

## **GWS 10: INTRODUCTION TO GENDER AND WOMEN'S STUDIES** **UC Berkeley, Fall 2013**

### **Professor: Leslie Salzinger**

Office: Barrows 616

[lsalzinger@berkeley.edu](mailto:lsalzinger@berkeley.edu)

Phone: 682-2705 (use email for messages)

OH: Tue. 10-12 or by appt.

Sign up for office hours at:

<http://www.wejoinin.com/sheets/wtkgc>

### **Graduate Student Instructors:**

Office: Barrows 600

**Christoph Hanssmann**

[chanssmann@gmail.com](mailto:chanssmann@gmail.com)

OH: Wed. 12:30-2:30 or by appt.

**Hyaesin Yoon**

[hyaesin@berkeley.edu](mailto:hyaesin@berkeley.edu)

OH: Mon. 12:30-2:30 or by appt.

Welcome to the interdisciplinary field of Gender and Women's Studies. This semester, we will investigate how gendered and sexed selves emerge within and across other fields of difference and how they shape those fields in turn. We will investigate sex and gender as elements of individual personhood, but also as changeable processes which form the social world more broadly. During the first part of the course, we will look at the multiple ways in which both gender and sex are coproduced, in thought and in action, in formal edicts and intimate relations, symbolically and on the body itself. In the second part of the course, we will look at these processes in specific social and historical contexts – tracing the ways gendered selves are shaped in daily practice within specific sites and the consequences of these emergent selves for the institutions in which they are formed. Throughout the semester, we will be attentive to the links between power, inequality, meaning and selfhood, noting where particular gendered and raced selves produce domination and constraint and where they make change imaginable.

It is no accident that one of the most enduring feminist slogans is “the personal is political.” Gender and Women's Studies emerged from that insight, and the work we read this term will illuminate those links at many levels. Given those legacies, over the course of the semester, I invite you to read your own experiences, as well as the world around you, within, and against, the terms we develop in class. In the process, we will collectively learn, test, make use of, and transform the field, catching gender at work not only where we knew to look, but where we least expected to find it.

### **COURSE MECHANICS:**

**Course Website:** There is a bSpace site for this course. Please post thought pieces to the Forums section under the appropriate date and class section. You will also be able to read your classmates' thought pieces on the site.

**Email:** I will be communicating with you by email a lot during the term, and you are responsible for knowing what is in those emails. Please check your UCB email on a regular basis. If you would rather use a different email address, please change it directly through Calnet.

**Readings:** The class reader is for sale at Central Copy at 2576 Bancroft Way. The only book required for the course, *White Weddings: Romancing Heterosexuality in Popular Culture* by Chrys Ingraham, is on sale and for rent in both new and used versions at the Cal Bookstore. It is also available used on line. If you buy a used version, make sure you get the most recent edition! Book and course reader are also on reserve at Moffitt.

**Thought pieces:** This class deals with complex ideas that require regular completion of the readings, lecture attendance, and active processing to fully grasp. To help you think through the concepts as we discuss them, you are required to write seven (out of nine) 500-600 word thought pieces over the course of the semester. These writings should respond to posted questions and deal explicitly with the readings, and as in any other work you hand in, they should be checked for spelling, grammar and overall clarity. They can be informal or unconventional in style, but **thoughtless, cursory or late pieces will receive diminished or no credit.**

Due dates and specific prompts are listed within the class schedule. The first two thought pieces are required, you can choose which five out of the other seven you would like to write. If you decide to complete more than the seven required responses, we will count the seven highest grades in the final grade. Thought pieces should be posted by clicking on “Start a New Conversation” within the appropriate date and class section in the bSpace Forum section. Please paste your writing in to the space provided, do not “attach” it. You will also be able to read your classmates’ postings and reply to them if you’d like. Thought pieces will be graded check (B+), check minus (B-), or check plus (A).

## **COURSE POLICIES AND GRADING**

### **Requirements:**

1. Consistent attendance in class.
2. Active, serious and respectful participation in class and section.
3. Thorough reading of course materials, including note taking and/or response writing to be referenced in class discussion.
4. On-time, thoughtful completion of all assignments.
5. Strict adherence to campus policies regarding plagiarism and intellectual integrity.

### **Assessments:**

1. Class attendance and participation. **15%**
2. 7/9 thought pieces. **20%**
2. Midterm exam. **20%**
3. Paper (6-7 pages). **25%**
4. Final exam. **20%**

**Participation:** Please come to class on time, with all electronics off (including computers), ready to listen, ask questions, and discuss the material. Participation of course is contingent on being in the room, and attendance is mandatory for both lecture and section. We will pass around a signup sheet each class, please make sure to sign in. You will get two free passes for lecture and one for section. Unexcused absences beyond those three will be reflected in the attendance and participation grade.

**Accommodations:** Students who require any form of academic accommodations should speak to me as soon as possible. Students who prefer to be referred to by a name or gender not reflected on the official university roster should also feel free to contact me.

**Academic Honesty:** Students are expected to hand in original work at all times. Plagiarism – representing another’s work as one’s own – or other cheating will result, at a minimum, in a failing grade on that assignment and could lead to a failing grade for the entire course and referral to the Center for Student Conduct. Passing your classmates’ work off as your own in the thought pieces will be treated no differently from any other kind of plagiarism.

## **CLASS SCHEDULE**

### **WHAT’S AT STAKE?**

#### **September 9**

“Seneca Falls Declaration of Sentiments and Resolutions” by Elizabeth Cady Stanton and Committee (July 19, 1848).

“Redstockings Manifesto” (July 7, 1969).

“A Black Feminist Statement” by the Combahee River Collective, reprinted in *Capitalist Patriarchy and the Case for Socialist Feminism* edited by Zillah Eisenstein (Monthly Review Press, 1979).

“Queers Read This,” June 1990.

“Transnational Feminist Practices Against War” by Paola Bacchetta, Tina Campt, Inderpal Grewal, Mino Moallem and Jennifer Terry, *Meridians* 2:2 (2002).

“Beyond Same-Sex Marriage: A New Strategic Vision for all our Families and Relationships, July 26, 2006.

“Hip-Hop Generation Feminism: A Manifesto” by the Crunk Feminist Collective.

Stephen Ira Video on *We Happy Trans*, March 29, 2012.

Access at: <http://wehappytrans.com/qa/7-questions-stephen/>

**Post by September 8 @ 9pm:** After having read and watched the manifestos, write a “manifesto” of your own, responding to any gender and/or sexuality related issue of concern to you. Please bring a hard copy to class as well.

## **QUESTIONING THE CATEGORY OF “WOMAN”**

### **September 11**

“Difference and Dominance” in *Feminism Unmodified* by Catherine MacKinnon (Harvard University Press, 1987).

### **September 16**

“Doing Gender” by Candace West and Don Zimmerman, *Gender and Society* 1:2 (1987).

### **September 18**

“Report from the Bahamas” in *On Call* by June Jordan (South End Press, 1985).

“Demarginalising the Intersection of Race and Sex: A Black Feminist Critique of Anti-discrimination Doctrine, Feminist Theory, and Anti-racist Politics” by Kimberlé Crenshaw in *Framing Intersectionality*, edited by Helma Lutz et al. (Ashgate, 2011).

*Post by September 17 @ 9pm: Using at least one essay from each of the classes in this section of the course, describe the distinct challenges they pose to the idea that gender is a natural expression of sexual difference.*

## **THINKING ABOUT BIOLOGY**

### **September 23**

“How to Build a Man” by Anne Fausto-Sterling in *The Gender/Sexuality Reader*, edited by Roger Lancaster and Micaela di Leonardo (Routledge, 1997).

“Of Molecules and Sex” in *Sex/Gender: Biology in a Social World* by Anne Fausto-Sterling (Routledge, 2012).

### **September 25**

“The Trouble with Testosterone” in *The Trouble With Testosterone and Other Essays On The Biology Of The Human Predicament* by Robert Sapolsky (Scribner, 1998).

*Post by September 24 @ 9pm: Using all three readings in this section, please discuss how understanding biological complexity adds to and changes our understanding of sex and gender.*

## **SEXING THE BODY**

### **September 30**

“Foucault, Femininity, and the Modernization of Patriarchal power” by Sandra Lee Bartky in *Feminism and Foucault*, edited by Irene Diamond and Lee Quinby (Northeastern University Press, 1988).

**October 2**

“Passing and the Managed Achievement of Sex Status in an ‘Intersexed’ Person” and “Appendix” in *Studies in Ethnomethodology* by Harold Garfinkel (Polity Press, 1967). Pages 116-164, 180-185, 285-288.

**October 7**

“A Rose is a Rose: On Producing Legal Gender Classifications” by Tey Meadow. *Gender and Society* 24:6 (2010).

**October 9**

“It’s Only a Penis”: Rape, Feminism, and Difference” by Christine Helliwell, *Signs* 25:3 (2000).

*Post by October 8 @ 9 pm: Please discuss some of the ways social forces work on and structure the body. Please use the essay by Garfinkel and at least two other authors from this section’s readings.*

**COMPULSORY HETEROSEXUALITY**

**October 14**

*White Weddings: Romancing Heterosexuality in Popular Culture*, 2<sup>nd</sup> edition, by Chrys Ingraham (Routledge, 2008). Pages 25-29.

“Building Boxes and Policing Boundaries: (De)Constructing Intersexuality, Transgender and Bisexuality by Betsy Lucal, *Social Compass* 2:2 (2008).

**October 16**

“‘Dude You’re a Fag’: Adolescent Masculinity and the Fag Discourse” by C.J. Pascoe, *Sexualities* 8 (2005).

**October 21**

**IN-CLASS MIDTERM**

**SEXED AND GENDERED SELVES IN PRACTICE**

**October 23**

“The Standard North American Family: SNAF as an Ideological Code” by Dorothy Smith, *Journal of Family Issues* 14:1 (1993).

**October 28**

*White Weddings: Romancing Heterosexuality in Popular Culture*, 2<sup>nd</sup> edition, by Chrys Ingraham (Routledge, 2008). Chapters 1, 3, and 4.

**October 30**

*White Weddings*. Chapters 2 and 5.

Explore the GLAD (Gay & Lesbian Advocates & Defenders) webpage on their successful challenge to DOMA (the Defense of Marriage Act) before the US Supreme Court this summer. <http://www.glad.org/doma>

“Can Marriage be Saved?” by Ellen Willis et al., *The Nation* (June 17, 2004).

Recommended:

“Dump Gay Marriage Now” by Yasmin Nair, July 2, 2009.

<http://aljean.wordpress.com/2009/07/02/no-more-potlucks/>

*Post by October 29 @ 9pm: Using the materials we've read on marriage, make an argument for or against gay marriage as a feminist project.*

**November 4**

“It Can Happen to You”: Rape Prevention in the Age of Risk Management” by Rachel Hall, *Hypatia* 19:3 (2004).

**November 6**

“‘The Mind that Burns in Each Body’: Women, Rape, and Racial Violence” by Jacqueline Dowd Hall in *Powers of Desire*, edited by Ann Snitow et al. (Monthly Review Press, 1983).

*Post by November 5 @ 9pm: Using the essays on rape read for this week, plus the Helliwell we read earlier if you wish, discuss how analyses of rape can help in understanding other aspects of how gender functions.*

**November 11**

UCB Academic Holiday – No class

**November 13**

“Joey's Problem: Nancy and Evan Holt” by Arlie Hochschild with Anne Machung in *The Second Shift* (Viking, 1989).

“Getting a Job: Is There a Motherhood Penalty?” by Shelley Correll, Stephen Benard, and In Paik, *American Journal of Sociology* 112 (2007).

**November 18**

“The Cultural Constructions of Family Schemas: The Case of Women Finance Executives” by Mary Blair-Loy, *Gender and Society* 15:5 (2001).

**November 20**

“Increasing Class Disparities Among Women and the Politics of Gender Equity” by Leslie McCall in *The Sex of Class*, edited by Dorothy Sue Cobble (Cornell University Press, 2007).

*Post by November 19 @ 9 pm: Using the essays we’ve read since November 11, discuss the relationship between women’s engagement in paid and unpaid labor.*

**November 25**

“Doing the Dirty Work: Gender, Race, and Reproductive Labor in Historical Perspective” by Mignon Duffy, *Gender and Society* 21:3 (2007).

**November 27**

“Global Care Chains and Emotional Surplus Value” by Arlie Hochschild in *Global Capitalism*, edited by Will Hutton and Anthony Giddens (New Press, 2000).

*Post by November 26 @ 9 pm: Define care work and discuss its racial and gendered structuring, using the work of Duffy and Hochschild. If you wish, you may reference the work of authors read in early weeks in addition.*

**PAPER: DUE DECEMBER 2 IN THE BEGINNING OF CLASS**

**December 2**

“Gender Makes the World go Round” and “Nationalism and Masculinity” in *Bananas, Beaches and Bases* by Cynthia Enloe (University of California Press 2000 [1989]).

**December 4**

“Do Muslim Woman Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others” by Lila Abu-Lughod, *American Anthropologist* 104:3 (2002).

*Post by December 3 @ 9pm: Use the essays read since Thanksgiving to explain how gender can shape political processes and transnational relations.*

**FINAL EXAM: MONDAY DECEMBER 16, 8am – 11am**