Lorber.pdf
- ❖ Reminder: Finish Janet Mock by class on 4/12
- ◆ **SC K**

M 4/17: Trans* Wars

- David Valentine – Imagining Transgender
- Talia Mae Bettcher – Trans Woman and the Meaning of 'Woman'
- Lauren Lubin, "Five place transgender people don't exist"
- ❖ Finish Janet Mock and bring to class

- *OPTIONAL*: Sandy Stone – The ‘Empire’ Strikes Back: A Posttranssexual Manifesto
<http://pendientedemigracion.ucm.es/info/rqtr/biblioteca/Transexualidad/trans%20manifesto.pdf>
- *OPTIONAL*: Janice G. Raymond – Sappho by Surgery: The Transsexually Constructed Lesbian-Feminist
<http://www.policy.hu/takacs/courses/matters/SapphoBySurgery.pdf>
- *OPTIONAL*: Read (on why not to talk/ask about “surgical status” for trans people):
http://www.slate.com/blogs/outward/2015/06/08/don_t_ask_trans_people_about_their_surgical_status.html?wpisrc=obinsite
- ◆ **RESPONSE PAPER**: Put Bettcher into dialogue with Butler. How might one expand upon or build upon the other? How might one critique the other? *Or*: Compare Valentine and Mock. How do their approaches differ? What can each bring to the other?

W 4/19: Transgender History

- Susan Stryker “The Difficult Decades”
- ❖ Bring Janet Mock to class again
- ◆ **SC L**

Queer Theory

M 4/24: Strange bedfellows? Queer theory and feminism

- ❖ Marinucci, *Feminism is Queer*, Chapter 8, pp. 105-114.
- Sharon Marcus – Queer Theory for Everyone: A Review Essay
<http://www.jstor.org/stable/pdf/10.1086/432743.pdf>
- Amy Goodloe -- Lesbian-Feminism and Queer Theory: Another “Battle of the Sexes”?
<http://amygoodloe.com/papers/lesbian-feminism-and-queer-theory-another-battle-of-the-sexes/>
- Anne Harris – Back Seat Girls: Where Do Dykes Sit With Queer Theory
<file:///Users/megancarpenter/Downloads/2%20Harris,%20eng.pdf>

W 4/26: Queering race

- Michael Hames-Garcia – Queer Theory Revisited
<http://www.isabelcporras.com/hamesgarcia.pdf>
- Katrina Roen – Transgender Theory and Embodiment: The Risk of Racial Marginalization
<http://pendientedemigracion.ucm.es/info/rqtr/biblioteca/Transexualidad/transgender%20theory%20and%20embodiment%20risk%20of%20racial%20marginalis~.pdf>
- *OPTIONAL*: Hiram Perez – You can have my brown body and eat it, too!
- *OPTIONAL*: Andrea Smith – Queer theory and native studies: The heteronormativity of settler colonialism
- *OPTIONAL*: Emi Koyama – Whose Feminism is it Anyway? The Unspoken Racism of the Trans Inclusion Debate <http://eminism.org/readings/pdf-rdg/whose-feminism.pdf>

M 5/1: Queering bodies

- Robert McRuer – Compulsory able-bodiedness and queer/disabled existence
- Iain Morland – What can queer theory do for intersex?
- Robyn Longhurst – Queering Body Shape and Size
 - *OPTIONAL*: Nomy Lamm – It’s a Big Fat Revolution <http://tehomet.net/nomy.html>
 - *OPTIONAL*: The Body Politic
 - Content note: personal narrative about anorexia and recovery
- ◆ **PAPER 2 DUE to MC**. Post on Moodle *and* bring a hard copy to class.
- ◆ **SC M**

W 5/3: Queer activism/politics I

- Linda Alcoff – The Problem of Speaking for Others
- Asam Ahmad – A Note on Call Out Culture
<http://briarpatchmagazine.com/articles/view/a-note-on-call-out-culture>
- Peter Cava – Activism, Politics, and Organizing
- Dean Spade and Craig Willse, “Marriage Will Never Set Us Free” (M)
- ◆ **SC N**
- ◆ **GENDER PERFORMANCE WRITE-UP DUE**
- ◆ **PERFORMANCE/COMMUNITY ENGAGEMENT WRITE-UP DUE**
- ◆ **RESPONSE PAPER**: How does queer theory problematize activism like ACT UP? Alternatively, how might queer theory be helpful to activism? Think about BOTH sides of the question. *Or*: make an argument about gay marriage that is *opposite* to what you originally thought before you did the readings.

Paper revisions (optional, for a new grade) due: Friday, 5/12/17: post on Moodle and put a hard copy in my mailbox (WEY 307)

FINAL EXAM: Friday, 5/12/17, 4-6 pm, Howarth 203