

**GSWS 205: Introduction to Gender, Sexuality, and Women's Studies**  
**Summer Session II (July 3-August 4, 2017)**

**Professor Victoria Castillo**

Class Time: MTWTh 12:20-2:20 Class Location: Morton Hall 314

Office Hours: Weds 2:30-3:30, Thurs 11-12:15, and by appointment

Office Location: Morton Hall 318

Email: [vcastillo@wm.edu](mailto:vcastillo@wm.edu)



***Course Description***

Introduction to Gender, Sexuality, and Women's Studies is an interdisciplinary exploration of sex and gender differences, race and class-based differences, divisions among women, and feminist epistemologies and practices. Topics include feminist histories, gender development, body images/representations, women's labor, and political activism. This course addresses cross-cultural issues and fulfills the GER4C requirement. It also satisfies the COLL 200 and Culture, Society, Individual attribute.

***Assignments***

***Participation and Attendance (10%):*** Regular attendance and active participation are important aspects of this course. Students are expected to come to class having done the reading for the day and should be prepared to discuss and participate in class activities. Students who are very uncomfortable speaking in class should come see me early on in the semester and we can try to work around the problem. More than one unexcused absence could negatively affect your grade. Please speak to me, or send me an email, if you will miss class.

***Presentation on Feminism and Gender in Popular Culture (10%):***  
*Due: Different dates throughout the semester.* A sign-up sheet will be handed out early in the semester. Each student will give a 5-minute Powerpoint/Prezi presentation analyzing a topic of interest from a feminist perspective. The topic of the presentation should be related to the themes of the course, and can be a

contemporary issue, news item, film, music, video, book, etc. or a discussion of a relevant historical event or individual.

**Reading Quizzes (20%):** Students will be required to complete *six* short quizzes on the readings throughout the term. Each quiz will be worth 4 points and the lowest grade will be dropped.

**Essay on the Feminism and Difference (15%):** Due Friday, July 14 by 11:59 pm. In this essay, use the readings from the first two weeks of class to define feminism and explain some of the complexity and changes within the feminist movement over time. In the formulation of your thesis and essay make sure to answer the following questions: What is feminism? How has feminism changed over time? How have feminists dealt with issues of difference (gender, class, race, sexuality, political goals, and/or political strategies, etc.)? Please use specific examples from at least 2 different “waves” of feminist activism in answering these questions.

The essay should be 4-5 pages, double-spaced and should include a formal thesis and proper citations. Be sure to include references to at least 3 different readings from class.

**In-Class Final Exam (20%):** Due Tuesday, August 1. In the in-class exam students will define and explain the significance of important concepts from class. A review sheet will be handed out a week before the exam.

**Activism Component (AC) (10%+ 5%+ 10%=25%):** The AC is your opportunity to identify an important social problem or issue of concern to feminists and work on finding ways to address this issue. In small groups, you will research and propose an activist project based on one of the following 5 feminist topics: poverty, reproductive justice, sex and sexualities, gender identities, or gendered violence. We will begin brainstorming projects early in the term and class time will be allotted for the small groups to meet and work on the projects. However, students may need to meet outside of class to work on the project as well. The project consists of the following:

- 1) **Individual Research Paper on AC Topic and Evaluation of Related Projects (10%):** Due Friday, July 21 by 11:59pm (email or submit on blackboard). Each student in the group should write and submit an individual research paper on the group AC topic (4-5 pages). In the essay, discuss your topic and explain why it is a problem, how scholars and feminist activists have addressed the issue, and include an evaluation of at least 1 other activist project that has been implemented by other organizations on your feminist topic. In the evaluation of the other project briefly describe the activist strategies used, evaluate the effectiveness of the project, and explain how your group could integrate or build off of these strategies. Don't forget to include a works cited or bibliography.
- 2) **Brief Project Description (5%):** Due Friday, July 28 by 11:59pm (email or submit on blackboard). Each group should submit 1 project

description (1-page) briefly explaining the details of what your group plans to propose for your activism project. This is an opportunity to receive feedback from the instructor on your proposal before the final presentation.

- 3) **Class Presentation of Group Activism Proposals (10%)**—*Due Thursday, August 3 (Last Day of Class)*. The group proposals will be presented in class and should be between 10-15 minutes. Each group should utilize a PowerPoint or Prezi to present their proposal to the class (please email me a copy of the PowerPoint or Prezi by 12 noon on August 3). In the presentations please explain the following: details of the proposed project, goals of the project, indicators of success, justification for the proposed project (why use these strategies and not others?), brief examples of other related activist projects, resources needed, and a reflection on the potential pros and cons of the project. Don't forget to include a bibliography or detailed footnotes of your sources.

#### ***Class Readings***

- **Blackboard Readings** --All readings will be available on our course Blackboard site (**BB**).
- (optional) Rory Dicker, *A History of U.S. Feminisms* (any edition)
- (optional) Verta Taylor, Nancy Whittier, and Leila Rupp, eds., *Feminist Frontiers: Ninth Edition* (**FF**)

#### ***Class Schedule***

### ***UNIT ONE: FEMINIST EPISTEMOLOGIES AND GENEALOGIES***

#### **Monday, July 3: Introduction to the Course**

- No readings

#### **Tuesday, July 4: Historic “Waves” of Feminist Activism—The First Wave**

- Rory Dicker, “Chapter 2: First Wave Feminism: Fighting for the Vote” (21-53)
- Seneca Falls Convention, Declaration of Sentiments and Resolutions,” **BB**
- Selection from *Words of Fire: An Anthology of African-American Thought*, **BB**

#### **Wednesday, July 5: Historic “Waves” of Feminist Activism—The Second Wave**

- Dicker, “Chapter 3: Second Wave Feminism: Seeking Liberation and Equality” (57-101)
- The Combahee River Collective, “A Black Feminist Statement,” **BB**

- Susan, Barbara, “About My Consciousness Raising,” **BB**
- “No More Miss America!” (1968) **BB**

**Thursday, July 6: Women of Color Critique**

- Selections from *This Bridge Called My Back: Writings By Radical Women of Color* (1981), and *Making Face, Making Soul/Haciendo Caras: Creative and Critical Perspectives by Women of Color* (1990), *This Bridge We Call Home: Radical Visions for Transformation* (2002) **BB**

**Monday, July 10: Intersectionality, Privilege, Oppression, and Power**

- “Kimberle Crenshaw on Intersectionality” **BB**
- Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color,” **FF**, 414-21
- Frye, “Oppression,” **BB**
- McIntosh, “White Privilege: Unpacking the Invisible Knapsack,” **FF**, 11-17
- Bartky, “Foucault, Femininity, and the Modernization of Patriarchal Power,” **BB**

**Tuesday, July 11: Historical “Waves” of Feminist Activism—The Third Wave & Beyond**

- Dicker, “Chapter 4: Third Wave Feminism” and “Chapter 5: Knowing Our History, Changing Our Future” (103-150)
- Susan Stryker, “Transgender Feminism: Queering the Woman Question,” **BB**

**UNIT TWO: GENDERS – BODIES – SEXUALITIES**

**Wednesday, July 12: The Social Construction of Gender**

- Gould, L., “X: A Fabulous Child’s Story,” **BB**
- Jamaica Kincaid, “Girl”
- Steinem, “If Men Could Menstruate” **BB**
- Judith Butler, “Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory,” *Theatre Journal* 40.4 (1988): 519-531.

**Thursday, July 13: Transgender and Non-Binary Gender Experiences**

- Betsy Lucal, “What It Means to Be Gendered Me: Life on the Boundaries of a Dichotomous Gender System,” *Gender Through the Prism of Difference*, **BB**, 72-81
- Janet Mock, “I Was Born A Boy,” *Marie Claire*, May 18, 2011

- Selection from Keig and Kellaway (eds), *Manning Up: Transsexual Men on Finding Brotherhood, Family, & Themselves*, **BB**

**\*\***(Friday, July 14: **\*\***Short Essay on Feminism & Difference due today by 11:59 pm on blackboard **\*\***)

#### **Monday, July 17: Sexualities and Heteronormativity**

- Karin Martin and Emily Kazyak, "Hetero-Romantic Love and Heterosexiness in Children's G-Rated Films" **FF**, 153-163
- Radicalesbians, "The Woman Identified Woman" (1970), **BB**
- Deborah Tolman, "Doing Desire: Adolescent Girls' Struggles for/with Sexuality," **FF**, 284-294.
- Schilt and Westbrook, "Doing Gender, Doing Heteronormativity: 'Gender Normal,' Transgender People, and the Social Maintenance of Heterosexuality," **FF**, 309-322.

#### **Tuesday, July 18: Masculinities**

- Connell, R.W., "Masculinities and Globalization," **FF**, 87-95
- Messner, Michael, "Becoming a 100% Straight" **BB**, 400-404
- Conroy, "How We Talk About Manhood—and Womanhood—during a Presidential Race," *Washington Post*, July 27, 2016.

#### **Wednesday, July 19: Masculinity, Violence, and Sexual Assault**

- Martin and Hummer, "Fraternities and Rape on Campus," **FF**, 405-413
- Michael Kimmel, "Contextualizing Men's Violence: The Personal Meets the Political" **BB**, 99-110.

#### **Thursday, July 20: Domestic Violence and Intimate Partner Violence**

- Kristen Anderson and Debra Umberson, "Gendering Violence: Masculinity and Power in Men's Accounts of Domestic Violence," *Gender and Society* 15.3 (2001): 358-380

**\*\*\***(Due: Friday, July 21 by 11:59pm on blackboard--**\*\***Short Research Paper on AC Topic)

#### **Monday, July 24: Women's Bodies and Health**

- Metzl, J.M., "Selling sanity through gender," *Ms*, 13.3 (2003), 40, **BB**
- Abra Fortune Chernik, "The Body Politic." **BB**
- Barbara Ehrenreich, "Welcome to Cancerland," **BB**, 458-467

#### **Tuesday, July 25: Reproductive Justice**

- Shirley Chisholm, "Facing the Abortion Question," **BB**

- Smith, “Beyond Pro-Choice Versus Pro-Life: Women of Color and Reproductive Justice,” **FF**, 372-380
- Interview with reproductive justice activist Loretta Ross, **BB**

### **UNIT THREE: WORK, ECONOMY, & TRANSNATIONAL FEMINISM**

#### **Wednesday, July 26: Labor, Globalization, and Care Work**

- Christine Bose and Rachel Bridges Whaley, “Sex Segregation in the US Labor Force” **FF**, 197-204
- Grace Chang, “From the Third World to the ‘Third World Within’: Asian Women Workers Fighting Globalization,” **FF**, 442-452
- France Winddance Twine, “Google Babies: Race, Class, and Gestational Surrogacy” **FF**, 365-371

#### **Thursday, July 27: Women’s Rights are Human Rights**

- Aili Mari Tripp, “Challenges in Transnational Feminist Mobilization,” **BB**, 296-312
- Selection from Domitila Barrios de Chungara, *Let Me Speak! Testimony of Domitila, A Woman of the Bolivian Mines* **BB**, 194-204
- Selection from Benedita da Silva, *An Afro-Brazilian Woman’s Story of Politics and Love*, **BB**, 102-118

#### **Monday, July 31: Sex Work, Sex Tourism, Sex Trafficking**

- Jo Doezeema, “Forced to Choose: Beyond the Voluntary v. Forced Prostitution Dichotomy,” **BB**, 517-525
- Peter A Newman, “Reflections on Sonagachi: An Empowerment-Based HIV-Preventive Intervention for Female Sex Workers in West Bengal, India,” *Women’s Studies Quarterly* 31 (Spring 2003): 168-179, **BB**
- Shannon Drysdale Walsh, “Sex Trafficking and the State: Applying Domestic Abuse Interventions to Serve Victims of Sex Trafficking,” *Human Rights Review* 17 (2016): 221-245, **BB**

#### **Tuesday, August 1: IN-CLASS EXAM**

#### **\*Wednesday, August 2: War, Gender, and the State**

- Kirk, “Contesting Militarization: Global Perspectives” **FF** 470-482
- Abu-Lughod, “Do Muslim Women Really Need Saving?” **FF**, 486-95

#### **Thursday, August 3: Last Day of Class!**

--Group Presentations of Activism Proposals