

## ***Critical Frameworks in Gender Studies***

***W ST 201 Section 1, Spring 2016, 3 Credits***

***MWF 1:10-2:00 THOMPSON HALL 220***

Professor: Marian Sciachitano

E-mail: [sciach@wsu.edu](mailto:sciach@wsu.edu)

Phone: 335-5372

Office hours: Wilson-Short Hall, Rm 10J, MWF 3-5 & by appt., on ground floor

Mailbox (primary): CCGRS Department, Wilson-Short Hall, Rm 111, on first floor

**Course Description & Objectives:** Women's Studies 201 is designed to familiarize Women's Studies majors & minors and Queer Studies minors with they key political, theoretical, and scholarly frameworks that inform the fields of gender, women's, and sexuality studies. These frameworks have contributed to the critical interrogation of naturalized ideologies of gender, sexuality, race, class, and nation, just to name a few. In this class we will examine how these frameworks informs practice, but also how activist practice informs (and complicates) theory. With a focus on the U.S. and global contexts, we will read, research, and write about frameworks that analyze gender discrimination from and intersectional and interdisciplinary perspective.

### **Learning Goals:**

- To understand key concepts and interdisciplinary critical approaches to the study of gender, women's, and sexuality studies in the academy.
- To understand the social construction of categories (such as gender, sexuality, and nation), intersectionality in relation to social categories, identities and social inequalities, heteronormativity, settler colonialism, neoliberalism, and militarism.
- To understand the history of gender discrimination through institutional analysis.
- To acquire critical tools for analyzing inequality in everyday life (interpersonal & institutional) and to propose alternatives to gendered systems of inequality.
- To develop a critically informed position on contemporary gender and sexual politics as well as strategies for social change.
- To strengthen writing, research, and information literacy skills.

### **Required Text: (Purchase at Cougar Copies located in the CUB)**

W ST 201 Course Reader [See course schedule for specific reading titles].

**Assignments and Grading:** Your grade will be calculated as follows: **Directed Reading Responses (15%); Reading Review and Discussion (30%) Midterm Take Home Essay Exam #1 (25%); Final Take Home Essay Exam #2 (30%)**. All your work must in by 4:30 p.m. Monday, March 2<sup>nd</sup>, 2016. Late work will be marked down. ***No incompletes will be automatically given in this course***; however, if you find yourself dealing with any circumstances beyond your control (i.e., personal or family emergency), you should contact the Office of Dean of Students [deanofstudents@wsu.edu](mailto:deanofstudents@wsu.edu) or call 335-5757 as soon as possible so they can assist you. Any personal request for an incomplete in this course must be submitted to me via e-mail before final grades are due on Tuesday, May 10<sup>th</sup>. Last day to drop without record is Tuesday, February 9<sup>th</sup>, 2016.

**Directed Reading Responses (15%):** Throughout the semester you will be asked to respond to questions directly related to the assigned readings and/or other class material (such as a film, discussions, etc.). Sometimes I will ask you to write a brief response to the reading in class and sometimes I may ask you to do a take-home directed reading response. These are considered “participatory” assignments to assess to what extent you have come to class prepared (i.e., having read the reading before hand), whether you are paying attention to discussion, and how well you are understanding the assigned reading.

**Chapter Review and Discussion (2--each worth 15% or a total of 30%):** All students will sign up to review and lead discussion over two of the class readings. This will involve writing a short review of the reading (3-4 pages long, typed and double-spaced), sharing your review with the class (5-10 minutes) highlighting two or three key points. This will help us to engage more specifically and directly with the reading(s). There may be two or three classmates also presenting along side of you, so I encourage you to meet and collaborate on topics, themes, so there is breadth and depth in the presentations.

**Exam #1 (25%) & Exam #2 (30%):** There will be 2 papers—a midterm and a final. Guidelines will be handed out. The mid-term will be a take-home exam will be written in the form of a short paper (4-5 pages, typed and double-spaced). The final will also be a take-home exam but will be a longer paper (8-10 pages long, typed and double-spaced).

### **Grading Scale**

94-100: A	86-89: B+	76-79: C+	66-69: D+
90-93: A-	84-85: B	74-75: C	60-65: D
	80-83: B-	70-73: C-	59-0: F

### **Extra Credit Options & Opportunities (10%):**

**WSU Women’s Transit Program:** Extra credit options include volunteering for Women's Transit (10%). You must complete all required training and volunteer for a minimum of 20 shift hours or no credit will be received. Women’s Transit is located in the Women’s Resource Center in Wilson-Short Hall, Rm 8. Go to [womenstransit.wsu.edu](http://womenstransit.wsu.edu) for more information or contact Jazmyne Krienen, Women’s Transit Program Coordinator, at [jazmyne.krienen.wsu.edu](mailto:jazmyne.krienen.wsu.edu) or call 509-335-2572.

**Speakers/Campus Events:** Extra credit will be offered only for events that are approved for this class. Two currently approved extra credit opportunities will be for speakers: 1) **Professor Inderpal Grewal on Thursday, March 10<sup>th</sup> at 5:30 P.M. in CUE 202** and 2) **Jay Smooth on Tuesday, April 12<sup>th</sup> at 5:30 P.M. in CUE 203**. Turning in random extra credit for speakers or events that were not assigned in this class will not be graded. To receive extra credit, you must turn in a 1-2 page, double-spaced, typed paper that includes the following: a minimum of 1 paragraph summarizing the key points and 1 paragraph thoughtfully reflecting on how the speaker’s presentation or event is relevant to this class.

### **Attendance & Absences**

Your attendance for every scheduled 50-minute class period is expected. If you know that you will have to miss class for some reason, contact me beforehand to see whether you can make up any work that will be missed. Even if you have not completed the readings, attend class anyway to avoid missing assignments, films, and discussions. Only approved and documented university excuses will be accepted (i.e., for serious illness/accident or a family emergency), this means a phone call or e-mail **before** class. If you are a student-athlete, please turn in your forms **before** leaving for a meet or tournament. If you have more than **3 unexcused absences**, 1 point will be subtracted for every absence over 3.

### Academic Etiquette

Class begins at 1:10 and ends at 2:00. Arriving late and leaving early is unacceptable; if you have time conflicts, please make arrangements now. If you make it a habit of either practice, be forewarned that I will be counting you absent for that class. At the start of class, an attendance sheet will be passed around and it will be your responsibility to make sure you've signed in before leaving that day. Respectful classroom etiquette means making sure your cell phone is turned off. You may take notes on your tablet, iPad, or laptop just as long as it is not distracting to classmates; however, if we observe you constantly checking your texts or texting, surfing the web or social media, reading or writing e-mails, working on assignments for another class, listening to music, watching videos/movies, or playing online games during class time, you will be penalized 1 point. Eating your lunch in class is also unacceptable; if you are hungry, please eat before class starts. Finally, but most important, respecting diverse beliefs and opinions voiced in this class is essential. We expect you to act mature and to treat your classmates as well as the instructor with respect. There is zero tolerance for any form of harassment in this class.

### Academic Integrity

Plagiarism, Cheating, or Double-Submissions of any kind on any writing assignment, exam, quiz, reading response, or extra credit will not be tolerated and will result in a failing grade for the course (see your WSU Student Handbook on Academic Dishonesty, WAC 504-26-010). In all instances, you must do your own work and arrive at your own independent thought. Should there be any suspicion of plagiarism or other violation, I will contact you before penalties are enforced and reported to the Office of Student Standards and Accountability (see their website for definitions, resources, and procedures at <http://conduct.wsu.edu>). Important note on any work submitted electronically: Any assignment submitted via e-mail must be followed up with a **hard copy**. It will be your responsibility to make sure that we have received your assignment and have been able to access your work. Note that if your work has not been received *or the file is not accessible*, your grade will be based only on hard copy work turned into my mailbox by 4:30 p.m. Friday, April 29<sup>th</sup>, 2016. No incompletes will be automatically given without a formal e-mailed request.

### Classroom and Campus Safety

Classroom and campus safety are of paramount importance at WSU, and are the shared responsibility of the entire campus population. WSU urges students to follow the “**Alert, Assess, Act**” protocol for all types of emergencies and the “**Run, Hide, Fight**” response for an active shooter incident. Remain **ALERT** (through direct observation or emergency notification), **ASSESS** your specific situation, and **ACT** in the most appropriate way to assure your own safety (and the safety of others if you are able). **Please sign up for emergency alerts on your account at MyWSU.** For more information on this subject, campus safety, and related topics, please view the FBI’s [Run, Hide, Fight video](#) and visit the [WSU safety portal](#).

### Access Center

Reasonable accommodations are available for students who have a documented disability (i.e., intellectual, learning, behavioral, physical, visual, and hearing). If you have a disability and need accommodations to fully participate in this class, please either stop by or call the Access Center (Washington Building, Room 217; 509-335-3417) to schedule an appointment with an Access Advisor at the beginning of the semester. All accommodations **MUST** be approved through the Access Center. Visit: <http://accesscenter.wsu.edu/>.

## CRITICAL FRAMEWORKS IN GENDER STUDIES

W ST 201, Section 1~Spring 2016

Instructor: Marian Sciachitano

Meets: MWF 1:10-2:00 in Thompson Hall 201

*Course Schedule--Readings should be completed by the date on the schedule.*

*Schedule may be subject to changes; any changes will be announced in class.*

<b>Week 1:</b>	<b>Women's Studies 201: Becoming a Critical Thinker</b>
M Jan 11	Introduction to the course objectives, requirements & policies
W Jan 13	View TED Talk: Chimamanda Ngozi Adiche Directed response homework assignment
F Jan 15	Bring response & be ready to discuss Adiche's TED Talk
<b>Week 2:</b>	<b>Women's Studies, Gender Studies, and Sexuality Studies</b>
M Jan 18	<b>No Class—Rev. MLK, Jr. Day—All University Holiday</b>
W Jan 20	bell hooks, "Feminist Education for Critical Consciousness"
F Jan 22	Breanne Fahs, "Diving (Back) into the Wreck: Finding, Transforming Women's Studies and Sexuality Studies in the Academy"
<b>Week 3:</b>	<b>Critical/Creative Survival: Transforming, Speaking, Writing</b>
M Jan 25	Audre Lorde, "The Transformation of Silence into Language and Action" and Gloria Anzaldúa, "Speaking in Tongues: A Letter to Third World Women Writers."
W Jan 27	Audre Lorde, "Age, Race, Class, and Sex: Women Redefining Difference." Possible film excerpt: <i>Litany of Survival</i>
F Jan 29	Sarah Jaffee, "Trickle-Down Feminism" and bell hooks, "Dig Deep: Beyond Lean In"
<b>Week 4:</b>	<b>The Social Construction of Gender and The Gender Binary</b>
M Feb 1	Judith Lorber, "The Social Construction of Gender"
W Feb 3	Susan W. Woolley, "Boys Over Here, Girls Over There"
F Feb 5:	Woolley, continued discussion, if needed.
<b>Week 5:</b>	<b>Patriarchy, The Matrix of Domination, Heteronormativity</b>
M Feb 8	Allan Johnson, "Patriarchy, the System"
W Feb 10	Patricia Hill Collins, "The Matrix of Domination"
F Feb 12	Kristen Schilt and Laurel Westbrook, "Doing Gender, Doing Heteronormativity"
<b>Week 6:</b>	<b>The Institutionalization of Gender and Politics</b>
M Feb 15	<b>No Class--Presidents' Day</b>
W Feb 17	Dean Spade, "Administering Gender"
F Feb 19	Kristen Schilt and Laurel Westbrook, "Bathroom Battleground and Penis Panics"
	<b>Take-Home Midterm Handout</b>

<b>Week 7:</b>	<b>Intersectionality and Critical Thinking about Inequality</b>
M Feb 22	Kimberlé Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color"
W Feb 24	Bonnie Thornton Dill & Ruth Enid Zambrana, "Critical Thinking about Inequality"
F Feb 26	Kimberlé Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscriminatory Doctrine, Feminist Theory, and Antiracist Politics"
<b>Week 8:</b>	<b>Intersectional Analysis: Reproductive Rights, Sexual Violence, Neoliberalism and the Non-Profit-Industrial Complex</b>
M Feb 29	Angela Davis, "Reproductive Rights" <b>Take-Home Midterm Due</b>
W Mar 2	Heather R. Hlavka, "Normalizing Sexual Violence: Young Women Account for Harassment and Abuse." Mid-term Grades Due
F Mar 4	Laura L. Finely and Luigi Esposito, "Neoliberalism and the Non-Profit-Industrial Complex: The Limits of a Market Approach . . ."
<b>Week 9:</b>	<b>Settler Colonialism and The Gender of (Homeland) Security</b>
M Mar 7	Andy Smith, "NOT-SEEING: State Surveillance, Settler Colonialism, and Gender Violence"
W Mar 9	Inderpal Grewal, "'Security Moms' in Twenty-first Century U.S.A.: The Gender of Security in Neoliberalism" Extra credit reminder: Speaker tomorrow (Inderpal Grewal) Thursday, March 10 <sup>th</sup> at 5:30 PM, in CUE 202
F Mar 11:	Smith and Grewal, extended review and discussion
March 14-18:	<b>No Class. Have a Great Spring Break!</b>
<b>Week 11:</b>	<b>Intersectional Histories and Diverse Feminisms</b>
M Mar 21	Sara M. Evans, "Women's Liberation"
W Mar 23	Becky Thompson, "Multiracial Feminism" Andrea Smith and J. Kehaulani Kauanui, "Native Feminisms"
F Mar 25:	Astrid Henry, "From a Mindset to a Movement"
<b>Week 12:</b>	<b>Transgender Feminism</b>
M Mar 28	Susan Stryker, "Transgender Feminism: Queering the Woman Question;" Emi Koyama, "Transfeminist Manifesto" (online)
W Mar 30	View <i>American Transgender</i> . Directed Response Take-home Assignment on this week's readings and film.
F Apr 1	No class (not a joke—out of town for a conference)
<b>Week 13:</b>	<b>Neoliberalism, Post-Feminism and Popular Culture</b>
M Apr 4	Eva Chen, "Neoliberalism and popular women's culture"
W Apr 6	Chen, continued review and discussion
F APR 8	Lauren McNicol, "Critical Reading of SlutWalk in the News: Reproducing Post-feminism and Whiteness"

<b>Week 14:</b>	<b>Colonial Feminisms: Co-options and Reappropriations</b>
M Apr 11	Julia Serano, "Reclaiming Femininity"
W Apr 13	Lila Abu-Lughod, "Do Muslim Women Really Need Saving?"
F Apr 15	Danielle Dunand Zimmerman, "Young Arab Women's Agency Challenging Western Feminism" Possibly view: <i>In My Own Skin</i>
	Reminder note: Today's the deadline to withdraw from class.
<b>Week 15:</b>	<b>Anti-militarism, Anti-imperialism, and Anti-racism</b>
M Apr 18	Cynthia Enloe, "Crafting a 'Global Feminist Curiosity' to Make Sense of Globalized Militarism" and
	Meredith Loken, "#BringBackOurGirls and the Invisibility of Imperialism"
W Apr 20	Dorothy Roberts, "Race, Gender, and Genetic Technologies: A New Reproductive Dystopia?"
F Apr 22	Treva B. Lindsey, "Post-Ferguson: A 'Herstorical' Approach to Black Viability"
<b>Week 16:</b>	<b>Transnational Feminist Activisms, Local and Global</b>
M Apr 25	Ryan Bowles Eagle, "Loitering, Lingerin, Hashtagging" and the Statement by Critical Resistance and INCITE! Women of Color Against Violence, "Gender Violence and the Prison-Industrial Complex"
W Apr 27	Cynthia Enloe, "Demilitarizing a Society in a Globalized World; or, Do you Wear 'Camo'?"
F Apr 29	Harsha Walia, "Journeys toward Decolonization"
	<b>Final Research Paper Due either in-class today or by 4:30 P.M. on Monday, March 2<sup>nd</sup>! Course Evaluation. No Finals Week Exam. <i>Congrats to Spring &amp; Summer 2016 Grads!</i></b>

**Keeping Track of Your Grade:**

Directed Reading Responses	_____	x.15=	
Review and Discussion Facilitations	_____	x.15=	
	_____	x.15=	
Take-Home Exam #1	_____	x.25=	
Take-Home Exam #2	_____	x.20=	
Subtotal			_____
Absences >3, subtract 1 point	_____	-	_____
Extra Credit	_____	x.10=	+ _____
Final Total			_____

