

WGSS 105-01

Transnational Perspectives On Gender

Kulvinder Arora

TR 2:45 pm-4:15 pm

HUM 214

OFFICE LOCATION: Old Main 317

OFFICE HOURS: Wed 2:30-3:30 and by appointment

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COURSE DESCRIPTION:

This course will examine feminist struggles for anti-sexist and anti-racist politics. We will examine how various feminists have defined such struggles and how race and gender have been deployed as constructs in feminist thought, writings and organizing. We will examine the cultural constructs that feminists in various global contexts have used to define feminism, activist work and cultural politics. We will also examine art, literature and media which offers feminist visions of culture. We will try to understand feminist politics as both specific to nations and nationalisms and also within transnational networks of communication and dialogue. You will have an opportunity to engage in an activist project relating to gender and feminist issues for your final project.

COURSE GOALS:

As an Instructor, my GOAL is that by the end of this course you will have:

1. Enjoyed reading perspectives on feminism, gender, race, class and sexuality within the context of cultural studies, historical perspectives and critical engagements
2. Gained confidence in analyzing cultural and narrative forms.
3. Come to appreciate the similarities and/or heterogeneity and diversity of feminisms and global cultures
4. Developed your own position on how cultural producers have the ability to engage with, examine, and subvert their place in the dominant narrative of national and world history
5. Understood how seemingly discrete cultures connect and relate to global perspectives and transnational networks

Please contact me with specific concerns about the class via email or come to office hours.

REQUIRED TEXTS

TEXTBOOK: FEMINIST FRONTIERS

BOOKS: HOUSE ON MANGO STREET BY SANDRA CISNEROS

Critical Readings: WGS 105 Class Reader available@ Electronic Reserves

SCHEDULE

TUE JAN 29

INTRODUCTION

THU JAN 31

DIVERSITY AND DIFFERENCE

Marilyn Frye, Oppression (FF)

Peggy McIntosh, White Privilege and Male Privilege (FF)

Judy Rohrer, Haole Girl: Identity and White Privilege in Hawaii (FF)

Laura M. Lopez and Frances S Hasso, Frontlines and Borders: identity Thresholds for Latinas and Arab American Women (FF)

Paula Gunn Allen, Where I come from is Like This (FF)

Soujourner Truth, Aint I A woman (FF)

Audre Lorde, The Master's Tools will never dismantle the Master's House

TUE FEB 5th

FEMINIST THEORETICAL PERSPECTIVES

Judith Lorber, Night to his Day (FF)

Sussane Kessler, The Medical Construction of Gender (FF)

Maxine Baca Zinn and Bonnie Thornton Dill, "Theorizing Difference from Multiracial Feminism (FF)

Chandra Talpade Mohanty, "Feminism without Borders" (FF)

RW Connel, Masculinities and Globalization

Alice Walker, Womanist (FF)

THU FEB 7

REPRESENTATION, LANGUAGE AND CULTURE

Laurel Richardson, Gender Stereotyping in the English Language (FF)

Lauren Sandler, The Ms. Of Baghdad (FF)

Debra I Gilman, paying for Your Beauty (FF)

Roberta Galler, The Myth of the perfect body (FF)

Ingrid banks, Hair still Matters (FF)

Cheryl L Keyes, Empowering Self, Making Choices, Creating Spaces (FF)

PRESENTATION GROUP: Leah, Kiersten

TUE FEB 12

EDUCATION and SOCIALIZATION

Barrie Thorne “Girls and Boys Together...But Mostly Apart: Gender Arrangements in Elementary Schools,” (FF)

Hostile Hallways, American Association of University Women (FF)

Michael Kimmel, What Are Little Boys Made Of? (FF)

France Winddance Twine, “Brown-Skinned White Girls: Class, Culture, and the Construction of White Identity in Suburban Communities” (FF)

Yen Espiritu, “We Don’t Sleep around like White Girls Do” (FF)

Suggested Reading

Carol Gilligan, “Woman’s Place in Man’s Life Cycle

PRESENTATION GROUP: Alena and Emily

THU FEB 14

WORK

Barbara Reskin , The Realities of Affirmative Action in Employment, (FF)

Christine E. Bose and Rachel Bridges Whaley, “Sex Segregation in the U.S. Labor Force” (FF)

Irene Padavic and Barbara Reskin, “Median Annual Earnings of Full-Time, Year-Round Workers by Education, Race, and Hispanic Origin” (FF)

Eileen Boris , “You Wouldn't Want One of 'Em Dancing With Your Wife: Racialized Bodies on the Job in World War II” (FF)

Miliann Kang, The Managed Hand (FF)

Eileen Borris, The Living Wage: As a Woman’s Issue (FF)

PRESENTATION GROUP: Zena and Nina

TUE FEB 19

FEMINIST LITERATURE

Sandra Cisneros, HOUSE ON MANGO STREET

Grace Hong, “The Ghosts of Transnational American Studies” from American Quarterly (RESERVES)

Barbara Smith “Towards a Black Feminist Criticism” from The Truth that Never Hurts (RESERVES)

Norma Alarcon, "Chicana Feminist Literature" from The Bridge called my Back (RESERVES)

Leslie Petty The "Dual"-ing Images of la Malinche and la Virgen de Guadalupe in Cisneros's The House on Mango Street (RESERVES)

RECOMMENDED: Toni Morrison, Sula

PRESENTATION GROUP: Julian

THU FEB 21

FAMILIES

Melissa Morrison, Bridal Wave (FF)

Mary-Jane Wagle, Absitence Only (FF)

Kathleen Gerson, Moral Dilemmas, Moral Strategies and the Transformation of Gender (FF)

Denise A Segura, Working at Motherhood; Chicana and Mexican Immigrant Mothers and Employment (FF)

Hung cam Thai, For Better or Worse: gender Allures in the Vietnames Global Marriage Market (FF)

Nancy A Naples, Queer Parenting in the New Millenium (FF)

PRESENTATION GROUP: Kiersten

TUE FEB 26

SEXUALITIES

Deborah L. Tolman, "Doing Desire: Adolescent Girls' Struggles for/with Sexuality" (FF)

Barbara Risman and Pepper Schwartz , "After the Sexual Revolution: Gender Politics in Teen Dating" (FF)

Patricia Hill Collins, "Black Sexual Politics" (FF)

Michael A. Messner, "Becoming 100% Straight" (FF)

Susan Stryker, "My Words to Victor Frankenstein above the Village of Chamounix" (FF)

PRESENTATION GROUP: Leah, Abby G, and Hannah

THU FEB 28th

SAME SEX LOVE IN A TRANSNATIONAL FRAME Dennis Altman, "The Globalization of Sexual Identities" (Reserves)

Leila J. Rupp, "Toward a Global History of Same-Sex Sexuality" (FF)

Rosemary george et al, Same sex love form antiquity to the present (reserves)

Gayatri Gopinath, selections (reserves)

Martin Manalansan selections (reserves)

PRESENTATION GROUP: Thuto and Julian

TUE MAR 4

BODIES and HEALTH

Anne Fausto-Sterling, "Hormonal Hurricanes: Menstruation, Menopause, and Female Behavior" (FF)

Becky Wangsgaard Thompson, "A Way Outa No Way": Eating Problems among African-American, Latina, and White Women" (FF)

Simone Weil Davis, "Loose Lips Sink Ships" (FF)

Andrea Smith, "Beyond Pro-Choice versus Pro-Life: Women of Color and Reproductive Justice" (FF)

Barbara Ehrenreich, "Welcome to Cancerland" (FF)

Eli Clare, "Stolen Bodies, Reclaimed Bodies: Disability and Queerness" (FF)

Cheryl L. Keyes, "Empowering Self, Making Choices, Creating Spaces," (FF)

PRESENTATION GROUP: Bronwen and Madeliene

THU MAR 6

NO CLASS- PROF. ARORA will be attending a seminar

TUE MAR 11

VIOLENCE AGAINST WOMEN

Patricia Yancey Martin and Robert A. Hummer, "Fraternities and Rape on Campus" (FF)

Robert L. Allen and Paul Kivel, "Men Changing Men" (FF)

Gloria Steinem, "Supremacy Crimes"

Kimberle Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color" (FF)

Joanne Nagel, "Sex and War: Fighting Men, Comfort Women, and the Military-Sexual Complex" (FF)

PRESENTATION GROUP: Alena and Emily

THU MAR 13

GLOBALIZATION AND CULTURE

R. W. Connell, "Masculinities and Globalization" (FF)

Cynthia Enloe, "The Globe Trotting Sneaker" (FF)

Grace Chang, "From the Third World to the "Third World Within:" Asian Women Workers Fighting Globalization" (FF)

Sharon Ann Navarro, "Las Mujeres Invisibles/The Invisible Women" (FF)

Pheona Donohoe, "Femicide in Juárez" (FF)

Lila Abu-Lughod, "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others" (FF)

Norimitsu Onishi, "Globalization of Beauty Makes Slimness Trendy" (FF)

Gwendolyn Mink, *The Lady and the Tramp: Feminist Welfare Politics, Poor Single Mothers and the Challenge of Welfare*

PRESENTATION GROUP: Bronwen, Abby G and Madeliene

TUE MAR 18 and THU MAR 20 ENJOY SPRING BREAK!

TUE MAR 25

FEMINIST ACTIVISM and the FEMINIST MOVEMENT

Verta Taylor, Nancy Whittier, and Cynthia Fabrizio Pelak, “The Women's Movement: Persistence through Transformation” (FF)

Pamela Aronson, “Feminists or "Postfeminists"? Young Women's Attitudes toward Feminism and Gender Relations” (FF)

Lisa Jervis, “The End of Feminism's Third Wave”(FF)

Cathy J. Cohen, “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?” (FF)

Susan Muaddi Darraj, “It's Not an Oxymoron: The Search for an Arab Feminism” (FF)

UN Commission Approves Declaration Reaffirming Goals of 1995 Women's Conference after U.S. Drops Antiabortion Amendment (FF)

Fourth World Conference on Women Beijing Declaration (FF)

PRESENTATION GROUP: Hannah and Abbey Cohn

THU MAR 27

FEMINIST ACTIVISM

Clara Connolly and Pragna Patel, “Women Against Fundamentalisms”

Fatima El-Tayeb, ‘If You Can't Pronounce My Name, You Can Just Call Me Pride’: Afro-German Activism, Gender and Hip Hop” (RESERVES)

Stephanie Gilmore, “The Dynamics of Second-Wave Feminist Activism in Memphis, 1971-1982: Rethinking the Liberal/Radical Divide.” (RESERVES)

Theresa Man Ling Lee, *Rethinking the Personal and the Political: Feminist Activism and Civic Engagement*. (RESERVES)

PRESENTATION GROUP: Sallem

TUE APR 1

RACE AND PEDAGOGY

Chandra Talpade Mohanty “On Race and Voice: Challenges for Liberal Education in the 1990's” from Between Borders: Pedagogy and the Politics of Cultural Studies (RESERVES)

Chandra Talpade Mohanty, “Under Western Eyes” from Third World Women and the Politics of Feminism (RESERVES)

Laura Gilman, “Beyond the Shadow: Rescripting Race in Womens Studies” from Meridians (RESERVES)

Julia Johnson and Archana Bhatt, “Gendered and Racialized Alliances in the Classroom: Formations In/Of Resistive Space from Communication Education (RESERVES)

PRESENTATION GROUP: Dan

THU APR 3

GENDER, WORK AND GLOBALIZATION

Lisa Lowe, “Work, Immigration and Gender” from Immigrant Acts (RESERVES)

Karen J Hossfeld “Their Logic Against Them: Contradictions in Race, Class and Sex in Silicon Valley” (RESERVES)

Annanya Bhattacharjee “Immigrant Dreams and Nightmares: South Asian Domestic Workers in North America in a Time of Global Mobility” from Trans-Status Subjects (RESERVES)

PRESENTATION GROUP: Thuto and Abbey Cohn

TUE APR 8

WAR AND CONSTRUCTIONS OF GENDER

Bernadette Barker-Plummer and Cynthia Boaz, “War News as Masculinist Discourse” (RESERVES)

Laura J. Shephard “Veiled References” (RESERVES)

Rabab Ibrahim Abduladi “Tread Lightly: Teaching Gender and Sexuality in the Time of War” (RESERVES)

Michelle Rodino “War Mothering” (RESERVES)

PRESENTATION GROUP: Zena and Nina

THU APR 10

WAR AND CONSTRUCTIONS OF SEXUALITY

Jasbir Puar “Monster, Terrorist, Fag” and “Queer Assemblages” and “Mapping US Homonormativities” (RESERVES)

PRESENTATION GROUP: Dan and Sallem

TUE APR 15 NO CLASS, MEETINGS ON ACTIVIST PROJECT (in office)

THU APR 17 NO CLASS, MEETINGS ON ACTIVIST PROJECT (In office)

TUE APR 22 FILM TO BE ANNOUNCED

THU APR 24 FILM TO BE ANNOUNCED

TUE APR 29 FINAL EXAM PRESENTATIONS IN CLASS

THU MAY 1 FINAL EXAM PRESENTATIONS IN CLASS

TUE MAY 6 FINAL EXAM PRESENTATIONS IN CLASS

RESPONSIBILITIES

STUDENT RESPONSIBILITIES:

Attendance and Class Participation: 5% +Presentations: 20% Students will make a group presentation in class readings (on THU)

Paper 1: 20%

Paper 2: 25%

Final EXAM: 30% presentation on Activist Project

ATTENDANCE and CLASS PARTICIPATION: MISSING CLASS: It is your responsibility to email me and let me know you will be absent. Absences excessive of 3 classes will be factored into your grade. Please attend all classes as they will help you understand course material better and will prepare you well for your assignments. Please let me know before class by email if you plan to be absent. If you do miss a class, it is your responsibility to contact me or another class member in order to catch yourself up on what was covered that day. Exchange email and phone numbers with at least TWO other students in class who will responsibly inform you what we have covered that day. Actual participation in the course includes participating in critical discussions in class, engaging with other student's critiques, taking responsibility for steering the course in a positive direction. Please see me in office hours and I will gladly explain in detail what good participation entails.

GROUP PRESENTATIONS: You will be asked to make group presentations on readings in the class. This will usually occur on THU. You will sign up for the presentations so pick a topic or reading that interests you most. For these presentations, You will be given a handout explaining what is required.

PAPER 1: (DUE: _____, Returned by) I will also be evaluating you based on your performances on a take-home paper. This paper will evaluate your familiarity with the texts and concepts that we discuss in class and your ability to apply those concepts in your close readings of the texts. THE paper topic is :

PAPER 2: (DUE: _____, Returned by) I will also be evaluating you based on your performances on a take-home paper. This paper will evaluate your familiarity with the texts and concepts that we discuss in class and your ability to apply those concepts in your close readings of the texts. THE paper topic is :

FINAL EXAM PROJECT: On the last day of class, you will present on an activist project you have conducted during the semester. This project must engage in some meaningful way with the texts and ideas discussed throughout the quarter. I will give you opportunities throughout the quarter to get feedback on your project ideas before it is due. The project will be evaluated on a 4.0 scale. We will discuss the details for this assignment after the midterm has been graded and returned to you. You will have an opportunity to do library research with the assistance of College librarians or with my guidance for this project.

CLASS POLICIES

A note about EXPERIENCE: Each of us enters this classroom community with unique sets of experiences that will inform our readings of and reactions to these texts. Because of this wide variety of perspectives, I insist that you each agree to respect the validity of everyone's experiences in this community. Often, if we listen to other

people's experiences, we are able to reconsider our own perspectives in light of such new information. If this raises any questions, please discuss them with me.

MISSING CLASS: Please attend all classes as they will help you understand course material better and will prepare you well for your assignments. Please let me know before class by email if you plan to be absent. If you do miss a class, it is your responsibility to contact me or another class member in order to catch yourself up on what was covered that day. Exchange email and phone numbers with at least TWO other students in class who will responsibly inform you what we have covered that day.

TARDINESS: Please be on time. It is only considerate and also helpful to your own concentration.

GRADE CONCERNS:

If at any time during the quarter you have questions about the grading system or any concerns about your progress in this class, please come see me during office hours or make an appointment by emailing me. Students often like to know how they are being evaluated in a course. These are my **GRADING CONSIDERATIONS:**

A Level: (Class Participation) Students obviously enjoy steering the direction of a course and contribute often to class discussions. Such a student contributes consistently, regularly, and enthusiastically to class discussion but does not dominate discussion. Simply "talking a lot" does not guarantee an A. Following the specifications entailed here will: Please talk in a way that develops the conversation, builds on the comments of others, and is thoroughly grounded in the text under discussion. Students always have very clear evidence from the text (being able to point to relevant passages and concrete details). Moreover, they analyze the passages other students have cited and build on discussion. (Writing) Writing is submitted promptly and consistently. Writing ability also evidences careful and thoughtful consideration of texts and opinions with ample evidence and analysis of texts. A clear thesis can be discerned in writing and is well supported with thoughtful examples and analysis.

B Level: (Class Participation) Students contribute regularly to each class meeting. The B-level student has much in common with the A student; what differentiates the two is the degree of consistency of performance. The B student is sometimes engaged but not always. The B student is reliable in giving concrete evidence and details, but less specific than the A student. She or he always does good work, usually engages others, but may not do most every class meeting. (Writing) Writing is completed in a timely manner and well presented. The thesis is evident but not always supported or analyzed thoroughly.

C Level: (Class Participation) Students give useful and relevant ideas and opinions; however, they may not support their ideas with evidence from the text or they may not contribute very frequently. These students rarely engage others in the class by asking questions or furthering points. (Writing) Writing is average. It completes requirements but has no strong thesis statement or thoughtful analysis. Writing may veer towards opinions without much support from texts.

D Level: (Class Participation) Students are physically present and actively listen, but do not contribute with any regularity. Infrequent contributions may not be coherent or related to topic under discussion. Preparation and participation are not reliable. No effort is made to engage other students in the class. (Writing) Writing is not completed in a timely manner. Writing lacks direction, organization and support.)

F Level: (Class Participation) Students are often absent. If they attend regularly, they are obviously and frequently unprepared and inattentive. Making insulting and unproductive comments frequently, talking while others are speaking, or engaging in other disruptive or disrespectful behavior will result in a F. (Writing) Writing assignments are inconsistently submitted. Writing is extremely incoherent.

Students like to know how they are doing in a class and tend to be concerned about grades. You will have an

indication of how you are being graded right after your first paper assignment is submitted to Moodle. You will submit all papers to Moodle. I will post your grade on Moodle and you can check it there. If you are concerned on how to improve your grades, please come see me and we will have a discussion on how to improve your writing and also your class participation if needed. If you are uncomfortable speaking in class, please come talk to me in office hours and we can work on strategies for making class participation less intimidating and more enjoyable for you. If you would like to improve your writing, there are many ways to improve. A. I could sit down with you in my office and explain how to organize your writing better. B. Writing Center resources can help improve your writing by giving you concrete tasks and skills. C. You could workshop your writing with a fellow student in the class and help improve each other's writing.