This course will introduce you to major issues and debates within the interdisciplinary field of women’s, gender and sexuality studies.

Goals:
• to learn about theories, debates and issues that are central to the field of women’s, gender and sexuality studies.

• to build skills in critical analysis that will help you to effectively engage the arguments presented in the readings and discussions, evaluate evidence, apply WGSS theoretical frameworks to key issues and articulate your own position.

• to discover how the social constructions of gender, race, class and sexuality are at work in your own life, and to understand how your individual biography is related to broader economic, political and cultural forces.

• to participate in creating a collaborative learning setting within our classroom, and understand how this approach is related to WGSS and feminist pedagogy.

Description:
The course is divided into four main sections:

• In the first section, we will establish a basic background in the history of women’s, gender and sexuality studies and feminism. Our inquiry will begin with the question, “What is women’s, gender and sexuality studies?” with an emphasis on the historical links between women’s studies and feminism. We will highlight the range of feminisms from the 20th and 21st century and examine issues that are currently debated among feminists. We will pay particular attention to intersections of gender with race, ethnicity, class and sexuality. We will return to these themes throughout the semester.

• In Section II, “What is Gender?” we will explore the ways that gender is socially constructed through social practices at multiple levels -- from the individual to the institution and the nation-state.
• The third section focuses on the question: "How does gender shape experience?" and covers topics that have been of particular interest to women’s, gender and sexuality studies scholars, from sexual pleasure to economic inequality. We will take an in-depth look at women’s, gender and sexuality studies scholarship on beauty, culture and the body.

• In the final section, we will turn to the question of social change, investigating particular social justice issues related to women, gender and sexuality, such as sexual violence, domestic violence, and gay/lesbian rights. Students will be responsible for material in this section of the course. With the guidance of the instructor, small groups of students will present material and lead discussion. We end this final section with a novel based on the lives of “las mariposas,” women who were active in the revolutionary struggle in the Dominican Republic against the dictator, Trujillo.

Required readings:


• Readings on “electronic reserve” on EUCLiD. (NOTE: Some of the reserve readings are in edited volumes or anthologies. They may be listed by the name of the author of the volume, rather than the chapter or article. See the full reference on the syllabus). You are expected to read all of the articles on the syllabus, even if the article does not appear in electronic reserves. If a reading is not on electronic reserve, you should find the article through EUCLiD or Google scholar. (Search for the title of the journal under “periodicals” in EUCLiD). If you cannot find the article through these methods, you should send me an email at least 1 day before the class on which the reading is assigned.

Readings on the internet, with the direct link posted on the syllabus. A few of the readings should be accessed via the URL provided on the syllabus. (For instance, see the ERA Florida reading assigned for 9/14).
COURSE REQUIREMENTS AND GRADING

Grading will be based on class participation, discussion questions, successful completion of class assignments, the group projects, and a final paper.

Participation: The class is designed as a seminar; class discussion will be one of the main avenues of learning. Therefore, the participation of each student is essential to the success of the class. You must attend class regularly and do the readings. Your participation grade will be based on attendance and the contributions that you make to discussion. You are allowed three absences without a grade penalty (except for the days marked “mandatory” on the syllabus). Note that I will distribute short, in-class questions based on Pascoe and other readings that will count towards your participation grade. As we will be focusing discussion on the readings, you should bring the assigned articles to class on the day they are listed. You are also expected to check Blackboard daily for information and updates about the class.

Your participation grade will be dropped for behavior that disrupts the learning environment for the other students in the class. Disruptive behavior includes late arrivals, leaving in the middle of class, talking to peers, passing notes, or using electronic devices, such as cell phones and Blackberries.

Leading class discussion: You are required to lead discussion on the readings for one class period. Students will sign-up for their discussion date during the second week of class. Expectations for leading discussion are described in a separate handout and posted on BB.

Daily quotes for discussion questions: You are required to select a 1-2 sentence quote from one of the readings that summarizes the author’s main argument or part of the main argument. I will not accept late submissions. You can miss one daily quote without penalty. On a day that a reading response is due, you should submit a “daily quote” for the reading that you are not discussing in your reading response.

Reading responses: You are required to write reading responses on readings from the syllabus during the semester on readings marked “RR#” on the syllabus. To build your skills in critical thinking, reading responses will require increasingly more information as the semester progresses. The individual reading responses for the corresponding numbers are described on a separate handout. Reading responses are due at the beginning of the class period that the reading is assigned. I will not accept late reading responses.

Assignments: Assignments are based on the course material and will be explained in a separate handout. Your assignment grade will drop by 2 points for each day that the assignment is late. No exceptions. (A “day” is 24 hours from the date of the assignment). If you are out of town when an assignment is due, send it via FAX, email or post (it must be post-marked by the due date).
Time of the Butterflies Paper: You are required to write a 3-page paper on the novel, *In the Time of the Butterflies*. For the paper, you are required to draw on 2 readings from the course and apply these readings to the novel.

Group Projects: You will receive instructions for the group projects in a separate handout. To encourage all students to contribute to the activities of their group, your participation in the group will be evaluated by the other group members. In addition, the final presentation will be evaluated by the class. These evaluations will be incorporated into your group project grade.

Final Paper: In your final paper, you will demonstrate your critical analysis skills and mastery of the course material by applying readings to your group project topic. All students will be required to integrate Pascoe into their paper. You will also have a choice about the other 3-5 readings that you will employ. Note that although everyone in your group will have the same topic, papers are individual efforts and should be approached as any other term paper (that is, each student should conduct the research and write her/his own paper).

To prepare for performing well on the final paper, I strongly suggest that you take notes on the readings, class discussions, films and presentations. Your notes will be particularly important in integrating the materials for the paper, as you will be expected to draw upon material from the entire semester. Instructions for the final paper will be provided on a separate handout and posted on BB.

Grade Points:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>12%</td>
</tr>
<tr>
<td>Leading discussion</td>
<td>5%</td>
</tr>
<tr>
<td>Daily quotes</td>
<td>5%</td>
</tr>
<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Reading responses</td>
<td>13%</td>
</tr>
<tr>
<td>Group presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Alvarez Paper</td>
<td>5%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30%</td>
</tr>
</tbody>
</table>

Emory Honor Code

The Emory Honor Code is in effect throughout the class. You are expected to pledge to pursue all academic endeavors with honor and integrity. You should understand the principles of the Emory College Honor System, and promise to uphold these standards by adhering to the Honor Code in order to preserve the integrity of Emory College and its individual members. Please be aware that I report any suspected violation of the Emory Honor Code to the Emory Honor Council, with a recommendation that the case be decided by the Honor Council (rather than by arbitration).
COURSE SCHEDULE

Aug. 29  Introduction to the course

PART I: WHAT IS WOMEN’S, GENDER AND SEXUALITY STUDIES, WHAT IS FEMINISM?

Aug. 31  What is Women’s, Gender and Sexuality Studies?
  • hooks, bell. “Teaching to Transgress: Introduction.”

Key concepts: Women’s Studies; pedagogy; activism

Sept. 3  *** LABOR DAY HOLIDAY (NO CLASS) ***

Sept. 5  Reading Scholarship: Theories/Arguments/Opinions; Facts/Evidence/Anecdotes
  • Tanenbaum, Leora. Introduction in SLUT! Growing Up Female with a Bad Reputation.
  • Tanenbaum, Leora. Chapter 1 in SLUT! Growing Up Female with a Bad Reputation.
  • Martin, Emily. “The Egg and the Sperm.”


Sept. 7  U.S. History I: 1830s to 1920s
  • (RR1) Davis, Angela. “Race and Racism in the Women Suffrage Movement” (Chap. 4)
  • Sanger, “My Fight for Birth Control.”

Key Concepts: Social change; activism; feminist movements; racism; counter-movements

Sept. 10  Guest speaker/Film (no reading assigned)

  • Kolmar, Wendy. Redstockings Manifesto.
  • Equal Rights Amendment (ERA): http://www.equalrightsamendment.org
    (Read the text of the ERA)

Key concepts: Second Wave Feminism; types of activism
Sept. 14  **U.S. History III: Twenty-first Century**

Sept. 17

Assignment II due

Sept. 19  **Transnational Perspectives on Feminism**
- Narayan, Uma. “Cross-Cultural Connections, Border-Crossings, and ‘Death by Culture.’”

Sept. 21  **Race, Class, Gender and Intersectionality**
- McIntosh, P. “White Privilege, Male Privilege…”
- Wingfield, Adia Harvey. “Racializing the Glass Escalator: Reconsidering Men’s Experiences with Women’s Work.”

*Key Concepts: Intersectionality, privilege*

Assignment III due

Sept. 24  **Intersectionality, cont.**
- Brown, Elsa Barkley. “What Has Happened Here.”
- (RR3) Lopez, Nancy. 2002. “Latinas and Latinos in High School: Re-writing Race and Gender Lessons in the Classroom. *Teachers College Record* 104(6):1187-1203. *(Make sure that you click on “Full Text in PDF format.” Otherwise, you will just see the Executive Summary. You must read the entire article and provide a quote from the full article.)*

**PART II: WHAT IS GENDER?**
**Gender as Social Construction**

**What is sex? What is gender? How are sex and gender related?**

Sept. 26  **FILM: One in One Thousand**
- Preves, Sharon. 2003. “Beyond Pink and Blue” (Chap. 1)

Sept. 28  **Sex and Gender**
- Fausto-Sterling, Anne. “How to Build a Man”
- Chase, Cheryl. “Affronting Reason.”

Oct. 1  **Group projects; sex and gender cont.**
Oct. 3  The Social Construction of Gender
   • Frank, Katherine. “Stripping, Starving and the Politics of Ambiguous Pleasure.”
   • Lorber, Judith. “Night to His Day: The Social Construction of Gender.”

Assignment IV due

Oct. 5  Pascoe, Dude, You’re a Fag. “Making Masculinity” (Chap. 1)

Oct. 8  Pascoe, Chaps. 2-3

Oct. 9  *** FILM, 7:30 p.m. (room TBA) ***

Oct. 10  Pascoe, Chaps. 4-5

Oct. 12  **** No class ***

Oct. 15  **** No class (Fall Break) ***

Oct. 17  Transgender
   • Feinberg, Leslie, “Not Just Passing.”
   • Bornstein, Kate. “Interlude: Nuts and Bolts.” And “Naming all the Parts.”

What is “sexuality?”

Oct. 19  Sex and the City
   • Merck, Mandy. “Sexuality in the City,” Reading Sex and the City, 48-64.

Oct. 22  Sex and the City, cont.
   • Astrid Henry, “Orgasms and Empowerment: Sex and the City and Third Wave Feminism,” Reading Sex and the City, 65-83.

PART III: HOW DOES GENDER AFFECT EXPERIENCE?

Culture, Beauty, Bodies

Oct. 24  Film: Still Killing Us Softly
   • Katz, “The Importance of Being Beautiful”

Oct. 26

- Badillo, Casandra. "Only My Hairdresser Knows for Sure: Stories of Race, Hair and Gender."

Oct. 29

- Cooper, Charlotte. 1997. “Can a Fat Woman Call Herself Disabled?”
- **Assignment V due** (Note: This is the correct date. Ignore the due date on your assignment sheet).

Oct. 31

Finding research articles (for Assignment VI). Location in Library TBA. Attendance optional.

Nov. 2

**Bodies and feminist activism**


**Gender, Money and Power**

Nov. 5

**Gender and Work in the Global Economy**

- **Assignment VI due**

Nov. 7

**Global Care Chains**

- Cheever, Susan. “The Nanny Dilemma” in *Global Woman*
- (RR6) Parreñas, Rhacel. “The Child Care Crisis in the Philippines” in *Global Woman*

Nov. 9

**Group Projects (attendance mandatory)**

- **Assignment VI due**

Nov. 12

**Video**

**Gender and Families**

Nov. 14

- Dalton and Bielby, “That’s Our Kind of Constellation: Lesbian Mothers Negotiate Institutionalized Understandings of Gender within the Family.”

Nov. 16

TBA
Nov. 19  Work on group projects
Nov. 21  *** NO CLASS ****
Nov. 23  *** NO CLASS: HAPPY THANKSGIVING! ***

**PART IV. WHAT IS THE RELATION BETWEEN GENDER AND SOCIAL CHANGE?**

Nov. 26  Group projects (attendance **mandatory**)
Nov. 28  Group projects (attendance **mandatory**)
Nov. 30  Group projects (attendance **mandatory**)

**Women and Revolution**

Dec. 3   *In the Time of the Butterflies*, Part I
Dec. 5   *In the Time of the Butterflies*, Part II
Dec. 7   *In the Time of the Butterflies*, Part III
          **Paper due**
Dec. 10  Summary