

# Sex, Culture, Power: Introduction to Gender and Women's Studies (GWS/ANT 103)

Fall 2016 \* Mondays/Wednesdays 10:25-11:40am \* Oliva Hall (Cummings Art Center)

**Professor:** Ariella Rotramel, PhD□

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**Office Hours:** Tuesdays 1:30-2:30pm at Coffee Grounds (sign up: <https://goo.gl/0K0h57>) and by appointment.

*\*\*\*Please note that this is a live [syllabus](#) updated during the semester and must be reviewed regularly.\*\*\**

## Course Overview

How do you understand the role of identity in your life and interactions? How have identities developed across time and place? In this course we will begin to answer these questions. In particular we explore the ways in which binary (either/or) logic frames our understanding of categories and structures such as gender, race, and sexuality. We move from these concerns to a study of the social movements that have been central to the formation of the field and contemporary life. Finally, we examine current transnational issues such as representations of gendered bodies, labor markets, and violence against women that are critical to Gender and Women's Studies.

This course is intended to provide you with an introduction to the ways we understand people's experiences (with an emphasis on women's lives), and the historical background to analyze contemporary social and political life. By the end of the semester you should have a general understanding of key goals, conflicts, and accomplishments of feminism. In addition, this course is meant to encourage you to think critically about the world we live in – the information we receive, the ways we organize our understanding of how the world works, and what we can do in response to the contradictions we encounter. This course is not intended to provide you with definitive answers about the “right” way to understand identity and culture. Instead, together we are going to develop strategies for thinking about and responding to the categories that shape our lives.

## Departmental Learning Goals

This course fulfills key components of the Gender and Women's Studies department's learning goals, including:

- Understand foundational conceptualizations of gender and major issues facing women across time;
- Know how forces of identity and power such as race, sexuality, class and nation are entwined with gender;
- Engage concepts such as social location, essentialism, structural and institutional inequality, and privilege.
- Grasp the ways that binary modes of thinking about and “doing” gender constrict human possibilities
- Appreciate the power of individual and collective agency;
- Refine metaliteracy skills including assessing sources, utilizing research tools, and digital platforms;
- Achieve oral proficiency to speak confidently, intelligently, clearly and constructively;
- Gain and refine critical reading and writing skills including clear argumentation and constructive critique.

## Course Learning Goals

Students who successfully complete this course will:

- Understand and be able to articulate an intersectional approach to Gender and Women's Studies
- Conduct academic research and present findings effectively

- Engage academic and socio-political questions in a respectful, intellectually curious manner

### **Universal Learning and Full Participation**

I am committed to the principles of [universal learning](#) and [full participation](#). All of us learn in different ways and our course can be organized to be accommodating of all students across our differences. For example, you may learn more effectively through oral, written, or visual renderings of course topics. Our classroom, virtual spaces, learning and communication practices should be as inclusive as possible. Please meet with me as soon as possible to discuss your individual learning needs and how they can be accommodated in this course. Please also remember that along with our Office of Accessibility Services, our college offers other support services, including the Academic Resource Center, Writing Center, and Counseling Services that are available to all students and offer a range of services that are helpful for everyone at each stage of the college experience.

### **Office Hours**

I hold office hours to provide students with an opportunity to discuss course-specific issues that we have not been able to address in class. Examples of reasons that you may visit my office hours include: discussing a course topic further; questions about your work in this course; or a personal issue has begun affecting your work and we need to strategize to address this challenge. Do not hesitate to contact me immediately with concerns, as there is little we can do at the semester's end.

### **Course Texts**

Inderpal Grewal and Caren Kaplan. *An Introduction to Women's Studies: Gender in a Transnational World*. New York: McGraw Hill, 2005 (Second Edition). ISBN 0072887184. Marked *IWS* in course schedule.

**Course books are available at our campus bookstore for sale and are on reserve at our library for your use.** Confirm the ISBN before ordering elsewhere to ensure you have the correct edition. All other course sources are available via syllabus links and/or as PDFS via our [Google folder](#).

### **Grading and Course Assignments**

You will receive your final grade based on your performance in class and course work. The grading scale for this course is: A = 100-93; A- = 92-90; B+ = 89-87; B = 86-83; B- = 82-80; C+ = 79-77; C = 76-73; C- = 72-70; D = 69-60; F= 59 and below.

Late assignments receive a deduction of one letter grade per 24-hour late period. Assignment extensions may be requested with timely notification. This course does not have extra credit work.

|     | <b>Course Engagement</b> | <b>Reading Discussion Qs &amp; Comments</b> | <b>Claiming an Education Paper</b> | <b>GWS Campus Project</b> | <b>GWS Film Project</b> | <b>Final Exam</b> |
|-----|--------------------------|---|------------------------------------|---------------------------|-------------------------|-------------------|
| Due | Ongoing                  | Ongoing                                     | Sep. 30 @ 5pm                      | Nov. 11 @ 5pm             | Dec. 7                  | Finals            |
| %   | 15                       | 10  | 15                                 | 30                        | 15                      | 15                |

*Guidelines and grading rubrics for course assignments are shared and discussed in class during the semester.*

### **Course Engagement**      *Due: Ongoing, Final Grade: 15%*

Course engagement occurs in and outside of the classroom including class discussions, group work, and online communication. Consistent, critically engaged participation is crucial for a successful and productive course. Class discussions are in relationship with the course readings and themes, and you must come to class having completed all assigned reading. During our class, I often ask questions to the group as a whole or in small group settings that are intended to facilitate our discussion and your learning. Rather than your participation being based on always having the “right” answer, our class is a space for active learning where we are trying

out ideas together. In other words, I am not quizzing you when I ask questions or encourage you to respond to each other. Instead, I am seeking to establish a common base of knowledge and help you further deepen your understanding of course topics through dialogue.

You are required to come to class on time. Lateness and unexcused absences count negatively towards your grade. 4 or more unexcused absences will result in a failing course grade. Attendance is mandatory on presentation days and for required outside class events. You may provide proper documentation and/or have your class dean contact me for unavoidable absences in order to avoid a negative impact on your final grade. As a member of this course, you respectfully engage all members of the classroom and talk only in your turn. Interruptions, hostile remarks, side-talk, or inappropriate non-verbal communication will not be tolerated. Use of electronic in class is solely for work related to our course. Usage of your laptop or tablet for work in other classes or entertainment may result in laptop use being disallowed for the rest of the semester and is negatively reflected in your participation grade.

**Reading Discussion Questions and Comments** *Due: Ongoing, Grade: 10%*

Each day of class you submit via our [online form](#) at least one discussion question and one comment regarding the day's readings by 9:00am. These questions are used to assess your participation and drawn upon in our class sessions. Late submissions are not accepted for this course component as it is time-sensitive. Please save copy of your response in an e-mail folder so you have your questions and comments for reference in class and for class and exam preparation.

*All individual written assignments are submitted via your Google drive student work folder. Group assignments are submitted via your Google drive student work folder.*

**Claiming an Education Reflection Paper** *Due: Sep. 30 @ 5:00pm, Grade: 15%*

On the first day of our class, we read and discuss Adrienne Rich's "Claiming an Education." Understanding our own relationship to learning is a recurring theme in this course. For this paper, you reflect on the readings we have covered thus far in our course and your experience with education. You present a unique argument about your relationship to education that responds to points raised in Rich's essay. Your paper's body is between 500-750 words, Times New Roman 12pt font, double-spaced, with a works cited page. You will draw upon and reference a minimum of three readings from class, and are encouraged to pursue other academic sources that may be of assistance as you develop your paper's argument. More information is provided in the assignment guide during the semester.

**Gender & Women's Studies on Campus Project** *Due: Nov. 11 @ 5pm, Grade: 30%*

Working with archivists, Becky Parmer and Rose Oliveira, and our librarian, Ashley Hanson, you explore the past of Connecticut College using a Gender and Women's Studies lens. You are clustered in groups with a shared general topic (e.g. co-education transition or student activism) and will conduct research in our Archives and library. You develop an outline with your key findings about your topic and with a group of three to four other students plan out a roundtable presentation to be held in class. Each roundtable group provides the class with a handout highlighting the key points of the presentation. The project concludes with your brief individual reflection paper (250 words) that makes an argument about the history of Connecticut College, higher education, and/or the practice of archival research. More information is provided in the assignment guide during the semester.

**Gender & Women's Studies on Film Project** *Due: Dec. 7, Grade: 15%*

Each group is composed of three students that will watch and discuss two related films together (one



**Wednesday, September 21                      Unsettling the Science of Race**

- ❑ Haney-López, “The Social Construction of Race,” *IWS* 52-56.
- ❑ Bederman, “Remaking Manhood through Race and Civilization,” *IWS* 190-193.
- ❑ Lutz and Collins, “Excerpt from Reading National Geographic,” *IWS* 317-320.
- ❑ [Frankenberg, “The Making and Unmaking of Whiteness,” 18-31.](#)

**Week 5**

**Monday, September 26                      Historicizing Sexual Identities**

- ❑ Vance, “Social Construction Theory: Problems in the History of Sexuality,” *IWS* 29-31.
- ❑ [D’Emilio, “Capitalism and Gay Identity,” 467-476.](#)
- ❑ [Chasin, “Reconsidering Asexuality and its Radical Potential,” 405-426.](#)

**Wednesday, September 28                      Disability and its Intersections**

- ❑ Hershey, “Disabled Women Organize Worldwide,” *IWS* 260-262.
- ❑ [Laurel, “Things That I Hear Too Many Times \(Speaking of Fear\),” 144-147.](#)
- ❑ [Kafer, “Compulsory Bodies: Reflections on Heterosexuality and Able-bodiedness,” 77-89.](#)
- ❑ [Garland-Thomson, “Becoming Disabled.”](#)

**Week 6**

**Monday, October 3                              Fall Break - No Class**

**Wednesday, October 5                      Introduction to Gender & Women’s Studies on Campus Project**  
**\*\*\*Class meets in Special Collections Reading Room, Second Floor of Shain Library\*\*\***

- ❑ Readings TBD

**Week 7**

**Monday, October 10                              Historicizing the Women’s Movement**

- ❑ Pateman, “Feminist Critiques of the Public/Private Dichotomy,” *IWS* 155-159.
- ❑ Wollstonecraft, “Excerpt from A Vindication of the Rights of Woman,” *IWS* 164-166.
- ❑ [Hewitt, “Re-Rooting American Women’s Activism,” 343-352.](#)
- ❑ Kollontai, “Feminism and the Question of Class,” *IWS*, 198-199.

**Wednesday, October 12                      Yom Kippur - No Class**

**Week 8**

**Monday, October 17                              Challenging Hegemonic Feminism**

- ❑ [Thompson, “Multiracial Feminism,” 115-131.](#)
- ❑ Garcia, “The Development of Chicana Feminist Discourse,” *IWS* 207-210.
- ❑ Shaheed, “Controlled or Autonomous Identity and the Experience of the Network,” *IWS* 245-248.

**Wednesday, October 19                      Imagining Feminist Revolutions**

- ❑ [Turner, “10 Things That American Women Could Not Do Before the 1970s.”](#)
- ❑ [Redstockings, “Redstockings Manifesto,” 156-157.](#)
- ❑ [Combahee River Collective, “The Combahee River Collective Statement,” 158-163.](#)

**Week 9****Monday, October 24**                      **Gender & Women's Studies on Campus Project Check In**

\*\*\*Class meets in Special Collections Reading Room, Second Floor of Shain Library\*\*\*

- Bring research notes and questions to class.

**Wednesday, October 26**                      **Contemporary Feminisms**

- Woodhull, "Global Feminists, Transnational Political Economies, Third World Cultural..." *IWS* 254-259.
- [Snyder, "What Is Third-Wave Feminism?" 175-196.](#)
- [Serano, "Trans Feminism: There's No Conundrum About It."](#)

**Week 10****Monday, October 31**                      **Body Politics (Reba Mitchell Visit)**

- Berger, "Excerpts from Ways of Seeing," *IWS* 269-272.
- Bohlen, "Italians Contemplate Beauty in a Caribbean Brow," *IWS* 359-360.
- Rone Tempest, "Barbie in the World Economy" *IWS* 363-367.

**Wednesday, November 2**                      **Making/Consuming Culture**

- King, "Making Things Mean: Cultural Representation in Objects," *IWS* 273-275.
- Lustig, "How and Why Did the Guerilla Girls Alter the Art World Establishment..." *IWS* 276-280.
- Bocoock, "Gender and Consumption," *IWS* 329-330.
- Gluckman and Betsey Reed, "The Gay Marketing Moment" *IWS* 342-343.

**Week 11****Monday, November 7 & Wednesday, November 9**                      **GWS on Campus Project Presentations****Week 12****Monday, November 14**                      **Reproductive Control and Rights**

- Davis, "Contested Terrain: The Historical Struggle for Fertility Control," *IWS* 99-102.
- Hartmann, "Family Matters," *IWS* 107-111.
- Committee on Women, Population and the Environment, "Call for a New Approach," *IWS* 112-113.

**Wednesday, November 16**                      **Calling for Reproductive Justice**

- Gordon, "Malthusianism," *IWS* 57-59.
- [Silliman, Fried, Ross and Gutiérrez, "Women of Color and Their Struggle for Reproductive Justice," 1-23.](#)
- National Latina Health Organization, "Norplant Information Sheet," *IWS* 144-146

**Week 13****Monday, November 21**                      **Confronting Gender-Based Violence (Darcie Folsom Visit)**

- Readings TBD w/ Darcie

**Wednesday, November 23**                      **No Class - Thanksgiving Break**

**Week 14****Monday, November 28                      Global Economics and Women's Labor**

- ❑ Harrison, "The Gendered Politics and Violence of Structural Adjustment..." *IWS* 474-477
- ❑ Human Rights Watch, "Sex Discrimination in the Maquiladoras," *IWS* 467-468.
- ❑ Nakano Glenn, "Women and Labor Migration," *IWS* 444-449.

**Wednesday, November 30                      Health and Environmental Terrain**

- ❑ Farah, "The Egyptian Women's Health Book Collective," *IWS* 133-134.
- ❑ Corovano, "More Than Mothers and Whores: Redefining the AIDS Prevention Needs of..." *IWS* 138-141.
- ❑ Harry, "The Human Genome Diversity Project: Implications for Indigenous Peoples," *IWS* 114-117.

**Week 15****Monday, December 5                      Gendering Environmental and Food Justice**

- ❑ McMahon, "Resisting Globalization: Women Organic Farmers and Local Food Systems," *IWS* 481-484.
- ❑ Zweifel, "The Gendered Nature of Biodiversity Conservation," *IWS* 485-490.
- ❑ [Bell and Braun, "Coal, Identity, and the Gendering of Environmental Justice Activism..." 794-813.](#)

**Wednesday, December 7                      GWS on Film Group Discussions****Week 16****Monday, December 14                      Feminist Reflections**

- ❑ Cynthia Enloe, "Beyond the Global Victim," *IWS* 496-497.

**Tuesday, December 13                      Review Day Office Hours 1:30-3:30pm in Coffee Grounds****Thursday, December 15                      Finals Begin at 9:00am; Finals Due Monday, December 19 at 12:00pm****Connecticut College Honor Code**

Academic integrity is of the utmost importance in maintaining the high standards of scholarship in our community. Academic dishonesty is considered to be a serious offense against the community and represents a significant breach of trust between the professor, the classmates, and the student. There are many forms of academic dishonesty including plagiarism, submitting the same work in two courses without prior approval, unauthorized discussion or distribution of exams or assignments, and offering or receiving unauthorized aid on exams or graded assignments. Students violating the Honor Code may be referred to the college's Honor Council for resolution. It is your responsibility to ask for assistance if you need clarification or support with any academic concerns, such as how to properly cite sources or prepare for course assignments.

**Title IX Confidentiality/Mandated Reporter Statement**

As a faculty member, I am deeply invested in the well being of each student I teach. I am here to assist you with your work in this course. If you come to me with other non-course-related concerns, I will do my best to help. It is important for you to know that all faculty members are mandated reporters of any incidents of gender-based discrimination. This means that I cannot keep information confidential about sexual misconduct, intimate partner violence, stalking, or other forms of gender-based discrimination. Darcie Folsom, the Director of Sexual Violence Prevention and Advocacy, can advise you confidentially as can Counseling Services and any of the College chaplains. Darcie can also help you access other resources on campus and in the local

community. You can reach Darcie at 860-439-2219 or [darcie.folsom@conncoll.edu](mailto:darcie.folsom@conncoll.edu), and her office is in Cro 222. The student sexual misconduct, intimate partner violence, stalking, and non-discrimination policies are in the [Student Handbook](#), that includes relevant policies, definitions, procedures and resources.

### **Student Health Services**

[Student Health Services](#), located in the Warnshuis Student Health Center behind the library, is available to all full-time, matriculated students. Our purpose is to help students maintain optimal general health through the disciplines of physical and mental health, and health education around lifestyle choices. This is accomplished through a full-time staff and a variety of professional consultants in many disciplines. All professional services are delivered with attention to confidentiality. In the event of a serious illness or injury, parents or guardian will be notified at the discretion of the staff. You can schedule an appointment Monday through Friday by calling 860-439-2275. Information on Care When We Are Closed, Our Services, and Student Health Insurance may be found on Camelweb, in the Student Life Section, under Student Health Services.

### **Student Counseling Services**

The mission of the Student Counseling Services is to promote the emotional and psychological growth and well being of the students at Connecticut College. The Student Counseling Services' goal is to enhance each individual's ability to learn, to create and to be fully participating members of the College community by utilizing safe, culturally sensitive and inclusive approaches to mental health treatment. To carry out this mission, Student Counseling Services makes available to students a wide range of outpatient clinical services in a safe, non-judgmental atmosphere including:

|  |                                 |                              |                           |
|--|---------------------------------|------------------------------|---------------------------|
| Evaluation   | Individual and group counseling | Crisis intervention services | Psycho-educational forums |
| Outreach and consultation to the College community                           |                                 |                              |                           |
| Psychopharmacological evaluation and medication management                   |                                 |                              |                           |
| Referral to off-campus clinicians for specialized and/or intensive treatment |                                 |                              |                           |

Connecticut College [Student Counseling Services](#) has been accredited by the International Accreditation of Counseling Services (IACS) since 2005. Appointments may be made by phone at (860) 439-4587 or via email at [SCS@conncoll.edu](mailto:SCS@conncoll.edu).

### **Library Research Liaison**

Our research and instruction librarian is Ashley Hanson, MLIS. She welcomes your research questions and is available to meet one-on-one to assist you with your developing projects. Ashley can be reached via e-mail at [ashley.hanson@conncoll.edu](mailto:ashley.hanson@conncoll.edu) and her campus phone is x2653.

### **Office of Student Accessibility Services**

If you have a physical, mental or learning disability, either hidden or visible, which may require classroom, test taking, or other reasonable modifications, please see me as soon as possible. If you have not already done so, please be sure to register with the Office of Student Accessibility Services. You can do so by going to the Office of Student Accessibility Services, which is located in the Academic Resource Center (ARC) on the second floor of Shain Library in Room 236, or by contacting the Office at 860-439-5240 or 860-439-5428, or by email to [sas@conncoll.edu](mailto:sas@conncoll.edu).

### **Academic Resource Center (ARC)**



The Academic Resource Center (ARC) offers services to support your academic work such as study skills workshops, time management, coaching and tutoring. Our offices are located on the second floor of the Shain Library. Please visit us or call 860-439-5294 for more information or to schedule an appointment.

### **Roth Writing Center**

The Roth Writing Center provides one-to-one peer tutoring (free of charge) to help student writers of all abilities during all stages of the writing process. To make an appointment, call 860-439-2173 or stop by the Writing Center at 214 Blaustein. If you're a confident, experienced writer we can help you to push your ideas and polish your style; if you're a relatively inexperienced and not-so-confident writer we can also help you, by working on grammar or organization or whatever you need. Writing Center tutors are trained to help you to discover what you think through writing. Working with a tutor gives you the opportunity to share your work-in-progress with an actual reader, so that you can get useful feedback on that work *before* you have to turn it in for a final grade. For further information, visit the Writing Center web page at <http://write.conncoll.edu/>.