

WGS Senior Seminar: Linking Theory and Practice

WGS 400 S. Sarker Spring 2013

Class: OM 3

Hours: TR 1:20-2:50 pm

Office: OM 317/Mailbox OM 409 Office Hours: By appointment

PH: 696-6316

e-mail: sarker@macalester.edu

GOALS of the COURSE:

- Review feminist and queer genealogies and contextualize our places in relation to them
- Visualize and analyze the effects of theories on practices and vice versa as proposed by various models
- Explore and analyze the meanings of our practices and the theories implicit or explicit in them
- Test various frameworks in our present and imagine how they may be part of our future experiences

REQUIRED TEXTS:

Hernandez, Daisy, and Bushra Rehman. *Colonize This! Young Women of Color on Today's Feminism*. New York: Seal Press, 2002.

Kolmar, Wendy, and Frances Bartkowski. *Feminist Theory: A Reader*. Boston: McGraw-Hill Higher Education, 2013.

Ramazanoglu, Caroline and Janet Holland. *Feminist Methodology: Challenges and Choices* 2002.

RESERVES

Alexander, Jacqui and Chandra Mohanty. Introduction to *Feminist Genealogies*, pp. xiii-xxxv.

Carrillo Rowe, Aimee. "Bridge Inscriptions: Transracial Feminist Alliances, Possibilities, and Foreclosures." In *Intercultural Alliances*. Thousand Oaks: Sage Press, 2003, pp. 49-80.

Crowfoot, James and Mark Chesler. "White Men's Roles in Multicultural Coalitions." In *Privilege*. Boulder, CO: Westview, 2003, pp. 349-380.

Frankenberg, Ruth. Introduction to *White Women, Race Matters*, pp. 1-22.

Fraser, Nancy. "From Redistribution to Recognition? Dilemmas of Justice in a 'Post-Socialist' Age." In *Theorizing Multiculturalism*. Malden, MA: Blackwell, 1998, pp. 19-49.

Kadi, Joanna. "Homophobic Workers or Elitist Queers." In *Thinking Class*. Boston: South End Press, 1996, pp. 143-157.

Lorde, Audre. "The Master's Tools" in *Sister Outsider*.

Miao, Vera. "Coalition Politics: (Re)Turning the Century," in *Queer in Asian America*, pp. 65-78.

REQUIREMENTS:

Nothing is more important than careful reflection on what you and others are saying, and on communicating your different opinions with both respect and precision. This class relies quite heavily on your participation in discussions. Our ways to reach each other are:

- A) A 15-20 page paper
- B) Forum (including our Working Bibliography—see last 2 pages of syllabus)
- C) Class moderator
- D) Research Presentation, in class
- E) Research Presentation in the annual WGS Event (extra credit)

A) PAPER:

There is ONE paper, a minimum of 15 pages and a maximum of 20 pages. Detailed instructions appear on the assignment sheet but, generally, all papers must be typed, double-spaced with prescribed margins. Drafts may be submitted through email.

The drafts: due as indicated on the syllabus, in increments of 5 pages. The draft is a detailed outline of the thoughts as you have pursued them up to that point—the main topic of research, based on the texts and experiences you are focusing on, followed by a sequence of the aspects you want to develop, along with quotes from the texts you want to integrate (from the syllabus or your own research). A list of quotes without the point it supports is not sufficient. NOTE: please choose your topic carefully and commit to it; once you have submitted a draft, you may not change the essential topic, although you may make modifications to it.

For the final version, please consult a Chicago or MLA style handbook for this purpose. Find out how to incorporate quotations, construct paragraphs and many other facts from this book. If you have any questions that remain unanswered, please feel free to ask me. Take care to present neat and carefully edited papers. I will not accept papers that do not have the penultimate draft attached.

Late Papers: Since papers are announced in advance of the due date, and the date and place of submission is clearly indicated on the syllabus, I will not accept late submissions. If you need an extension, please let me know a week before the deadline at the latest. Papers submitted after the respective deadline, even with an extension, will be considered “late” and will be penalized one full grade. Papers submitted after two days following the deadline will not be accepted—this means that extensions are granted only for two days after the announced deadline, and only under unusual circumstances. This also means—do not leave work till the very last minute.

PLAGIARISM is defined as the use of another’s ideas without acknowledgement. Since this is considered a serious matter, please consult a style handbook on the correct way to record another person’s opinions; ask me if you are still confused.

Since the class is based in exploration, sharing thoughts and leading discussion will be the basis of our interaction. It will make the class a personally enjoyable experience, strengthen your confidence and enable you to tackle responses that either support or counter your opinions.

## B) FORUM

This activity counts as part of your attendance/participation. BY 12 NOON EACH MONDAY, every member of the group that is due must post ONE question involving any TWO texts assigned for the preceding or subsequent session. Check Moodle to read the list of questions to look for correlations and contrasts, as part of preparation for the online and class discussion. The question should be followed by a short comment on the relationship between your query, your research topic/paper, and your choice of text(s) from the Working Bibliography. Please design questions to elicit more than a 'yes'/ 'no' reply or factual research. The recommended length is a maximum of 300 words. You should be ready to elaborate on the context, nature, and intent of your question in class.

Some time in every session will be devoted to a discussion of the relationships between the readings and your research topic. The Forum is a good way to integrate the Working Bibliography, and build on what will come to be called The Exercise.

## C) CLASS MODERATOR

I WILL CALL ON YOU IN CLASS RANDOMLY STARTING IN WEEK 3 TO BE CLASS MODERATOR. OTHERS SHOULD BE READY TO CONTRIBUTE THEIR QUESTIONS AS WELL AS THEIR OBSERVATIONS.

This is a graded requirement, based on individual presentation that is conducted for the same reasons as class discussion.

Advantages: Your moment in the spotlight as well as an opportunity to collaborate with others! You may grasp this opportunity to display your individuality and your integration of ideas with that of others.

Disadvantages: None.

What do you do? Present for 15 minutes on the issues you consider important in the readings for the day  
Compare/contrast the texts and previous/outside readings  
Work with the group to arrive at responses to focal issues

## D) RESEARCH PRESENTATIONS

You will sign up, in as much advance as possible, for one research presentation in the period from WEEK 13 till the end of the semester. Please make a note of the day in your diary. You are responsible for any preparations or advance work you'd like the group to do and you cannot reschedule. Please feel free to consult me at any time, up to the Friday before your selected day.

Advantages: An opportunity to describe, evaluate, seek resources and support for your work from your peers. Critique and other evaluation you offer or solicit should be made respectfully.

Disadvantages: None.

What do you do? Prepare a one-page (approximately 600-word) abstract to distribute in advance—send it to the class list BY 12 NOON ON THE DAY BEFORE your presentation. Others must check their email to read the abstract.

The total time allotted is 40 minutes. For the first 20 minutes, you present your research with the following general format suggested below (please consult me about customizing your presentation). For the next 20 minutes, the audience will engage you in questions/discussion about the research—specific points, the implications of the work, etc.

- Describe the history of your interests that leads up to this research
- Outline the context of scholarship to which it responds.
- Analyze specific points and examples for their motivation and consequences
- Use visual or other aids to support your claims

Reminder: For your convenience, class moderator-roles are required only till Week 11 so that work does not pile up for you at the end, and so that we have time to discuss your papers within your group in the required research presentations, and submit revisions.

NOTE: You have an option to present at the annual WGSS Research Presentations Event, along with your community partner(s), scheduled for late April. You will receive extra credit for taking this option.

Participation in class discussion is extremely important. One suggestion that might help you put your thoughts in order is to write comments and questions in your notebook or journal while reading, and bring those notes to every session. Class participation is also allotted a percentage of the overall grade.

CONFERENCES: I value individual conferences highly and encourage them since, for all of the above, frequent communication is necessary. My office hours are printed at the head of this information sheet and at the top of the syllabus sheet. Leave a note, with your telephone number, in my mailbox (or slip it under my office door), or e-mail me, or talk with me after

class if you wish to make an appointment other than the times indicated. I urge you to take advantage of this practice, especially because I take great pride in knowing you individually.

If you have scheduled conferences already, and/or are unable to meet with me at all, and wish to show me a first/late draft, here are the instructions -- 1) let me know you are dropping it off; 2) put it in my mailbox (OM 409) or slip it under my door (OM 317); 3) pick it up from either OM 317 when I send you an email. This way, a response from me is guaranteed.

You are welcome to e-mail me any time. However, for any kind of communication about essay-drafts, I will be able to respond only up till two days before the paper is due, i.e. till the respective Wednesday noon before the deadline. Please note that I am unavailable over the weekend, from Friday noon through Monday 10 a.m..

Regular attendance is the basis of good performance on your part, and is an inspiration for me to work harder. I will make a record of your attendance. Remember, attendance also means punctuality — I take that aspect very seriously. Please see the attached grade-guide.

S. Sarker

WGS 400  
Guide to Grading

SPRING 2013

In the perennially unpredictable world of grades, everyone needs some stability to assess themselves. Here's a guide to the meaning of the numbers and letters that you will come across:

A+	100 - 97
A	96 - 94
A-	93 - 91
A-/B+	90
B+	89 - 87
B	86 - 84
B-	83 - 81
B-/C+	80
C+	79 - 77
C	76 - 74
C-	73 - 71
C-/D+	70
D+	69 - 67
D	66 - 64
D-	63 - 61
F	60 and below

GRADE DISTRIBUTION FOR THE COURSE REQUIREMENTS:

Paper	30%
Class Moderator	20%
Research Presentation	20%
Participation (includes Forum)	20%
Attendance	10%

Extra Credit for Presentation in Annual WGS event

If you have any questions or suggestions, feel free to talk to me.

I have been asked by the relevant office to include the following statement in the syllabus and I am pleased to do so—I am committed to providing assistance to help you be successful in this course. Reasonable accommodations are available for students with documented disabilities. The Associate Dean of Students, Lisa Landreman, will serve as the coordinator

for services for students with disabilities. It is important to meet with her at the beginning of the semester to ensure that your accommodations are approved and in place to begin the semester successfully. The Associate Dean can be reached in the Office of Student Affairs, 119 Weyerhaeuser, by phone at 651-696-6220, or email [llandrem@macalester.edu](mailto:llandrem@macalester.edu).

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Week One

Tuesday, January 29 Introduction of review of feminist and queer histories/theories; designing your research; Introduction to our Working Bibliography.

Thursday, January 31 Feminist Theory Part II, pp. 74-97; Feminist Methodology, Ch. 1.

Week 2

Tuesday, February 5 Feminist Theory Part II, pp. 98-116; Lorde (reserve); Feminist Methodology, Ch. 2.

Thursday, February 7 Feminist Theory Part II, pp. 116-139; Relationships between the readings and your research interest aka The Exercise. Deadline to acquire your book(s) of interest from the Working Bibliography

Week 3

Tuesday, February 12 Feminist Theory Part III, pp. 142-154; Feminist Methodology, Ch. 3. The Exercise. RESEARCH PAPER ASSIGNED. Moderator Roles Begin.

Thursday, February 14 Feminist Theory Part III, pp. 154-168; Feminist Methodology, Ch. 4.

Week 4

Tuesday, February 19 Feminist Theory Part IV, pp. 170-195 Feminist Methodology, Ch. 5; Frankenberg (reserve). The Exercise.

Thursday, February 21 Feminist Theory Part IV, pp. 196-235; Feminist Methodology, Ch. 6.

Week 5

Tuesday, February 26 Feminist Theory Part V, pp. 238-289; Feminist Methodology, Ch. 7; Fraser (reserve). The Exercise.

Thursday, February 28 Feminist Theory Part V, pp. 289-340; Feminist Methodology, Ch. 8.

Friday, March 1 5-page draft due by NOON by email.

Week 6

Tuesday, March 5 Feminist Theory Part VI, pp. 342-415; Feminist Methodology, Ch. 9; Kadi (reserve). The Exercise.

Thursday, March 7 Feminist Theory Part V, pp. 415-473; Review of Feminist Methodology, Part I; Crowfoot and Chesler (reserve).

Week 7

Tuesday, March 12 Review of Feminist Methodology, Part II; Hernandez and Rehman (HR), foreword and introduction. The Exercise.

Thursday, March 14 Piepzna-Samarasinha and Tzintzun from HR.

Week 8	Spring Break	March 16-March 24
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Week 9

Tuesday, March 26 Feminist Theory Part 1, pp. 2-31; Weiner-Mahfuz and Lantigua from HR;

Thursday, March 28 Feminist Theory Part I, pp. 33-50; Miao (reserve); Smith, Luna, and Pough from HR.

Friday, March 28 10-page draft due by NOON by email.

Week 10

Tuesday, April 2 Brooks, Lopez, and Im from HR; Carrillo Rowe (reserve); The Exercise: Review of Themes in Feminist Theory, Part I.

Thursday, April 4 Martinez, Austin, Prophete, and Balli (HR); Review of Themes in Feminist Theory, Part II.

Week 11

Tuesday, April 9 Sayeed, Ijeoma, Horn-Miller, and Gray from HR; Alexander & Mohanty (reserve); The Exercise.

Thursday, April 11 Mody, Hurdis, and Darraj from HR. Moderator Roles End.

Week 12

Tuesday, April 16 Jones, Salaam, and Leong from HR; The Exercise.

Thursday, April 18 Riley, Tumang, and Jamila from HR.

Friday, April 19 15-page draft due by NOON by email.

Week 13

Tuesday, April 23 RESEARCH PRESENTATION; re-integration and review of theories and practices.

Thursday, April 25 RESEARCH PRESENTATION; re-integration and review.

Week 14

Tuesday, April 30	RESEARCH PRESENTATION; re-integration and review.
Thursday, May 2	RESEARCH PRESENTATION; re-integration and review.
<u>Week 15</u>	
Tuesday, May 7	RESEARCH PRESENTATION.
Friday, May 10	FINAL PAPER due by NOON by email (penultimate draft attached).

### OUR WORKING BIBLIOGRAPHY

The list below AND the bibliography in *Feminist Theory: A Reader* (one of the required texts for this course) are available for you to start a body of references that enhance your verbal and written participation.

Select one or more text to use as a steady set of sources in class discussion, email forum, and paper. You are expected to broaden out from these texts to build a bibliography for your 15-20 page paper.

Aaltio-Marjosola, Iiris et al. *Gender, Identity and the Culture of Organizations*.  
Ali, Suki et al. *Global Feminist Politics: Identities in a changing world*.  
DeKoven, Marianne. *Feminist Locations: Global and Local, Theory and Practice*.  
Dever, Carolyn. *Skeptical Feminism: Activist Theory, Activist Practice*.  
Dicker, Rory et al. *Catching A Wave: Reclaiming Feminism for the 21<sup>st</sup> century*.  
Drake et al., *Third Wave Agenda*  
Eschle, Catherine. *Global Democracy and Social Movements*.  
Fonow, Mary Margaret et al. *Beyond Methodology: Feminist Scholarship as Lived Research*.

Fuss, Diana. Inside/Out.  
Gottfried, Heidi, ed. Feminism and Social Change: Bridging Theory and Practice.  
Kadi, Joanna. Thinking Class.  
Naples et al., Community Activism and Feminist Politics.  
Nicholson, Linda et al. Social Postmodernism: Beyond Identity Politics.  
Rasmussen, Birgit Brander et al. The Making and Unmaking of Whiteness.  
Rodriguez, Juana Maria. Queer Latinidad.  
Scheurich, James. Anti-Racist Scholarship: An Advocacy.  
Trifonas, Peter Pericles. Pedagogies of Difference: Rethinking Education for Social Change.  
\_\_\_\_\_. Revolutionary Pedagogies.  
Zavarzadeh, Mas'ud, ed. Marxism, Queer Theory, Gender.

### WOMEN, GENDER, and SEXUALITY ISSUES ON WEBSITES

NOTE: Extra credit will be given for additions to this bibliography. Additions must have an explanation of the historical context of the scholarship, what the addition contributes, and a rationale for its relevance to the syllabus and your own work.

#### International Gender Studies Resources

[www.globetrotter.berkeley.edu/GlobalGender/](http://www.globetrotter.berkeley.edu/GlobalGender/)

#### Non-Governmental Organizations Beijing declaration

[www.igc.org/beijing/ngo/ngodec.html](http://www.igc.org/beijing/ngo/ngodec.html)

#### Gender and Development

[www.devinfo.info/genderinfo/](http://www.devinfo.info/genderinfo/)

Indigenous Women's Beijing Declaration [www.ipcb.org/resolutions/htmls/dec\\_beijing.html](http://www.ipcb.org/resolutions/htmls/dec_beijing.html)

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Women's Studies at UC Berkeley [www.womensstudies.berkeley.edu](http://www.womensstudies.berkeley.edu)

#### Women's Studies Program at the University of Maryland

[www.womensstudies.umd.edu](http://www.womensstudies.umd.edu)

#### Women's Resources

[www.ibiblio.org/cheryb/women/wresources.html](http://www.ibiblio.org/cheryb/women/wresources.html)

Digital Librarian: Women's Studies [www.digital-librarian.com/women.html](http://www.digital-librarian.com/women.html)

Feminism and Women's Studies [www.feminism.eserver.org/](http://www.feminism.eserver.org/)

#### Feminist Websites

[www.mathaba.net/www/feminist/index.shtml](http://www.mathaba.net/www/feminist/index.shtml)

#### Feminist Theory

[www.cddc.vt.edu/feminism/](http://www.cddc.vt.edu/feminism/)

#### Feminist Theory

[www.bailiwick.lib.uiowa.edu/WStudies/theory.html](http://www.bailiwick.lib.uiowa.edu/WStudies/theory.html)

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Women in Higher Education [www.wihe.com](http://www.wihe.com)

Femina (see links on cybergrrls) [www.femina.com](http://www.femina.com)

National Organization for Women [www.now.org](http://www.now.org)

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A Celebration of Women Writers

[www.digital.library.upenn.edu/women/](http://www.digital.library.upenn.edu/women/)

Women Artists' Archive [www.libweb.sonoma.edu/special/waa/](http://www.libweb.sonoma.edu/special/waa/)

Women Philosophers [www.women-philosophers.com/index.html](http://www.women-philosophers.com/index.html)

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Voice of the Shuttle Women's Homepage, with info on "Men's Movements," "Gay and Lesbian Studies" and "Cybergender and Techgender." <http://vos.ucsb.edu/shuttle/gender.html>

Men's Studies [www.mensstudies.org/](http://www.mensstudies.org/)

Men's Voices Magazine [www.menweb.org/](http://www.menweb.org/)

M.A.R.S. (Men Against Racism and Sexism)

[www.conscoop.ottawa.on.ca/mensnet/MARS\\_org.html](http://www.conscoop.ottawa.on.ca/mensnet/MARS_org.html)

Gay and Lesbian Studies [www.lib.uchicago.edu/e/su/gaylesb/](http://www.lib.uchicago.edu/e/su/gaylesb/)

Queer Studies [www.uky.edu/studentorgs/queerinfo/qstudy.htm](http://www.uky.edu/studentorgs/queerinfo/qstudy.htm)

Lesbian, Gay and Bisexual Studies <http://www.library.ucsb.edu/subjects/glb/gay.html>