

## **WGST-140-02: Introduction to Women's and Gender Studies Spring 2013**

Professor: Kristina Gupta

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Office Hours: T 3:45 pm – 4:45 pm, W 2:15 pm – 3:15 pm, and by appointment

Office Location: ICC 456

Course Meeting Time: MW 3:30 pm - 4:45 pm

Course Meeting Location: ICC 102

### **Course Overview**

This course is designed to provide an introduction to many of the key topics, debates, methods, and theoretical paradigms in the field of women's and gender studies. Throughout the course, we will be guided by a number of questions: What is and what should be included in the field of women's and gender studies? What is gender and how can gender be used as a category to analyze institutions (such as the state and the family) and texts (such as novels and films)? What is the relationship between gender and other social categories such as race, class, and sexuality? What is power and how is power related to gender, race, class, and sexuality? It is my hope that you will use this course to discover what excites and interests you most within the field of women's and gender studies, so you can pursue those interests in greater depth during your time at Georgetown.

### **Course Goals**

1. To become familiar with major debates, key theoretical concepts, and foundational scholars and texts in the field of Women's and Gender Studies
2. To develop your skills in the area of critical reading and analysis, research, writing, and oral expression

### **Course Texts**

All readings will be available on the course website.

### **Assignments**

Weekly Reading Quizzes: 15%

Three (3) Reading Responses: 30%

Final Exam: 30%

Pop Culture/Media Time Presentation: 10%

Participation: 15%

**Weekly Reading Quizzes:** At least once a week, a short "pop" quiz will be administered on the readings. The quiz will assess your understanding of the author's main arguments. Your lowest quiz score will be dropped. There will be no make-up quizzes if you are absent.

**Reading Responses:** You are required to write three (3) two-page responses on our readings this semester (individual due dates will be assigned at the beginning of the semester). For each

response, you will choose one assigned reading to discuss. You will select a quotation from the reading, situate the quotation in the context of the reading, and then analyze and discuss the significance of the quotation. At the end of your response, you are required to include two (2) thought-provoking questions about the reading you have selected. Your questions should be sharp and challenging and reveal a sophisticated understanding of the nuances of the text. Note: I will sometimes ask you to read aloud or paraphrase your response's argument in class (or perhaps pose to the class one of the questions you have written). Additional instructions for the assignment will be distributed in class.

**Final Exam:** The final exam will be a take-home final. The exam will consist of five short essay questions that will ask you to engage with the course's central readings and major issues.

**Pop Culture/Media Time Presentation:** At the beginning of the semester, you will sign up for one pop culture/media time presentation. For this presentation, you will bring in an item from popular culture or the news media (e.g., a newspaper article, video clip, song, advertisement, etc.) related to the course. You will have 10 minutes to present your item. You should spend about 5 minutes explaining and presenting your item and about 5 minutes explicitly relating your item to at least one reading from the course. Your grade will be determined by how well you relate the item to a specific course reading.

**Participation:** This course is primarily a discussion-based course. Your participation is essential. Quality participation includes both contributing thoughtfully to the discussion and listening and responding respectfully to others. It is important that you not only complete and struggle with the reading for the day, but that you give yourself sufficient opportunity to digest the texts and ponder the ideas and implications of the day's readings. Please expect to be called on at any time.

### **Policies**

**Absences:** Attendance is required. Each student is allowed three (3) absences with no penalties. For each additional absence, the student's participation grade (total of 15 points) will be lowered by 0.5 points. Three (3) late arrivals will be counted as one absence.

**Late Work:** All work is due at the beginning of class on the due date listed. Late work will not be accepted.

**Writing:** If you are having difficulty with your writing please come see me during my office hours or make arrangements to get extra help at the writing center. All written assignments must be submitted in the following format:

1. Must be typed, double-spaced, 1-inch margins, Times New Roman 12 point font, black ink
2. Pages must be stapled if a hard copy is submitted
3. Must be submitted as a Word document (.doc or .docx) if submitted electronically

**Grades:**

A	100-94%	B-	83-80%	D+	69-67%
A-	93-90%	C+	79-77%	D	66-60%
B+	89-87%	C	76-74%	F	<60%
B	86-84%	C-	73-70%		

**Georgetown Academic Integrity Statement:** As signatories to the Georgetown University Honor Pledge, and indeed simply as good scholars and citizens, you are required to uphold academic honesty in all aspects of this course. You are expected to be familiar with the letter and spirit of the Standards of Conduct outlined in the Georgetown Honor System and on the Honor Council website. As faculty, I too am obligated to uphold the Honor System, and will report all suspected cases of academic dishonesty.

**Definition of Plagiarism:** If you use another person's words or ideas in your own work without appropriately acknowledging them, you are committing plagiarism. According to the Purdue Online Writing Lab, "There are some actions that can almost unquestionably be labeled plagiarism. Some of these include buying, stealing, or borrowing a paper (including, of course, copying an entire paper or article from the Web); hiring someone to write your paper for you; and copying large sections of text from a source without quotation marks or proper citation. But then there are actions that are usually in more of a gray area. Some of these include using the words of a source too closely when paraphrasing (where quotation marks should have been used) or building on someone's ideas without citing their spoken or written work" (<http://owl.english.purdue.edu/owl/resource/589/02/>). If you any questions at any point about plagiarism or other issues related to academic integrity, please ask me.

**Special Needs:** If you have a disability that may require assistance or accommodations, please speak with me and contact the Academic Resource Center at (202) 687.8354 or [arc@georgetown.edu](mailto:arc@georgetown.edu).

**Revisions to Syllabus:** I reserve the right to make changes to this syllabus as needed. Revisions will be posted on the course website.

## Course Schedule

### Introduction

8/28: Introductions

9/2: Labor Day – NO CLASS

9/4: Gender as a Category of Analysis

1. Judith Lorber, “‘Night to His Day’: The Social Construction of Gender” (1995); pp. 13-36

Key terms: sex, gender, social construction

### Some History

9/9: The First Wave

1. Charlotte Krollokke and Ann Scott Sorensen, “Three Waves of Feminism: From Suffragettes to Grrls” (2006); pp. 1-7
2. Angela Davis, “Racism in the Woman Suffrage Movement” (1981); pp. 70-87

9/11: The Second Wave

1. Charlotte Krollokke and Ann Scott Sorensen, “Three Waves of Feminism: From Suffragettes to Grrls” (2006); pp. 7-15
2. Ti-Grace Atkinson, “Radical Feminism and Love” (1974); pp. 41-45
3. Audre Lorde, “The Uses of Anger: Women Responding to Racism” (1981); pp. 124-133

Key terms: patriarchy, difference

9/16: The Third Wave

1. Charlotte Krollokke and Ann Scott Sorensen, “Three Waves of Feminism: From Suffragettes to Grrls” (2006); pp. 15-23
2. Rebecca Walker, “Becoming the Third Wave” (1992); pp. 397-401
3. Jennifer Baumgardner and Amy Richards, “Manifesta: Young Women, Feminism, and the Future” (2000); pp. 598-606

### What is Women’s Studies?

9/18: Intervening in the Disciplines

1. Gerda Lerner, “The Challenge of Women’s History” (1979); pp. 133-144

#### Group 1 Reading Response 1 Due

9/23: Feminist Epistemologies

1. Patricia Hill Collins, “Black Feminist Epistemology” (1990); pp. 251-271

Key terms: standpoint theory, situated knowledges

9/25: Feminist Methods

1. Judith Stacey, “Can There be a Feminist Ethnography?” (1988); pp. 21-27

## **Group 2 Reading Response 1 Due**

### **Sites for Analysis/Intervention: The State and Politics**

9/30: The State and Violence Against Women I

1. Catherine MacKinnon, "Chapter 9: Rape: On Coercion and Consent" from *Toward a Feminist Theory of the State* (1989); pp. 171-184

Key terms: public/private, consent

10/2: The State and Violence Against Women II

1. Kimberlé Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" (1991); pp. 1241-1299

Key terms: intersectionality, Critical Race Theory

## **Group 3 Reading Response 1 Due**

10/7: Welfare Reform and Gender, Race, and Class

1. Gwendolyn Mink, "Aren't Poor Single Mothers Women? Feminist, Welfare Reform, and Welfare Justice" (1999); pp. 171-188

### **Sites for Analysis/Intervention: Work and the Economy**

10/9: Gender and Unpaid Labor

1. Arlie Russell Hochschild, "Chapter 1: A Speed Up in the Family" from *The Second Shift* (1989); pp. 1-10
2. Micaela di Leonardo, "The Female World of Cards and Holidays: Women, Families, and the Work of Kinship" (1987); pp. 440-453

Key terms: reproductive labor, the second shift, wages for housework

## **Group 4 Reading Response 1 Due**

10/14: Mid-Semester Holiday – NO CLASS

10/16: Gender in the Paid Labor Force

1. Barbara F. Reskin and Irene Padavic, "An Overview of Sex Inequality at Work" (2002); pp. 37-54

Key terms: wage gap, comparable worth

## **Group 1 Reading Response 2 Due**

10/21: Gender in the Transnational Labor Market

1. Cynthia Enloe, "Tracking the Militarized Global Sneaker" (2007); pp. 19-38
2. Maria Patricia Fernandez-Kelly, "Maquiladoras: The View from the Inside" (1997); pp. 203-215

10/23: Case Study: Sex Work

1. Kamala Kempadoo, "Women of Color and the Global Sex Trade: Transnational Feminist Perspectives" (2001); pp. 28-51

## **Group 2 Reading Response 2 Due**

### **Sites for Analysis/Intervention: Culture and the Media**

#### 10/28: Popular Culture

1. Joan Morgan, "Fly-Girls, Bitches, and Hoes: Notes of a Hip-Hop Feminist" (1995); pp. 151-157
2. Jennifer L. Pozner and Jessica Seigel, "Desperately Debating Housewives" (2005)

#### 10/30: Advertising

1. Jean Kilbourne, "'The More You Subtract, the More You Add': Cutting Girls Down to Size" (2000); pp. 258-267
2. Evelyn Nakano Glenn, "Yearning for Lightness: Transnational Circuits in the Marketing and Consumption of Skin Lighteners" (2008); pp. 281-302 (selections)

### **Group 3 Reading Response 2 Due**

### **Sites for Analysis/Intervention: Reproduction and Sexuality**

#### 11/4: Reproductive Rights

1. Sonia Correa and Rosalind Petchesky, "Reproductive and Sexual Rights: A Feminist Perspective" (1994); pp. 119-132

#### 11/6: Contesting Heterosexualities

1. Anne Koedt, "The Myth of the Vaginal Orgasm" (1970); pp. 198-207
2. Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence" (1980); pp. 11-48 (selections)

### **Group 4 Reading Response 2 Due**

### **Newer Paradigms**

#### 11/11: Transnationalist Feminisms

1. Uma Narayan, "Chapter 3: Cross-Cultural Connections, Border-Crossings, and 'Death by Culture'" from *Dislocating Cultures* (1997); pp. 81-117

#### 11/13: Poststructuralist Feminisms I

1. Joan W. Scott, "Deconstructing Equality-Versus-Difference: Or, the Uses of Poststructuralist Theory for Feminism" (1988); pp. 30-50

### **Group 1 Reading Response 3 Due**

#### 11/18: Poststructuralist Feminisms II

1. Sara Salih, "On Butler and Performativity" (2002); pp. 55-59
2. Judith Butler, "From Interiority to Gender Performatives" (1990); pp. 134-141

#### 11/20: Queer Theory

1. Gayle Rubin, "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" (1984); pp. 3-44 (selections)
2. Lisa Duggan, "Making It Perfectly Queer" (1991); pp. 149-163

**Group 2 Reading Response 3 Due**

11/25: Transgender and Intersex Studies

1. Susan Stryker, "Transgender Feminism: Queering the Woman Question" (2007); pp. 59-68
2. Cheryl Chase, "Hermaphrodites with Attitude: Mapping the Emergence of Intersex Political Activism" (1998); pp. 189-211

**Group 3 Reading Response 3 Due**

11/27: Day Before Thanksgiving – NO CLASS

12/2: Masculinity Studies

1. Michael Kimmel, "Masculinity as Homophobia" (2005); pp. 25-42

**Group 4 Reading Response 3 Due**

12/4: Wrap-up