

Gender, Women, and Society in
Global Perspective

GWS 102:
Gender, Women, and
Society in Global
Perspective

Dr. Kate Phelps
(call me Dr. Kate!)
she/they

Fall 2022
Sept. 7th – Dec. 14th

M/W Lectures:
9:55 – 10:45 a.m.
Sterling 1310



Gender and Women's Studies

UNIVERSITY OF WISCONSIN-MADISON

"The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom."

- bell hooks

University of Wisconsin-Madison Land Acknowledgment

The University of Wisconsin–Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop (day-JOPE) since time immemorial.

In an 1832 treaty, the Ho-Chunk were forced to cede this territory.

Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin.

This history of colonization informs our shared future of collaboration and innovation.

Today, UW–Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.

This introductory level social science course fulfills the **social science** approach and global issue area in the Gender & Women's Studies major.

This class meets for three, 50-minute class periods each week (two lecture periods and a discussion section period) over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, worksheets, studying, etc.) for about 2 hours out of the classroom for every class period.

Course Canvas link: <https://canvas.wisc.edu/courses/320535>

Course Description

Gender, Women and Society in Global Perspective is an introductory course that provides students with an understanding of the essential concepts and methods of feminist inquiry, as well as a wide range of global women's and gender issues. When the course concludes, students should be able to use the basic tools of feminist inquiry to explore how power relations based on gender, class, race, sexuality, location, and ability impact the lives of others in local, national, and global contexts. In addition, they should be able to use these tools to examine their own experiences and social locations.

Some Course Discussion Themes

Feminist methods and theory
Body politics
Biography/the use of experience
Privilege, power, and social capital
Systemic and individual discrimination
Social movements, activism, resistance

Identity politics
Labor and globalization
Transnational feminisms
Social constructionism
Intersectionality/intersecting identities
Gendered institutions

Course Learning Objectives

Objective	Relevant Assignments
Observe, think, and write critically and analytically – learn to challenge and question your assumptions and look at issues from multiple perspectives.	A letter on intersectionality Ad analysis worksheet Feminist Sex Wars worksheet Final paper
Critically appreciate and constructively critique texts, theoretical frameworks, ideas, and praxis (the gap between text and world)	Class discussions Final paper outline Final paper
Learn how to search for and read different types of scholarly sources/different kinds of materials (various ways of being/thinking/knowing)	Class discussions Topic and three sources Final paper outline Final paper
Practice personal reflection on your social location and understand how your social location connects to the broader social world.	Class discussions A letter on intersectionality Final paper Personal is Political Reflection
Recognize and critically examine interlocking and interdependent systems of privilege and oppression	Class discussions A letter on intersectionality Final paper

Understand how social constructs operate and intersect and how social constructs inform lived experience for various groups.	Class discussions A letter on intersectionality Feminist Sex Wars worksheet Final Paper Personal is Political Reflection
Engage in the process of seeking out and citing/referencing academic literature and scholarship in a particular subject area.	Topic and Three Sources Final Paper Outline Final Paper
Feel some joy, energy, and curiosity through the learning process!	All of them!
Understand the complexity and messiness of social movement and social justice work and recognize why we do it anyway	All of them!

REGULAR AND SUBSTANTIVE INTERACTION

This course provides regular and substantive interaction by:

- Providing direct instruction twice weekly through lecture and facilitating group discussion at least once/week on the scheduled and assigned weekly content.
- Assessing or providing feedback on a student's coursework throughout the semester based on the expectations of the learning activities described in the assignments section of this syllabus

Hello there!

I'm Dr. Kate! Please call me Dr. Kate!

My pronouns are she/they.

I teach body politics, fat studies, feminist theory, intro level classes, and some special topics courses!

I have a PhD in sociology and my research is in body politics, embodiment, girlhood studies, fat studies, digital sociology, and arts-based methodology.

Contact info:

kphelps@wisc.edu

Student hours: M/W 11:00 – 12:00 and by appt.

In person appts: Sterling 3323

(Student hours are "office hours" but I don't like that term. The place isn't the thing that matters...you are!)

Please email me if the times above do not work for you!

Things I like:

My children, Kraemer & Vivian

My partner Joe

My family and friends!

Ultimate frisbee

Tattoos

Coffee

Singing and playing ukulele

Riding my bicycle

Podcasts

Campfires and the woods

Broad City (it's a show)

Baked goods

Canoeing and kayaking

This is me! →



Teaching Assistant Information and Discussion Sections Information:

Cora Segal (she/her)	Ollie DiPietro (they/them)	Ying Dai (they/she)
<p>Email: cmsegal@wisc.edu Student Hours: Tuesdays 1-2 p.m. Office: Virtual (drop in on zoom!)</p> <p>Discussion Sections:</p> <p>302: Wednesday 12:05 – 12:55 p.m., Sterling 2335</p> <p>303: Wednesday 1:20 – 2:10 p.m., Sterling 2335</p> <p>305: Wednesday 2:25 – 3:15 p.m., Van Hise 478</p> <p>307: Thursday 9:55 – 10:45 a.m., Chamberlin 2120</p> <p>You can usually expect an email response from me within 24 hours on Monday-Friday and within 48 hours Saturday-Sunday.</p>	<p>Email: mmdipietro@wisc.edu Student Hours: Monday 11 – 12 p.m. Office: Virtual (drop in on zoom!)</p> <p>Discussion Sections:</p> <p>301: Wednesday 12:05 – 12:55 p.m., Sterling 1335</p> <p>304: Wednesday 1:20 – 2:10 p.m., Sterling 2425</p> <p>309: Thursday 8:50 – 9:40 a.m., Edu. Sciences 304</p> <p>311: Thursday 12:05 – 12:55 p.m., Social Work 106</p>	<p>Email: dai77@wisc.edu Student Hours: Wednesday 11 a.m. – 12 p.m. Office: In-person, Sterling 3405</p> <p>Discussion Sections:</p> <p>306: Wednesday 2:25 – 3:15 p.m., Van Hise 582</p> <p>308: Thursday 9:55 – 10:45 a.m., Chamberlin 2104</p> <p>310: Thursday 8:50 – 9:40 a.m., Edu. Sciences 218</p> <p>312: Thursday 12:05 – 12:55 p.m., Education Building 345</p>

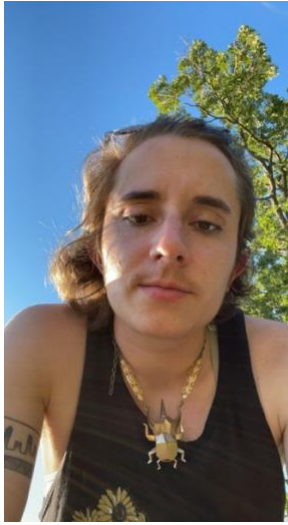
Teaching Assistant Bios:



Cora Segal (she/her)

Hi everyone! I'm Cora and I will be the TA for discussion sections 302, 303, 305, and 307. My pronouns are she/her/hers. I'm a second year Master's student in Gender & Women's Studies. This will be my second time TAing 102. My scholarly interests and research include the following topics: the study of racial capitalism, decolonial feminism, anarchism, the study of

empire, fat studies, disability studies, and scholar-activism. Things I like: Boba tea, floral patterns, cats, skincare, fashion, reading, The Great British Bake Off (a show), and Nailed It (also a show). I'm very excited to work with you and get to know you all this semester! :)



Oliver DiPietro (they/them)

I'm Oliver DiPietro (they/them) and you can call me Ollie or Oliver! I'm a second year MA student who recently graduated from the University of Wisconsin Oshkosh with a degree in Saxophone Performance. My research interests include the intersections between music, art, gender, and sexuality. I also love reptiles and plants so please send me pictures of your pets and plant babies!



Ying Dai (they/she)

My name is Ying. I'm from Suzhou, China. I lived in Eswatini and Chicago for the past eight years. I majored in Gender and Sexuality studies and Asian American studies at Northwestern University for my undergraduate studies. My academic interests include transnational feminism, critical race theories, performance studies, disability studies, fat studies, and abolition studies. I spend my time outside of school doing photography, taking naps with my cat, playing video games, and being around large quantities of water.

Required Texts:

All class readings and viewings are available in PDF and web link form on Canvas. There are no texts you need to purchase for this course.



Class attendance and Discussion Section Participation

(200 points – 20% of overall grade):

You are expected to access course readings and viewings, complete assigned readings and viewings on time, attend lectures, and actively participate in your group discussion section each week. Bear in mind that attendance and your participation in your discussion section is a *substantial* part of your final grade in the class.

Discussion participation rubric					
Points	50	40	30	20	10
Quality of contribution	Always well-prepared for class; shows critical thought; poses questions; moves dialogue forward; stays on topic; engages with both instructor and classmates	Well-prepared for class most of the time; shows effort in critical thinking; poses questions; helps move dialogue forward; often stays on topic	Sometimes well-prepared for class; makes some attempts to engage in critical thought; makes attempts to move dialogue forward; sometimes goes off topic	Rarely prepared for class; few attempts to engage in critical thought; seldom moves dialogue forward; often goes off topic	Almost never prepared for class; does not attempt to engage in critical thinking; does not move dialogue forward; purposefully goes off topic
Frequency of contribution	Always, but mindful of not dominating conversation/discussion	Most of the time	Sometimes	Rarely	Never
Respect for discussion ground rules	Always	Most of the time	Sometimes	Rarely	Never
Engagement	Regularly engages with instructor, TA, and classmates and communicates with TA as necessary about course assignments and material	Substantial effort to engage with instructor, TA, and classmates	Sometimes	Shows little effort to engage with instructor, TA, and classmates	Does not engage with instructor, TA, or classmates

A Letter on Intersectionality

(100 points – 10% of overall grade):

Letter writing is an effective tool for enhancing communication and understanding. For this assignment, you are being asked to write a letter to someone explaining the concept/framework of intersectionality. The letter could be to a friend, a coworker, a family member, a stranger, or someone else entirely. The letter does not necessarily have to be formal; you can write it in your voice, and “I” statements are welcome. But the letter must convey an understanding of intersectionality as a framework, why it’s important, and how it relates to privilege and oppression. The letter must also include an example or scenario, real or imagined, in which you apply an intersectional framework, explain the relevant intersections and identity politics at play in the example/scenario, and how the characteristics of the situation inform experiences of privilege and oppression.

This letter should be at least two pages double-spaced, and no more than three pages double-spaced. A rubric for the letter can be found on our Canvas course page under “Assignments.”

Advertisement Analysis Worksheet
(100 points - 10% of overall grade):

For this assignment you are asked to select an advertisement (print, video, social media, etc.) and fill out the accompanying worksheet to demonstrate critical thinking and media literacy about that advertisement. Who is being represented and how? The purpose of this assignment is to demonstrate understanding of social constructionism, identity politics, representation in the media, and how advertisements display certain values and are marketed toward certain consumers. The worksheet for this assignment and a rubric can be found on our Canvas course page under “Assignments.”

Feminist Sex Wars Reflection Worksheet
(100 points – 10% of overall grade):

Understanding an issue from multiple angles or perspectives is an important part of learning and continually practicing critical thought. For this assignment, you are being asked to read the assigned materials and fill out the designated “two sides of the issue” worksheet about the feminist sex wars of the late 1970s and early 1980s, which are broadly referenced as the catalyst for ending the second wave of feminism. The groups on the two sides of this issue are called the anti-porn feminists and the sex positive feminists. After reading the accompanying assigned materials, fill out the worksheet in which you identify the two sides of the issue, provide an in-depth explanation of the reasoning for each side (using your own words!), then identify your own stance on the issue and offer your own reasoning for where you land in the feminist sex wars debate.

The worksheet for this assignment and a rubric can be found on our Canvas course page under “Assignments.”

Topic and Three Sources
(50 points - 5% of overall grade):

Partway through the semester, you will be asked to select a topic for your final paper and provide citations for *three* academic/scholarly sources related to that topic. These sources must be academic or scholarly sources, ideally from peer reviewed journals or published texts. This assignment is to help jump start you for the final paper and to demonstrate your ability in seeking out academic literature related to a particular topic and providing formal ASA style citations for those sources. The assignment should include a paragraph explanation of your

chosen topic, and the three academic sources listed in ASA reference format. Check out Purdue OWL for tips on ASA citation and reference format!

A rubric for the topic and three sources assignment is available on our Canvas course page.

Outline for Final Paper

(150 points – 15% of overall grade):

This assignment is to help you start brainstorming and structuring your final paper. In the last third of the semester, you will submit an outline that identifies your topic, your central question/thesis, your main themes, or points of analysis in the paper, your conclusions, and any gaps in the research and/or further questions on the topic that need to be asked. Your outline should be somewhere between two and four pages long and should use the assigned template which can be found on our Canvas course page. Your outline should include sections for your topic, key background information, and thesis, and at least three main analytic points or paragraphs, the sources you will use to support your analysis, and a conclusion section. A rubric for the final paper outline is available on our Canvas course page.

Final Paper

(220 points - 22% of overall grade):

For this assignment, you will submit a paper on the topic of your choosing related to the course material. Perhaps you want to look at health care disparities based on gender or explore contemporary feminist movements and what it means to do feminism today or look at gender-based violence in cross cultural perspective. The sky is the limit! Draw inspiration from units in the class that speak to you in selecting your topic for the final. The paper must use critical thinking and theoretical frameworks and concepts explored in class in the analysis. You must use relevant readings and viewings from the class in your analysis (at least *three* readings or viewings from the class) and additionally cite at least **THREE** external academic sources in your paper (ideally the sources from your topic and three sources assignment, but you may use different sources). Papers will be 5 to 7 pages (**not** including the bibliography/reference page), must include a title, and will be double-spaced, 1-inch margins, Times New Roman font, ASA citation and reference format. A rubric for the final paper can be found on the Canvas course page under "Assignments."

Personal is Political Reflection

(80 points – 8% of overall grade):

This last worksheet assignment asks you to reflect on the course and fill out the questions on the designated worksheet. You will reflect on your experiences in the class, what topics you were particularly drawn to and why, how you will apply what you learned outside of class, and how the course content connects to your own social location, and the broader social world. The worksheet for this assignment and a rubric can be found on our Canvas course page under "Assignments."

Course Grading Scale:

A = 93-100 AB= 88-92 B = 83-87 BC = 78-82 C = 70 – 77 D = 60-69 F = below 60

*****Grades that are resting in between (for example, 92.5) will be rounded up in consideration of engagement, participation, receptivity and implementation of feedback, and overall quality of work in the class.***

All assignments to be submitted on Canvas on designated due dates listed in our course calendar on Canvas and at the end of this syllabus.

Standard Paper Format – American Sociological Association

The format of each written assignment must adhere to the following guidelines:

- All text is double spaced, no additional spaces between paragraphs
- Each new paragraph is indented
- 12-pt font in Times or Times New Roman
- 1-inch margins
- Reference page in American Sociological Association style
 - <https://owl.english.purdue.edu/owl/resource/583/03/>
 - Alphabetical by authors' last names
 - This does not count in page or word requirements
- Quotations & evidence cited according to ASA style

Late Work Policy

Deadlines are an important part of life, and we will strive to meet them in this classroom. I also recognize that your lives, like mine, are complex and busy and our shared classroom is but a part of a larger whole. So please contact me and/or your TA if there are any obstacles getting your way of participation or meeting due dates. I am much more interested in working with you on solutions to those problems than I am in being punitive. My top priority is for you to succeed in this class, to become a stronger reader, writer, and thinker, to grow your academic abilities, and your confidence in your work. For every week that an assignment is late, you will incur a penalty of 10% off your total grade for that assignment. If you have a valid reason to turn in an assignment late, you must talk to me or your TA before the due date if that's possible.

Assignments submitted more than two weeks past the original due date will be considered a zero, except in the case of extenuating circumstances, which must be communicated in advance.

The final paper must be submitted on the due date.

No late work will be considered past the last day of the semester.

I recognize that we are still operating within a global pandemic – if you need extra time, flexibility, support, or assistance, I ask that you communicate with me and your TA!

RULES, RIGHTS & RESPONSIBILITIES

- See: <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>



Plagiarism

You are expected to always do your own work. Academic dishonesty is defined as the unauthorized use of assistance with intent to deceive a faculty member or another person assigned to evaluate work submitted to meet course and program requirements. Plagiarism is the unauthorized use of someone else's materials (book, article, graphics, etc.) without citing the source or using that work as one's own without proper documentation.

To avoid any problems, please make sure that you understand the following information: Distinguishing your words and ideas from those of someone else is an important skill for this class. A case of extensive plagiarism (full paragraphs lifted from someone else's work), repeated plagiarism, or "recycling" a paper (submitting a paper for more than one class) could result in significant grade penalties and potential failure of the class. If you have any questions about using sources, please ask me!

Some examples of plagiarism are:

- Using a phrase or a sentence from a source without acknowledging that source (e.g. without putting quotation marks around the quoted material and without mentioning the author)
- Borrowing specific ideas from another writer without acknowledging your source, even if you write the idea in your own words
- Cutting and pasting text from the Internet into your paper without acknowledging the source
- Handing in a paper under your name that has been written by someone else (e.g. downloading an essay from the Internet and handing it in as your own)

If I suspect a violation of the Academic Honesty policy, I am required to:

- Notify the student in writing and meet face-to-face to discuss suspected violation.
- Report the suspected violation to the Office of Student Affairs.
- Initiate formal hearing procedures if an informal resolution cannot be achieved.

For more information on UW-Madison plagiarism policy:

<https://conduct.students.wisc.edu/syllabus-statement/>

(Language graciously borrowed from Dr. Sami Schalk of UW-Madison Gender and Women's Studies):

I believe everyone has a right to a quality education and that classrooms can adapt to students' needs. If you have ideas on how you can best learn and express your learning in this class, if you have an undocumented disability, or if you have a change in disability status during the semester, I encourage you to meet with me as soon as possible to discuss a learning plan. If you have a documented disability, please provide me your accommodation information within the first two weeks of class. The University accommodation policy reads as follows:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

<https://mcburney.wisc.edu/instructor/>

Resources for Academic Assistance

The UW Writing Center:

<https://writing.wisc.edu/>

Tutoring and Learning Support Services –

<https://newstudent.wisc.edu/academic-support/>

<https://academicsupport.wisc.edu/>

Resources for Student Well Being

<https://students.wisc.edu/guides/community/>

<https://students.wisc.edu/guides/get-involved/>

<https://students.wisc.edu/guides/health-and-wellness/>

This class will be an open and affirming learning space for all students, regardless of size, ability, age, race, ethnicity, citizenship status, gender, sex, sexual orientation, parental status, religion, or socioeconomic status. As an instructor, I pledge to respect all students based upon these factors, including the use of personal names and pronouns. I encourage open communication among students, TAs, and myself.

Students are welcome and encouraged to share viewpoints relevant to course material, and respectful, relevant debate is encouraged.

At times during the term, we will be discussing topics that may be disturbing, even traumatizing, to some students. The readings and viewings we do in this class can be especially difficult as they deal with the subjects of violences, various forms of oppression, and embodied experiences. You are expected to engage with the material, but not to the point of any self-detriment. You will never be required to share something you are not comfortable sharing. However, this does not mean you are exempt from participation. There is a distinct difference between experiencing harm and experiencing discomfort, and we will embrace discomfort in this class as we seek to unlearn systems of oppression and discrimination. This means critically considering our own identities and beliefs which can be difficult, but an important aspect of our work together. *If you ever feel the need to refrain from engaging with the material during discussion, I ask that you make me and your TA aware of the circumstances.*

You will be responsible for any material you miss. If you ever wish to discuss your personal reactions to this material, either with the class, your TA, or with me, I welcome such discussion as an appropriate part of our coursework.

*I want to challenge us to remember that we are not the measure of all things. I absolutely encourage the use of experience and personal perspective in framing how we talk about the material, but the goal of the course is to think **beyond** those experiences and perspectives, and engage in thinking critically about the social, cultural, and political realities of various groups, identities, and social structures.*

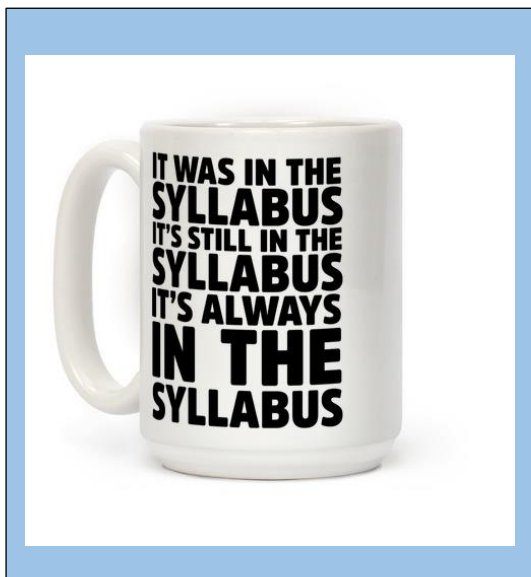
The success of this class is a community effort!

Classroom Norms for Participation/Discussion:

- Presume positive intentions
- Listen attentively and intentionally
- Aim for shared participation
- Engage respectfully always
 - Respect boundaries
- Commit to building a courageous community

Important Notes! Please read!!

- This syllabus is to act as a guide for the semester, but it is not set in stone. Certain due dates for assignments may shift slightly – but I will do everything I can to make sure people are fully aware of changes well in advance. As such, by choosing to remain in this course, you agree to all the addressed requirements and stipulations. ***I reserve the right to alter this syllabus at any time, but with fair and appropriate warning.***
- Keep this syllabus very handy! It has the information you need! As does our Canvas page! Be sure to spend time really reading the syllabus and exploring our course Canvas page!
- I will attempt to respond to student emails as promptly as I am able. I will generally check and respond to email between the hours of 9 a.m. and 5 p.m. I will always try to get you a response within 24 hours. ***Please send me emails from either your student email address, or another email address that readily identifies you. And please always include a subject line in the email, as well as a greeting, and sign your name! Thank you!***
- Assignments will be graded within two weeks of submission. Your TAs are rock star humans and graduate students, and they are also a resource for you. Please be patient as they provide quality assessment of assignments. Please see assignment rubrics for further expectations and breakdown of how assignments are graded.
- Any and all late work must be submitted by the last day of class to be considered for credit. Please see the late work policy. The deadline for work submitted on Canvas is midnight for all listed assignments on the designated day. Please reach out to me with questions about assignment expectations and submissions!



You can certainly
always email me and/or
your TA, but if you do
have a question about
the class...
Please check the
syllabus first!
Thank you!

Class Schedule

Week One: Welcomes and Introductio ns!	Wednesday 9/7: Introductions, syllabus overview No readings or viewings due
Week Two: Establishin g Framework s and Key Concepts – Intersectio nality, Identity Politics, Body Politics	Monday 9/12: Readings and viewings due: <ul style="list-style-type: none"> • The Urgency of Intersectionality - Kimberlé Crenshaw TED talk (video) • Intersectionality for Beginners - Kaufman (reading) • The Danger of the Single Story – Chimamanda Ngozi Adichie (video) • The Combahee River Collective Statement (reading) Wednesday 9/14: Readings and viewings due: <ul style="list-style-type: none"> • Rose Weitz - A History of Women's Bodies (reading) • Horace Miner - Body Ritual Among the Nacirema (reading) • Sonya Renee Taylor – Bodies as Resistance (video) A Letter on Intersectionality Assignment due Friday 9/16 by midnight on Canvas
Week Three: Gender Embodime nt and Sexualities	Monday 9/19: Readings and viewings due: <ul style="list-style-type: none"> • Judith Butler and Gender Performativity (video) • The Gender Tag TED Talk (video) • Erickson-Schroth, Laura, and Benjamin Davis. Gender: What Everyone Needs to Know: Gender 101. 2021. (reading) • Stephanie R. Olson, Compulsory Heterosexuality, 2015, GLBTQ Archive (reading) Wednesday 9/21: Readings and viewings due: <ul style="list-style-type: none"> • The Experiences, Challenges, and Hopes of Transgender and Nonbinary U.S. Adults – findings from Pew Research Focus Groups, 2022 (reading) • Michael Love Michael and Wren Sanders, "A Signature Beauty: 9 trans and nonbinary people on bodies, desirability, and revolutionizing beauty." 2022. (reading)
Week Four: Feminisms and Different	Monday 9/26: Readings and viewings due: <ul style="list-style-type: none"> • Feminism is for Everybody excerpt - bell hooks (reading)

Ways of Knowing	<ul style="list-style-type: none"> • We Should All Be Feminists - Chimamanda Ngozi Adichie TED talk (video) • The Master's Tools Will Never Dismantle the Master's House - Audre Lorde (reading) <p>Wednesday 9/28: Readings and viewings due:</p> <ul style="list-style-type: none"> • Excerpts from This Bridge Called My Back (reading) • Reflections on the Black Woman's Role in the Community of Slaves - Angela Davis (reading) • Brown Queer Bodies – Bernadette Calafell (reading) • Formation - Beyoncé (video)
Week Five: Exploring the Waves	<p>Monday 10/3:</p> <ul style="list-style-type: none"> • Grady, Constance. 2018. The Waves of Feminism and Why People Keep Fighting Over Them, Explained (reading) • In 1920, Native Women Sought the Vote. Here's What's Next. - Cahill and Deer (reading) • Meet the Brave but Overlooked Women of Color who Fought for the Vote - NYT (reading) <p>Wednesday 10/5: Readings and viewings due:</p> <ul style="list-style-type: none"> • Stray Thoughts on Transgender Feminism - Susan Stryker (reading) • The Redstockings Manifesto (reading) • The Personal is Political – Carol Hanisch (reading) • I am the Third Wave - Rebecca Walker (reading) • Feminism: The Fourth Wave, interactive site https://www.womenshistory.org/exhibits/feminism-fourth-wave (explore) <p>Feminist Sex Wars Reflection worksheet due Friday, 10/7 by midnight on Canvas</p> <p>Accompanying materials (found on Canvas in the Feminist Sex Wars assignment – look under “Assignments” on Canvas)</p> <ul style="list-style-type: none"> • Let's Put Pornography Back in the Closet – Susan Brownmiller – 1979 (reading) • Lust Horizons: Is the Women's Movement Pro-Sex? – Ellen Willis – 1981 (reading) • The Sex Wars 1970s-1980s – Andrew McBride – 2008 (reading) • The History of the Sex Wars (reading) • Forum: The Feminist Sexuality Debates - Ann Ferguson, Ilene Philipson, Irene Diamond and Lee Quinby, and Carole S. Vance and Ann Barr Snitow – 1984 – (reading)
Week Six: Transnational	<p>Monday 10/10: Readings due:</p> <ul style="list-style-type: none"> • Explaining Transnational Feminism (video)

Feminisms	<ul style="list-style-type: none"> • Transnational Feminist Theory and Practice: An Introduction - Carolyn Zerke Enns, Lillian Comas Díaz & Thema Bryant-Davis (reading) • Salem, Sara. 2014. "Decolonial Intersectionality and a Transnational Feminist Movement." (reading) <p>Wednesday 10/12: Readings due:</p> <ul style="list-style-type: none"> • Under Western Eyes – Chandra Mohanty (reading) • Olufemi, Lola. 2020. "The saviour complex: Muslim women and gendered Islamophobia" (reading)
Week Seven: Transnational Feminisms continued/ Global feminisms	<p>Monday 10/17: Readings and viewings due:</p> <ul style="list-style-type: none"> • Kurian, Munshi, and Mundkur. 2015. "The Dialectics of Power and Powerlessness in Transnational Feminist Networks: Online Struggles Around Gender-based Violence." (reading) • Bhushan Sharma, Bhavana Raj, Tamanna Arora. 2022. Introduction to the Special Issue: Transnational Feminisms: Contexts, Collaborations, Contestations--Toward a Liveable Planet (reading) <p>Wednesday 10/19: Readings and viewings due:</p> <ul style="list-style-type: none"> • Saving Face (video ~ 40 minutes) • Femen in Paris - Tayler (reading) • Introduction, Zapatista Stories for Dreaming An Other World, Subcomandante Marcos and the Lightning Collective, 2022 (reading) <p>Topic and Three Sources Assignment due Friday, 10/21 by midnight on Canvas</p>
Week Eight: Gendered Institutions	<p>Monday 10/24: Readings and viewings due:</p> <ul style="list-style-type: none"> • From Sex Roles to Gendered Institutions – Joan Acker (reading) • How Millions of Women Became the Most Essential Workers in America - Robertson and Gebeloff (reading) • Belabored podcast episode – Women Leading the Labor Movement https://sarahljaffe.com/2022/05/20/belabored-women-leading-the-labor-movement/ <p>Wednesday 10/26: Readings and viewings due:</p> <ul style="list-style-type: none"> • Chain of Love documentary (video - accessed via UW Madison library) • The Second Shift - Arlie Hochschild (video) • Garbes, Angela. 2022. "The Devaluation of Care Work is By Design." (reading)
Week Nine:	<p>Monday 10/31: (Spooky!)</p>

Postfeminism and Popular Culture	<p>Readings and viewings due:</p> <ul style="list-style-type: none"> • Various advertisements (videos) <ul style="list-style-type: none"> - Nike Dream Crazy and Dream Crazier - Frida Mom - Knixwear - Bodyform Blood Normal - Gillette - Aerie - Playtex • Postfeminism and Popular Culture – Angela McRobbie (reading) • Postfeminism and Popular Feminism – Sarah Banet-Weiser (reading) <p>Supplemental Reading (Not Required): Bradford, H. 2016. “Halloween Unmasked: A Socialist Feminist History of Halloween.” (reading)</p> <p>Wednesday 11/2: Readings and viewings due:</p> <ul style="list-style-type: none"> • Everyday Sexism in a Postfeminist World – Hayley Krischer (reading) • We Sold Feminism to the Masses and Now it Means Nothing – Margie Bianco (reading) • The Rumpus Interview with Andi Zeisler – Alli Maloney (reading) <p>Advertisement Analysis Worksheet due Friday, 11/4 by midnight on Canvas</p>
Week Ten: Sexual Health, Reproductive Justice, and Menstruation	<p>Monday 11/7: Readings and viewings due:</p> <ul style="list-style-type: none"> • Orenstein, Peggy. What Young Women Believe about their Own Sexual Pleasure – TED talk (video) • Sex, Pleasure, and Liberation panel discussion (video) • Why America’s Black Mothers and Babies are in a Life or Death Crisis - Villarosa (reading) • Romper’s Doula Diaries - Natural Birth Seemed Impossible (video) • Shulamith Firestone: Why the Radical Feminist Who Wanted to Abolish Pregnancy Remains Relevant - Margree (reading) <p><i>Supplemental reading (not required): The Color of Choice: White Supremacy and Reproductive Justice – Loretta J. Ross, SisterSong</i></p> <p>Wednesday 11/9: Readings and viewings due:</p> <ul style="list-style-type: none"> • Why Menstruate if you Don’t Have To - Renault (reading) • Menstrual Pads Can’t Fix Prejudice - Bobel (reading) • Queering Menstruation – Sarah (Frankie) Frank (reading)
Week Eleven: Gender and	<p>Monday 11/14: Readings and viewings due:</p> <ul style="list-style-type: none"> • When Your Abuser is Also Queer - Machado (reading)

Violences	<ul style="list-style-type: none"> • The Link Between Natural Disasters and Domestic Abuse - O'Neil (reading) • Sexual and Gender Based Violence During Covid-19: Lessons from Ebola - Onyango (reading) • Why Violence Against Transgender Americans is a Crisis that's Underreported (video) • TV News Networks Spent Less than 45 Minutes Covering Anti-Trans Violence in 2021, James Factora, 2022 (reading) <p>Wednesday 11/16: Readings and viewings due:</p> <ul style="list-style-type: none"> • Coalition to Stop Violence Against Native Women (explore) • Presley, 2020. Embodied Liminality and Gendered State Violence (reading) • Walking in Two Worlds (reading) • Native Women's Wilderness – MMIWG2S webpage (explore) • The Standing Rock Resistance and Our Fight for Indigenous Rights, 2017, TED Talk, https://www.ted.com/talks/tara_houska_the_standing_rock_resistance_and_our_fight_for_indigenous_rights (video) <p>Outline for Final Paper due Friday, 11/18 by midnight on Canvas</p>
Week Twelve: Masculinities	<p>Monday 11/21: Readings and viewings due:</p> <ul style="list-style-type: none"> • Gough, B. 2018. Theorising Masculinities (reading) • What is Female Masculinity? (video) • Flipping the Script: Black Manhood and the Proactive Process of Becoming, Tim'm T. West, 2013 (reading) <p>Supplemental Viewing (Not Required): The Mask You Live In (2015) – access through UW-Madison Kanopy web page</p> <p>Wednesday 11/23: No readings or viewings due <i>Final Paper Q and A session (attendance optional) – virtual drop in on zoom</i></p> <p>Thursday 11/24 – Sunday 11/27: Thanksgiving Recess – NO WEDNESDAY OR THURSDAY DISCUSSION SECTIONS</p>
Week Thirteen: Embodiment and Body Politics	<p>Monday 11/28: Readings and viewings due:</p> <ul style="list-style-type: none"> • Skin Lightening - Vox (video) • strmic-pawl hephzibah v., Gonlin V, Garner S. Color in Context: Three Angles on Contemporary Colorism. <i>Sociology of Race and Ethnicity</i>. 2021;7(3):289-303. • Here's What Fat Acceptance Is and Isn't - Dionne (reading) • The Racial Origins of Fat Stigma (viewing) https://www.cbsnews.com/news/fat-shaming-race-weight-body-image-

	<p>cbsn-originals/</p> <ul style="list-style-type: none"> • The Fat Joke - Rachel Wiley (video) <p>Wednesday 11/30: Readings and viewings due:</p> <ul style="list-style-type: none"> • Disability Visibility Project website (explore) • Stran, Margaret. "Sitting and Resisting: How Using a Wheelchair Confronts Ideas of Normal." In <i>Body Battlegrounds</i>. 228-230. (reading) • Asexuality in Disability Narratives - Kim (reading) • Nobody Cat Calls the Woman in the Wheelchair - Whaley (reading) • Inside the Controversial World of Medically Assisted Sex, VICE (video)
Week Fourteen: Movements are Messy	<p>Monday 12/5: Readings due:</p> <ul style="list-style-type: none"> • History of Women's Activism in the US - Gillis and Jacobs (reading) • Collective Memory and the Transfeminist 1970s – Finn Enke (reading) <p>Wednesday 12/7: Readings due:</p> <ul style="list-style-type: none"> • Teaching Outside Liberal Imperial Discourse - Falcon et al. (reading) • An Interview with the Founders of Black Lives Matter (video) • Feminism Has Failed Women – Kim Brooks (reading) • What Has Feminism Achieved? A Response to Kim Brooks (reading) <p>Personal is Political Reflection Worksheet due Friday, 12/9 by midnight on Canvas</p>
Week Fifteen: Intersectionality Revisited: From Theory to Praxis	<p>Monday 12/12: Readings and viewings due:</p> <ul style="list-style-type: none"> • Anzaldúa, Gloria. "La conciencia de la mestiza: Towards a New Consciousness." (reading) • To Live in the Borderlands poem – Anzaldúa (reading) • Melissa Lozada Oliva – My Spanish (video) <p>Wednesday 12/14:</p> <ul style="list-style-type: none"> • Confessions of a Bad Feminist – Roxane Gay (video) • Olufemi, Lola. 2020. "Introduction: Feminist Work is Justice Work." <i>Feminism, Interrupted</i> (reading) <p>Final Paper due Thursday 12/15 by midnight on Canvas No discussion sections this week No final exam in this class, only the final paper</p>

Other Important Information

DIVERSITY & INCLUSION

Institutional Statement on Diversity: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

SEXUAL HARASSMENT & OTHER FORMS OF SEXUAL MISCONDUCT

As an instructor, I am committed to supporting survivors of sexual misconduct, including sexual assault, sexual harassment, dating violence, domestic violence, stalking, and sexual exploitation. UW–Madison offers a variety of resources for students impacted by sexual misconduct.

If you wish to seek out free, confidential support, there are a number of [services](#) available on campus and in the community.

If you would like to report sexual misconduct to the campus, a number of [reporting options](#) are available. In addition, each department has staff members, known as Responsible Employees, who can assist you. If you are an undergraduate student, most of the academic and career advisors you work with are designated Responsible Employees. Please note that Responsible Employees are required to report specific disclosures that you share about sexual misconduct to UW-Madison's [Title IX Office](#).

The Department of Gender & Women's Studies has the following Responsible Employees: the Department Chair, Dr. Judy Houck (jahouck@wisc.edu), and the Graduate Coordinator, Susan Nelson (susan.nelson@wisc.edu).

PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURERS STATEMENT

See more information about privacy of student records and the usage of audio-recorded lectures.

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the

instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

COURSE EVALUATIONS (AEFIS)

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation. Your feedback helps us continue to offer meaningful curriculum and create the best educational experience for you!

UW-Madison uses a digital course evaluation survey tool called AEFIS. For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous.

Covid Policy Information

Masks are not required but are encouraged in the classroom!

<https://covidresponse.wisc.edu/>

Effective March 12, 2022, masks may be worn but are no longer required inside university buildings. Masks are required when visiting COVID-19 test sites and other clinical spaces on campus, including University Health Services.

Please check [UW-Madison Transportation Services](#) and [Madison Metro](#) for current mask requirements for public transportation, including campus buses.

You should wear a mask for 10 days following a positive COVID-19 test and for 10 days following an exposure to someone with COVID-19.