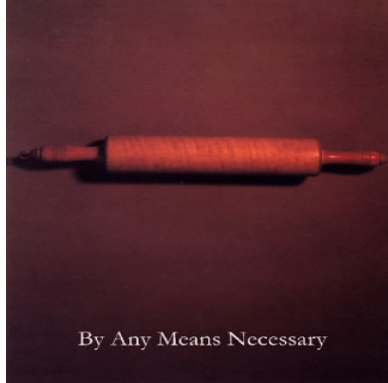


Introduction to Women's/Gender/Sexuality Studies WGSS 2010
Spring 2016

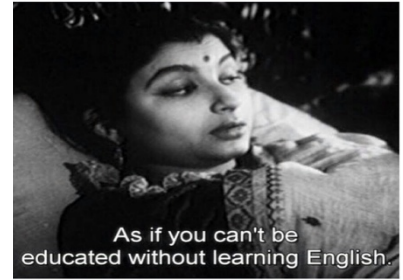
@mamasday.org



@carriemaeweems



@latinarebels



@latinarebels



@culturestrike



@markusprimelives



@FOREMOST



@ignitekindred



@mohammedfayaz



Instructor: Sumita Dutta
Email: sdutta3@gsu.edu
Office location: Urban Life Building, 10th Floor
Office hours: Thursdays 11:00am-12:30pm and by appointment

Introduction to Women's/Gender/Sexuality Studies WGSS 2010 Spring 2015

Course Meeting Time: Tuesday and Thursdays 4:00 to 5:15 pm
Location: Sparks Hall 305

“Freedom! You askin me about freedom? Askin me about freedom. I’ll be honest with you. I know a whole more about what freedom isn’t than about what it is, cause I’ve never been free. I can only share my vision with you of the future, about what freedom is. Uh, the way I see it, freedom is...is the right to grow, is the right to blossom. Freedom is the right to be yourself, to be who you wanna be, to do what you wanna do.”
–Assata Shakur

Course Description:

Welcome to introduction to women’s, gender and sexuality studies. Or as I like to call it, Getting Free 101! Together we’ll **unpack gender** as a form of power which is always working in relation to **sexuality, race, dis/ability, class, nationality**, other identity markers, various institutions and structures. bell hooks writes that “feminism is a movement to end sexism, sexist exploitation, and oppression.” She offers us her working definition of *feminism* (lowercase f) which this course will use as an entry point. As we read, watch, and analyze a mosaic of feminist/womanist political work, we may or may not cultivate our own feminist/womanist politics. For some, this may be the first time we begin to carve out a personal ‘politic’. Given so, our bodies will be an invaluable resource and guide as we **think and feel** the ways in which we are each impacted by patriarchy, white supremacy, imperialism, colonialism, capitalism, and heteronormativity (all different yet intersecting structures of oppression). We will trouble ‘objectivity’ (power disguised as ‘neutrality’ or the ‘norm’) and dominant narratives that exist in the world around us and within us. Over the next three and a half months, we will meet as a group and share food, listen deeply, and contribute thoughtfully as we go along.

Learning Outcomes

- Understand gender, sexuality, race, ability, class, nationality as interlocking power relations
- Apply feminist perspectives to sociocultural issues
- Be able to locate yourself within the complex and shifting network of power relations
- Use appropriate evidence to develop a written argument

- Demonstrate critical thinking and feeling skills by evaluating main arguments, evidence, and the chain of reasoning present in various kinds of sources (text, images, performance, and other mediums)

Readings:

All readings are posted on Desire 2 Learn (D2L)/Bright Space (BS): <https://gsu.view.usg.edu/>

Assignments:

Attendance (10%):

Students are allowed **three** “free” absences to account for sick days, religious holidays, and whatever else may come.

After three absences, your final grade will be **lowered by 1/3 letter grade (i.e. from a B to a B minus, or from B minus to C+)** for each additional absence. Two tardies equals one absence. Arriving significantly late or leaving significantly early counts as an absence. If you have extenuating circumstances, please discuss them with me ahead of time.

Out of respect for me and your other classmates, if you are on your phone and/or doing other work during class, you will be asked to leave and will not receive attendance credit for that day.

If you miss a day where there is an in-class assignment, it is your responsibility to contact me and schedule a time to make up the assignment.

Participation (20%)

More than simply sitting in your seat for 75 minutes, this class is about active participation. This is a discussion-based class. Without your informed presence, there is no class. Ideal participation is making **ATLEAST** one insightful comment or asking one thoughtful question each class. You should participate in every class and will be graded based on your contributions to our class discussions.

Reading Ruminations (40%): Each week in this class you will write **one** brief, paragraph response (100-150 words) to one of our class readings. **You are required to submit to the discussion board once a week.** The goal of reading ruminations is for you to be able to identify the heart of the argument and find provocative passages/quotes that are relevant to this main idea. **Please submit your reading rumination by 3PM before class!** Your ruminations should include (at least) one of the following:

- a) State the author(s)’ main argument/thesis. What is the heart of their argument?
- b) Choose a passage of interest and analyze it.
- c) Choose one or two words or concepts that identify the main idea of the reading and include a definition (remember to cite your sources).

Testimonios (30%): Emerging from Chicana feminisms, *testimonios* create theory rooted in your own lived experience. Different from memoir or autobiographical writing, *testimonio* highlights the socio-political currents which run through your life. In this class, we will utilize *testimonio* as a way to synthesize course readings and our own life experiences to produce **embodied knowledge**. You will **write and submit two *testimonios***. You will receive exercises and instructions for each. Each submitted *testimonio* will be approximately 500-700 words, typed, single-spaced, and submitted on D2L Dropbox.

Due 2/5 and 3/11.

Students are assigned plus or minus grades based on the following scale:

A+ 98 – 100	B+ 87 – 89	C+ 77 – 79	D 60-69
A 93 – 97	B 83 – 86	C 73 – 76	F 59 or below
A- 90 – 92	B- 80 – 82	C- 70-72	

Course Schedule:

Week One: Introductions

T 1/12 Course Introduction

TR 1/14 **In-class:** Create Community Agreements
Andrea Smith, “Heteropatriarchy and the Three Pillars of White Supremacy” (2013)

Week Two: What is Oppression?

T 1/19 Iris Marion Young, “Five Faces of Oppression” (2004)

TR 1/21 **No Class**
Andrea Smith, “The Problem with Privilege” (2013)
<https://andrea366.wordpress.com/2013/08/14/the-problem-with-privilege-by-andrea-smith/>

Week Three: Construction of Sex and Gender

T 1/26 **No Class**

TR 1/28 Riki Wilchins, “It’s Your Gender, Stupid!” (2002)

Week Four: Sex and Gender cont.’d

T 2/2 Leslie Feinberg, “We Are All Works in Progress” (1998)

TR 2/4 Ian Moreland, “Intersex Treatment and the Promise of Trauma” (2011)

Gender Testimonio due 2/5

Week Five: Decolonial Feminisms

- T 2/9 Haunani Kay-Trask, "Self-Determination for Pacific Island Women: The Case of Hawai'i" (1998)
- TR 2/11 El Comite de Puertorriquenas, "In the Belly of the Beast: Puertorriquennas Challenging Colonialism" (2003)

Week Six: Construction of Subjecthood

- T 2/16 Patricia Hill Collins, "Chapter 4: Mammies, Matriarchs, and Other Controlling Images" (1990) (pp.69-84)
- TR 2/18 Minnie Bruce Pratt, "Identity: Skin Blood Heart" (1984)

Week Seven: Class and Capitalism

- T 2/23 bell hooks, "Coming to Class Consciousness" (2000)
- TR 2/25 World Socialist Movement, "What is Capitalism?"
<http://www.worldsocialism.org/english/what-capitalism>

Elizabeth Martinez and Arnoldo Garcia, "What is Neoliberalism?"
<http://www.corpwatch.org/article.php?id=376>
In class: Watch *Maquilopolas* (2006)

Week Eight: Embodied/Sacred Knowledge

- T 3/1 Audre Lorde, "Uses of the Erotic: The Erotic as Power" (1984)
- TR 3/3 Gloria Anzaldua, "La Conciencia de la Mestiza: Towards a New Consciousness" (1987)

Week Nine: Food Stories

- T 3/8 **In class – Kitchen activity**
- TR 3/10 **In class – Kitchen activity**

Recipe Testimonio due 3/11

Week Ten

- T 3/15 **No Class – SPRING BREAK**
- TR 3/17 **No Class – SPRING BREAK**

Week Eleven: Sexual Violence

- T 3/22 Kiini Ibura Salaam, “How Sexual Harassment Slaughtered, Then Saved Me” (2002)
- TR 3/24 Jessica Valenti, “Purely Rape: The Myth of Sexual Purity and How It Reinforces Rape Culture” (2008) (pp. 299-303) http://myreader.toile-libre.org/uploads/My_52f02c2d7f658.pdf

Week Twelve: Prison Industrial Complex and Abolition

- T 3/29 Beth Ritchie, “Race, Class, Gender, and Prisons” <http://www.incite-national.org/page/race-class-gender-prisons>
- TR 3/31 Jayden Donahue, “Making it Happen, Mama: A Conversation with Miss Major” (2011)

Week Thirteen: Queer World-making

- T 4/5 Amy André and Sandy Chang, ‘And Then You Cut Your Hair: Genderfucking on the Femme Side of the Spectrum’
- TR 4/7 Reading from *Persistence: All Ways Butch and Femme* (2011)
In class: Watch *Black Is...Black Ain't* (1994)

Week Fourteen: Feminist Media Literacy

- T 4/12 Sesali Bowen, “Trap Feminism Vol. 4: Young Thug – Trap’s Gender Bender” (2015) <http://feministing.com/2015/11/13/trap-feminism-vol-4-young-thug-traps-gender-bender/>
- TR 4/14 **TBD**

Week Fifteen

- T 4/19 **TBD**
- TR 4/21 Last Day of Class

The Fine Print

*This syllabus provides a general plan for the course. Deviations may be necessary.

*In order to make up an assignment, quiz or exam, please provide me with documentation of the reason for your absence (i.e. a doctor's notice, athletic teams travel schedule, notice of an observance of a religious holiday, etc.).

***Students are responsible for confirming that they are attending the course section** for which they are registered. Failure to do so may result in a WF or F for the course.

***Involuntary withdrawals:** After the semester midpoint, instructors must

1. give a WF to all those students who are on their rolls but no longer taking the class and
2. report the last day the student attended or turned in an assignment.

Students who are involuntarily withdrawn may petition the department chair for reinstatement into their classes.

*By University policy and to respect the confidentiality of all students, **final grades** may not be posted or given out over the phone. To see your grades, check the web (student.gosolar.gsu.edu), e-mail your instructor or give your instructor a stamped, self-addressed envelope.

*While the penalty for academic dishonesty is a matter of the instructor's discretion, in the Women's, Gender and Sexuality Studies Institute, the customarily penalty for a violation of the academic dishonesty rules is a "zero" for the assignment. See the University Policy on Academic Dishonesty below.

*Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completion of the course, please take time to fill out the online course evaluations.

*Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought.

For more information about Women's, Gender and Sexuality Studies as a major or a minor, go to

www.wgss.gsu.edu
or call 404-413-6587

Policy on Academic Honesty

Reprinted from the Georgia State University Faculty Handbook | FALL 06

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The university's policy on academic honesty is published in the *Faculty Affairs Handbook* and the *On Campus: The Undergraduate Co-Curricular Affairs Handbook* and is available to all members of the university community. The policy represents a core value of the university and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community -- students, faculty, and staff -- are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the dean of students, and the office of the provost.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisors, and other members of the university community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the university's Counseling Center.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

Plagiarism. Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations. Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration. Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source, or computer-based resource, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

Falsification. It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

Multiple Submissions. It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.