WGS 200
Introduction to Women and Gender Studies:
Gender in a Transnational World
Spring 2013
Monday/Wednesday/Friday 12:10 – 1:00 pm
BH 28

Instructor
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Course Description
What are the cultural and historical forces that shape gender relations? What are the positions of women and men in the world? What is the relationship of sex to gender, sexuality, race, nation, class, and other classifications by which societies are ordered? How do race, class, ethnicity, sexuality and nation both reflect and construct gendered positions?

This course explores women and gender issues through four broad themes: (1) Social and Historical Constructions of Gender; (2) Gendered Identities in Nations and States; (3) Representations, Cultures, Media and Markets; and (4) Gendering Globalization and Displacement. By examining materials from a broad range of historical and cultural perspectives, Introduction to Women and Gender Studies provides a set of critical tools for engaging questions about gender and society from a transnational, feminist perspective.

Texts
Required texts:
• Additional required readings are available on iLearn.

Recommended Text:
• David Macey, Penguin Dictionary of Critical Theory

Films (to be screened in class):
• All of Us: Love and sex can mean life or death (Emily Abt, USA 2008, 82 minutes). SFSU AV # 69106
• They Call Me Muslim (Diana Ferrero Iran/ France/ Iran, 2006, 27 minutes). SFSU AV# 69114
• Tough Guise: Violence, Media and the Crisis in Masculinity – Part I only (Sut Jhally, USA, 1999. 42 minutes). SFSU AV# 67831
• Maquilapolis: City of Factories. (Vicky Funari & Sergio de la Torre, Mexico/USA, 2006, 70 minutes). SFSU AV# 68225

Student Learning Outcomes
• Students will be able to define and describe issues concerning women and gender in relation to race, class, sexuality, colonialism, multiculturalism, and/or globalizations.
• Students will be able to compare and distinguish among historical understandings of gender in relation to structural inequality, social movements, and labor struggles.
• Students will be able to integrate and demonstrate comprehension of course content
Grading

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance, working groups, &amp; class participation</td>
<td>15</td>
</tr>
<tr>
<td>- In-class assignments, homework/preparation, attendance at lecture, projects, and overall participation</td>
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<tr>
<td>One-page Response Essays (on Part I)</td>
<td>10</td>
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<tr>
<td>- 5 points each: you must complete 2 of 3 assigned essays</td>
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<tr>
<td>Midterm Exam (on Parts I and II)</td>
<td>30</td>
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<tr>
<td>Group project (oral and written, on Part III)</td>
<td>15</td>
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<tr>
<td>Final Exam (on Parts III and IV)</td>
<td>30</td>
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<tr>
<td>Semester Total</td>
<td>100</td>
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- All **written assignments** are due at the beginning of class on the day indicated. Late papers are marked down one point (1/100 of your semester grade) for each day late (each calendar day, not each class day). Extensions are granted only well in advance of the due date.
- **Attendance** is measured by your signature on daily sign-in sheets. You must sign in on the roll sheet every class day in order to be marked present. You may not sign in for others or have others sign in for you. To do so is to violate the code of academic conduct and risk an “F” grade.
- **Homework and preparation**: For undergraduate courses at SFSU, “Students are expected to include two hours of preparation for each hour of regular class work” (http://www.sfsu.edu/~bulletin/current/genpol.htm#ppg10). Some students will complete their work in less time, other students will require more time, but this is an average estimate. For WGS 200, your class preparation is most often reading and preparing assigned course materials before class. Typical reading assignments are only 15 – 20 pages (some more, some less) and so you are expected not only to read the material before class, but also to take notes, look up unfamiliar words or concepts, and come to class with questions, ideas, and comments about what you have read. See “Tips for WGS 200 Success” section for more on daily preparation.
- **Class participation** grade includes not only preparation and completion of homework, but also working groups, participation in large/small discussions, announced and unannounced quizzes, and attendance at office hours and at review sessions. Working group participation grade is measured through oral presentations, participation in small group discussions, and completion of written assignments in working groups.
- Students who take WGS 200 CR/NC must complete all assignments and must earn at least 70/100 points in order to pass the course.
- **Extra Credit**: students may earn extra credit in two ways: 1) By completing and turning in on time a third short essay for a possible 5 points of extra credit; and/or 2) By writing up one pre-approved outside lecture for a possible 5 points of extra credit (see assignment handout for details).
- **Withdrawal Policy** The Department of Women and Gender Studies follows Academic Senate Policy #509-196 regarding withdrawals. Withdrawals are permitted without restriction during the first two weeks of the semester. After that, withdrawal from a course must be for “serious and compelling reasons.” Serious and compelling reasons may include: personal or family emergencies; significant change in work, childcare, dependent care, or other responsibilities; or serious personal or family illness. Withdrawals are generally not
permitted for other reasons. Students who meet these reasons and have documentation of their circumstances may request from the instructor of this course a withdrawal after the second week of class.

Classroom Conduct

- Though this is a large class, you will be an active member of a community of learners. Expect to come to class prepared, take notes during lectures, speak up in class, participate in small group work, and engage in various class activities.
- Attendance, preparation, and participation are required. You are responsible for all material from the assigned readings, lectures, and discussions.
- If you miss a day of class, contact a classmate (or two) and ask to copy her/his notes and discuss the material covered that day. If after reading class notes and assigned material you have any questions, please see the instructor or GA during office hours.
- If you need to miss a class due to illness or other emergency, please contact a GA as soon as possible: we can arrange for you to make up work in some cases of extended, emergency absences.
- Be respectful of differing opinions expressed by your classmates, teaching assistants, professor, or course materials. A community of learners has room for a wide range of opinions, as long as no individual or group is disrespected. Be tolerant of others and respectful of differences among your classmates.
- Make sure that before you come to class, all beeping, buzzing, singing, tweeting, or ringing devices are turned off. You may not check social media or email, web-surf, listen to music, or respond to texts or phone calls in class.
- You may bring beverages to class, as long as you take care not to spill them. However, please do not eat in class or chew gum loudly. If you have a medical condition that requires you to eat in class, please discuss this situation with the instructor or GA.

Tips for WGS 200 Success

Before class

- All reading is to be completed before class on the day specified – don’t fall behind!
- Take notes or highlight important concepts as you read.
- After you read, summarize main points and/or respond to the “Reflecting on the Section” prompt. These notes will also be helpful when studying for exams.

In class

- Take notes during lecture: copying down the PowerPoint is not enough: these overheads provide a key terms or main points – you must fill in the definitions, details, and your own thoughts and ideas about the material.
- Ask questions if you don’t understand the lecture. Feel free to raise your hand whenever you get lost or unclear.
- Save working group notes and handouts – these materials will help you review for exams.

After class

- Discuss the material with your classmates after class or in study groups.
- Review key concepts from lecture and assigned materials.
- If you are unclear about a reading or lecture topic, please feel free to stop by the instructor’s or graduate assistants’ office hours: we are here to help you!
- Consult the WGS 200 iLearn site throughout the semester for additional links and information as well as copies of many class handouts and assignments.
A Note
Some material in the course readings, lectures, or films may be sexually explicit, violent, or otherwise challenging. If you are concerned about this issue, please let me know via email or by discussing your concerns with me in my office hours.

SFSU Learning Assistance Center (LAC)
If you are having difficulty in this or other classes, the Learning Assistance Center can help with drop in or on-going tutoring. The LAC supports SFSU students in becoming independent and successful learners by providing skills-based tutoring and academic support referrals. Location: HSS 348; Telephone: 415.338.1993; E-mail: lac@sfsu.edu; Hours: MON / THU 9-4 PM, FRI 9-12 PM; website: http://www.sfsu.edu/~lac

Accessibility
I wish to make this course as accessible as possible to students with disabilities or medical conditions that may affect any aspect of course assignments or participation. You are invited to communicate with me at the outset of the course or at your discretion about any accommodations that will improve your experience of or access to the course. You can also contact the Disability Resource Center at 415-338-2472 (Voice/TDD). Website: http://www.sfsu.edu/~dprc

Academic Dishonesty
I do not tolerate cheating or plagiarism. While plagiarism is often accidental, it carries severe penalties at SFSU and other universities, ranging from loss of credit on an assignment, to loss of credit for a class, suspension or expulsion. Avoid plagiarism by citing your sources, whether books, periodicals, web-sites, unpublished manuscripts, or even discussions with classmates. For more information about academic dishonesty, see SFSU’s Student Code of Conduct, available online at http://www.sfsu.edu/~helpdesk/docs/rules/conduct.htm.

A Note on Working Groups
A key component of WGS 200 consists of collaborative work. Throughout the semester, you will work in small “working groups” on a range of graded and informal projects, from creative projects and essays, to oral presentations, to informal and guided discussions or small group work. Collaborative work can be challenging, but it can also be very rewarding, and can lead to productive and unique academic experiences. The success of any group depends on the preparation, responsibility, and communication skills of all group members. To reap the most rewards from your working group, I ask that all group members come to class and group meetings prepared to work and that you respect each other’s opinions and listen carefully to one another.
Syllabus

• All reading must be completed before class on the day assigned.
• Readings marked “iL” are on the course iLearn website. All other materials are published in the second edition of the Grewal and Kaplan textbook.
• All readings must be completed before class on the days listed. Bring copies of your textbook and any iLearn materials to class each day.

January
M 28 Introductory lecture, enrollments, logistics.

W 30 Part I: Social and Historical Constructions of Gender
• Preface: pages xx-xxiv only
• Introductory Essay to Part One: p. 1

February
F 1 Sex, Gender, Sexuality and Social Construction
• Scott, “Gender and the Politics of History: p. 19
• Vance, “Social Construction Theory” p. 29
• Serano, from Whipping Girl - iL

M 4 Section 1: Sex Differences and Changing Ideas of Gender
• Oudshoorn, “Sex and the Body” p. 6
• Martin, “The Egg and the Sperm” p. 10
• Furth, “Androgynous Males and Deficient Females” p. 21

W 6 Section 2: The Rise of Western Science
• Gordon, “Magic” p. 33
• Rowbotham, “Feminist Approaches to Technology” p. 35
• Fausto-Sterling, “The Biological Connection” p. 41
• Gould, “Women’s Brains” p. 43

F 8 Response Essay 1 due
➢ First working groups

M 11 Biopower, Medicine, and Citizenship
• Terry, “Significant Injury: War, Medicine, and Empire in Claudia’s Case” – iL

W 13 Section 3: The Making of Race, Sex and Empire
• López, “The Social Construction of Race” p. 52
• Gordon, “Malthusianism” p. 57

F 15 Section 3: The Eugenics, Sex and Race
• Davin, “Imperialism and Motherhood” p. 60
• Dikkoter, “Race Culture: Recent Perspectives on the History of Eugenics” p. 66
M 18  Section 4: Medicine in a Historical Perspective
• Ehrenreich & English, “Exorcizing the Midwives” p. 77
• Arnold, “Women and Medicine” p. 80
• Barker-Benfield, “Sexual Surgery in Late-Nineteenth Century America” p. 85

W 20  Response Essay 2 due
➢ Working Groups

F 22  Section 5: Population Control and Reproductive Rights: Technology and Power
• S. Davis, “Contested Terrain” the Historical Struggle for Fertility Control” p. 99
• Davis, “Reproductive Rights” p. 103
• Hartmann, “Family Matters” p. 107
• Marsha Saxton, “Reproductive Rights: a Disability Issue” – iL

M 25  Section 6: Strategizing Health Education and Advocacy
• Larkin, “Global Aspects of Health and Health Policy in Third World Countries” p. 119
• Morgen, “Conceiving History” p. 129
• Farah, “The Egyptian Women’s Health Book Collective: p. 1133
• Jessica Fields et al. (excerpt) “Learning From and With Incarcerated Women” - iL

W 27  In class film screening: All of Us

March
F 1  In class film screening & discussion: All of Us
Response Essay 3 due

Part Two: Gendered Identities in Nations and States
M 4  Section 7: Citizenship and Equality
• Introductory Essay to Part II, p. 149
• Freedman, “Women’s Rights, Women’s Work, & Women’s Sphere” –iL
• Pateman, “Feminist Critiques of the Public/Private Dichotomy” p. 155
• Kaplan, “Manifest Domesticity” p. 160

W 6  Section 8: Gender and the Rise of the Modern State
• Pettman, “Women, Gender, and the State” p. 174
• Weeks, “Power and the State” p. 181
• Bederman, “Remaking Manhood Through Race and ‘Civilization’” p. 190

F 8  Sections 7 & 8
➢ Working groups

M 11  Section 10: Communities and Nations
• Yuval-Davis, “Gender and Nation” p. 217
• Anderson, “Imagined Communities” p. 218
• Abu-Lughod & El-Mahdi, “Beyond the “Woman Question” in the Egyptian Revolution.” iL

W 13  In class film screening & discussion: They Call Me Muslim
Section 9: Identity Politics

- Duggan, “Making It Perfectly Queer” p. 211
- Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color” p. 200
- Andrea Smith, from *Conquest* - iL

Section 9: New Social Movements, Power & Organizing

- Garcia, “The Development of Chicana Feminist Discourse” p. 207
- Timeline of SFSU 1968 Strike: [http://www.library.sfsu.edu/about/collections/strike/chronology.html](http://www.library.sfsu.edu/about/collections/strike/chronology.html)
- Leahy, “On Strike! We’re Gonna Shut it Down: the 1968-69 San Francisco State Strike” iL
- Shaheed, “Controlled or Autonomous” p. 245
- Willock, “Theory in the Flesh: Mixed-Ability Organizing, Access Needs, and Internalized Ableism” iL
  - Working groups

Midterm exam

Midterm exam

~ Spring Break ~

Part Three: Representations, Cultures, Media, and Markets

April

M 1 Cesar Chavez Day – no classes

W 3 Section 12: Ways of Seeing: Representation and Art Practices

- Introductory Essay to Part III, p. 265
- Berger, “Ways of Seeing” p. 269
- Lustig, “How and Why Did the Guerrilla Girls Alter the Art World...” p. 276

F 5 Section 13: Artistic Production and Reception:

- Halbertam, “Mackdaddy, Superfly, Rapper: Gender, Race, and Masculinity in the Drag King Scene” p. 286
- Abu-Lughod, “The Interpretation of Culture(s) after Television” p. 293
- Sengupta, “When Do-Gooders Don’t Know What They’re Doing” p. 369
  - Working groups & organize group project teams

M 8 Section 15: Representing Women in Colonial Contexts

- Williamson, “Woman Is An Island” p. 314
- Maira, “Belly-Dancing: Arab-Face, Orientalist Feminism, and U.S. Empire” iL

W 10 Section 15: Representing Women in Colonial Contexts

- Lutz & Collins, “Reading National Geographic” p. 317
- Lazreg, “Feminism and Difference” p. 321
  - Working groups
F 12 In class film screening: *Tough Guise: Violence, Media and the Crisis in Masculinity*

M 15 Section 16: Consumer Culture & the Business of Advertising
• Bocock, “Gender and Consumption” p. 329
• Scanlon, “Inarticulate Longings” p. 338
• Gluck & Reed, “The Gay Marketing Moment” p. 342

W 17 Section 17: Consumer Beauty Culture
• Coward, “the Body Beautiful” p. 345
• Worcester, “Nourishing Ourselves” p. 348
• Bohlem, “Italians Contemplate Beauty in a Caribbean Brow” p. 359

F 19 Creating Resistant Representations: Feminist Transformations
• Pough, “Love Feminism but Where’s My Hip Hop?” iL
• Fife, “On Dressing Up: A Story of Fatshion Resistance” iL
➢ Working groups

M 22 **Group presentations**

**ALL Group Projects Due**

W 24 **Group presentations**

F 26 **Group presentations**

Part Four: Gendering Globalization and Displacement

M 29 Section 19: Travel and Tourism
• Part Four Introductory Essay p. 383
• Enloe, “On the Beach” p. 388
• Seacole. “Wonderful Adventures of Mrs Seacole in Many Lands” p. 396
• Jacobs, “Give a Thought to Africa” p. 400

May

W 1 Section 20: Forced Relocations and Removals
• Potts, “World Labor Market” p. 411
• Mankiller, “A Chief and Her People” p. 415
• Marfleet, “The Refugee” p. 419
• Khan, “Afghan Refugee Women’s Experience of Conflict and Disintegration” p. 421

F 3 Section 21 – Diaspora
• Hall, “Routes to Roots” p. 427
• Nguyen, “Viet Nam: Journal/Journey” p. 435
• Shohat, “Dislocated Identities: Reflections of an Arab Jew” p. 440
➢ Working groups
M 6 Section 22: Women, Work, and Immigration
• Glenn, “Women and Labor Migration” p. 444
• Menchú, “A Maid in the Capital” p. 453
• Watenabe, “From Thailand to Japan: Migrant Sex Workers as Autonomous Subjects” p. 458

W 8 Section 22: Border Work, Gender, and Globalization
In-class film screening: Maquilapolis: City of Factories

F 10 Finish screening Maquilapolis & discussion
• Human Rights Watch: “Sex Discrimination in the Maquiladoras” p. 467
  ➢ Working groups

M 13 Sections 23 & 24: The Gender Politics of Economic Globalization
• “Questions and Answers about the IMF” p. 472
• Ault and Sandberg, “Our Policies, Their Consequences: Zambian Women’s Lives under Structural Adjustment” p. 469
• Erevelles, “Disability in the New World Order” – iL
• Žižek, “A Permanent Economic Emergency” iL

W 15 Resisting Injustices and Transforming our Lives
• McMahon, “Resisting Globalization: Women Organic Farmers and Local Food Systems” p. 481
• Concluding Comment p. 496
• Enloe, “Beyond the Global Victim” p. 496
• Bella, “Bodies in Alliance: Gender Theorist Judith Butler on the Occupy and SlutWalk Movements” iL

F 17 Review, evaluation, conclusions

W 22 Final Exam, 10:45 am – 1:15 pm
Required Reading Assignments on iLearn

- Jennifer Terry, excerpt from “Significant Injury: War, Medicine, and Empire in Claudia’s Case” *WSQ: Women’s Studies Quarterly* 37:1 & 2, 2009, 200-225.