



Gender and Women's Studies

UNIVERSITY OF WISCONSIN-MADISON

Gen&WS 810: Gender and Women's Studies: The Emergence and Transformation of a Field To be offered in 2023-24 and beyond

Professor Judith A. Houck
Office Hours: Tuesday 1-3
3410 Sterling Hall

3 Credit Graduate Seminar: This course meets face-to-face once a week for two-and-a-half hours. As a graduate seminar, students will be expected to prepare for the class for at least 6 hours for every class period. The work load for some weeks might be appreciably higher.

Canvas Course URL: TBD

Requisite: Graduate or professional standing.

Seminar Time: Tuesdays from 3-5:30pm

Location: TBD

Course Description

Provides an overview of the field of gender and women's studies. Surveys the origin of the field and traces its major transformations. Explores and analyzes historical and contemporary debates that have shaped and continue to shape the field. Interrogates the mission of gender and women's studies. Examines the processes and products of academic professionalization. Investigates the value of graduate training in gender and women's studies.

Course Learning Outcomes

- Identify and analyze major shifts in the history of Gender and Women's Studies
- Develop and demonstrate a point of view about the animating controversies within Gender and Women's Studies
- Research and summarize changes in Gender and Women's Studies scholarship
- Develop and deploy critical reading skills
- Develop and apply critical writing skills

COURSE MATERIALS

- Course readings will be available on Canvas
- Readings not available on Canvas will be for sale at Room of One's Own Bookstore

ASSIGNMENTS

- 12 one-page reading-response papers 20%

- GWS journal analysis (US based) 10%
- GWS journal analysis (non-US based) 10%
- Critical response to one issue at the heart of the field of GWS 30%
- Personal reflection on the promise of GWS 10%
- Participation in seminar 20%

GRADING SCALE

93-100	A	78-82	BC	60-69	D
88-92	AB	70-77	C	0-59	F
83-87	B				

Grade Concerns

If you have questions about a grade, speak first to the instructor. If the question is not resolved, speak with the chair of the Department of Gender and Women’s Studies. They will attempt to resolve the issue informally and inform you of the Appeals Procedures if no resolution is reached informally.

Participation Rubric

Discussion participation rubric					
Points	5	4	3	2	1
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; shows effort to engage with both instructor and classmates	Sometimes well-prepared for class; makes attempts to engage in critical thought; makes attempts to move dialogue forward; sometimes goes off topic; shows some effort to engage with instructor and classmates	Rarely prepared for class; few attempts to engage in critical thought; seldom moves dialogue forward; often goes off topic; shows little effort to engage with instructor and classmates	Almost never prepared for class; does not attempt to engage in critical thinking; does not move dialogue forward; purposes goes off topic; does not engage with instructor or classmates
Frequency of contribution	Always	Most of the time	Sometimes	Rarely	Never
Respect of ground rules	Always	Most of the time	Sometimes	Rarely	Never

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

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

ACADEMIC INTEGRITY

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the

institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

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

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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/>

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/>

SCHEDULE

[This schedule and list of readings is meant to serve as an approximation of this course. No particular reading or topic is binding.]

ESTABLISHING A FIELD

Week 1: Women's Studies: Origin Stories of a New Academic Field

- Linda Gordon, "A Socialist View of Women's Studies: A Reply to the Editorial," *Signs* 1 (1975): 559-566.
- Christine Graul, Elizabeth Kennedy, Lissian Robinson, and Bonnie Zimmerman, "Women's Studies: A Case in Point," *Feminist Studies* 1(1972): 109-120.
- Joyce Trebilcot, "Women's Studies: Ten Years Later," *OOB*, February 1980, 16, 33.
- Marilyn J. Boxer, "For and about Women: The Theory and Practice of Women's Studies in the United States," *Signs* 7 (1982): 661-695.
- Michele Tracy Berger, "Learning from Women's Studies," *Contexts* 12 (2013), 76-79.
- Some article about the global development of women's and gender studies

DEFINING THE OBJECT OF STUDY

Week 2: The Content of Gender and Women's Studies: Threshold Concepts

- Jane Pilcher and Imelda Whelehan, *50 Key Concepts in Gender Studies* (Thousand Oaks: Sage, 2004), selections.
- Teresa De Lauretis, "Feminist Studies/Critical Studies: Issues, Terms and Contexts," in *Feminist Studies/Critical Studies*, Teresa de Lauretis, ed. (Bloomington: IU Press, 1986), 1-19.
- Susan Stanford Friedman, "What Should Every Women's Studies Major Know? Reflections on the Capstone Seminar," in *Women's Studies on Its Own*, Robyn Wiegman, ed., (Durham: Duke UP, 2002), 416-437.

Week 3: Has Women's Studies Always Been Gender Studies?

- Robyn Wiegman, "The Progress of Gender: Whither 'Women'?" in *Women's Studies on Its Own*, Robyn Wiegman, ed., (Durham: Duke UP, 2002), 106-140.
- Wendy Brown, "The Impossibility of Women's Studies," in *Women's Studies on the Edge*, Joan Wallach Scott, ed. (Durham: Duke UP, 2008), 17-38.
- Bonnie Zimmerman, "Beyond Dualism: Some Thoughts about the Future of Women's Studies," in *Women's Studies for the Future: Foundations, Interrogations, Politics*, Elizabeth Lapovsky Kennedy and Agatha Beins, eds., (New Brunswick: Rutgers UP, 2005), 31-39.
- Leila J. Rupp, "When Women's Studies Isn't about Women: Writing about Drag Queens," in *Exploring Women's Studies: Looking Forward, Looking Back*, Carol R. Berkin, Judith L. Pinch and Carole S. Appel, eds., (Upper Saddle River, NJ: Prentiss Hall, 2006), 57-67.

Week 4: Socialist Feminism and Social Class in Women's Studies

- Judith Kegan Gardiner, "What Happened to Socialist Feminist Women's Studies Programs? A Case History and Some Speculations," *Feminist Studies* 34 (2008): 558-583.
- Elizabeth Lapovsky Kennedy, "Socialist Feminism: What Difference Did It Make to the History of Women's Studies?" *Feminist Studies* 34 (2008): 497-525.
- Lois Rita Helmhold, "Classless and Clueless in NWSA: A History of the Poor and Working Class Caucus," *NWSA Journal* 14 (2002): 58-70.
- Vivyan C. Adair, "Class Absences: Cutting Class in Feminist Studies," *Feminist Studies* 31 (2005): 575-603.
- Karen Robertson and Susan Zlotnick, "Putting Class Back in the Women's Studies Curriculum," *Feminist Teacher* 20 (2010): 95-.

Week 5: Women/People of Color in Gender and Women's Studies

- Gloria T. Hull and Barbara Smith, "Introduction: The Politics of Black Women's Studies," in *All the Women Are White, All the Blacks are Men, But Some of Us Are Brave: Black Women's Studies*, Gloria T. Hull, Patricia Bell Scott, and Barbara Smith eds. (Old Westbury, NY: The Feminist Press, 1982), xvii-xxxii.
- Barbara Smith, "Racism and Women's Studies," in *But Some of Us Are Brave*, 48-51.
- Josephine Beoku-Betts and Wairimu Ngaruiya Njambi, "African Feminist Scholars in Women's Studies: Negotiating Spaces of Dislocation and Transformation in the Study of Women," in *Still Brave: The Evolution of Black Women's Studies*, Stanlie M. James, Frances Smith Foster and Beverly Guy-Sheftall, eds., (New York: The Feminist Press, 2009), 300-318.
- Barbara Christian, "But Who Do You Really Belong To—Black Studies or Women's Studies," in *Still Brave*, 86-91.
- Maxine Baca Zinn, Lynn Weber Cannon, Elizabeth Higgenbotham and Bonnie Thornton Dill, "The Costs of Exclusionary Practices in Women's Studies," in *Making Face, Making Soul/Haciendo Caras: Creative and Critical Perspectives by Feminists of Color*, Gloria E. Anzaldúa, ed., (San Francisco: Aunt Lute Books, 1990), 29-41.
- Scott Lauria Morgensen, "Identity (politics)," *Rethinking Women's and Gender Studies*, 173-188.
- Rachel Lee, "Notes from the (Non)Field: Teaching and Theorizing Women of Color," in *Women's Studies on Its Own*, 82-105.
- Minoo Moallem, "'Women of Color in the U.S.': Pedagogical Reflections on the Politics of 'the Name'" in *Women's Studies on Its Own*, Robyn Wiegman, ed., (Durham: Duke UP, 2002), 368-382.
- Laura Gillman, "Beyond the Shadow: Re-Scripting Race in Women's Studies," *Meridians: Feminism, Race, Transnationalism* 7 (2007):117-41.

Week 6: Sexuality Studies/LGBT+ Studies

Breanne Fahs, "Diving (Back) into the Wreck: Finding, Transforming and Reimagining Women's Studies and Sexuality Studies in the Academy," *Feminist Studies* 39 (2013): 496-501.

Marilee Lindemann, "Building (and Rebuilding) LGBT Studies at the University of Maryland," *Feminist Studies* 39 (2013): 507-511.

Leora Auslander, "Do women's + feminist + men's + lesbian and gay + queer studies + gender studies," *Differences: A Journal of Feminist Cultural Studies* 9 (1997).

Miranda Joseph, "Analogy and Complicity: Women's Studies, Lesbian/Gay Studies and Capitalism," in *Women's Studies on Its Own* (2002), 267-292.

Erica Lorraine Williams, "Women's Studies and Sexuality Studies at HBCU's: The Audre Lorde Project at Spelman College," *Feminist Studies* 39 (2013): 520-525.

Merri Lisa Johnson, "Lez Be Honest: Queer Feelings about Women's Studies at a Public Regional University in the Southeastern United States," *Feminist Formations* 27 (2015): 237-260

APPROACHES TO GENDER AND WOMEN'S STUDIES SCHOLARSHIP

Week 7: Transfeminism and Gender Studies

Gayle Salamon, "Transfeminism and the Future of Gender," in *Women's Studies on the Edge*," Joan Wallach Scott, ed., (Durham: Duke UP, 2008), 115-136.

Bobby Noble, "Trans-," in *Women's Studies for the Future*, 277-292.

Finn Enke, "The Education of Little Cis: Cisgender and the Discipline of Opposing Bodies," in *Transfeminist Perspectives in and beyond Transgender and Gender Studies*," (Philadelphia: Temple UP, 2012), 60-77.

Finn Enke, "Introduction: Transfeminist Perspectives," in *Transfeminist Perspectives*, 1-15.

Week 8: Queering Gender and Women's Studies

Jennifer Purvis, "Queer," in *Rethinking Women's and Gender Studies*, 189-205.

Nan Alamilla Boyd, "What Does Queer Studies Offer Women's Studies? The Problem and the Promise of Instability," in *Women's Studies for the Future*, 97-108.

Heather Love, "Queer Messes," *Women's Studies Quarterly*, 44(2016): 345-349.

Janice Ristock, "Taking Off the Gender Lens in Women's Studies: Queering Violence against Women," *Canadian Women's Studies* 24 (2005): 65-69.

Week 9: Intersectionality and Gender and Women's Studies

Feminist Solidarity at the Crossroads: Intersectional Women's Studies for Transracial Alliance, Kim Marie Vaz and Gary L. Lemons, eds., (New York: Routledge, 2012), selections.

Vivian M. May, "Intersectionality," in *Rethinking Women's and Gender Studies*, Catherine M. Orr, Ann Braitwaite and Diane Lichtenstein, eds., (New York: Routledge, 2012), 155-172.

Jennifer Nash, "Re-Thinking Intersectionality," *Feminist Review* 89 (2008): 1-15.

Week 10: Global Gender and Women's Studies/Transnational Gender and Women's Studies

Inderpal Grewal and Caren Kaplan, "Transnational Practices and Interdisciplinary Feminist Scholarship: Refiguring Women's and Gender Studies," in *Women's Studies on Its Own* (2002), 66-81.

Laura Parisi, "Transnational," in *Rethinking Women's and Gender Studies*, 310-327

- Dawn Rae Davis, "Unmirroring Pedagogies: Teaching with Intersectional and Transnational Methods in the Women and Gender Studies Classroom," *Feminist Formations* 22 (2010): 136-162.
- Carol Cohn, "Globalizing Women's Studies: Pitfall and Possibilities," *International Feminist Journal of Politics* 1 (2008): 443-45.
- Sandra K. Soto, "Where in the Transnational World are the Women of Color?" in *Women's Studies for the Future: Foundations, Interrogations, Politics*, Elizabeth Lapovsky Kennedy and Agatha Beins, eds., (New Brunswick: Rutgers UP, 2005), 111-24.
- Minoo Moallem, "Feminist Scholarship and the Internationalization of Women's Studies," *Feminist Studies* 32 (2006): 332-51.
- Beverly Guy-Sheftall, "Shifting Contexts: Lessons from Integrating Black, Gender, and African Diaspora Studies," in *Encompassing Gender: Integrating International Studies and Women's Studies*, Mary M. Lay, Janice Monk, and Deborah S. Rosenfelt, eds. (Old Westbury, NY: Feminist Press, 2001), 67-80.

GENDER AND WOMEN'S STUDIES: A DISCIPLINE OR A FIELD?

Week 11: Multidisciplinarity, Interdisciplinarity, Transdisciplinarity

- Eloise Buker, "Is Women's Studies a Disciplinary or Interdisciplinary Field of Inquiry?" *NWSA Journal* 15 (2003): 79-93.
- Robyn Wiegman, Cini Katz, Banu Subramaniam, "Women's Studies Interdisciplinary Imperatives, Again/Response," *Feminist Studies* 27(2001): 514-531.
- Diane Lichtenstein, "Interdisciplinarity," in *Rethinking Women's and Gender Studies*, Catherine M. Orr, Ann Braithwaite, and Diane Lichtenstein, eds., (New York: Routledge, 2012), Ann Braithwaite, "Discipline," in *Rethinking Women's and Gender Studies*, 209-224.
- Kathleen M. Blee, "Contending with Interdisciplinarity," in *Women's Studies on Its Own*, 177-182.
- Judith A. Allen and Sally L. Kitsch, "Disciplined by Disciplines? The Need for and Interdisciplinary Research Mission in Women's Studies," *Feminist Studies* 24 (1998): 275-299.
- Irene Dolling and Sabine Hark, "She Who Speaks Shadow Speaks Truth: Transdisciplinarity in Women's and Gender Studies," *Signs* 25 (2000): 1195-98.

Week 12: Women's Studies Journals: Vehicles for Feminist Scholarship

- Signs@40: Feminist Scholarship through Four Decades (signsat40.signsjournal.org)
- Catharine R. Stimpson, "A Peak in Darien?"
<http://signsat40.signsjournal.org/commentaries/#stimpson>
- Dana M. Britton, "Social Sciences in *Signs*"
<http://signsat40.signsjournal.org/commentaries/#britton>
- Brittney Cooper, "Mapping Black Feminist Genealogies: Toward New Models,"
<http://signsat40.signsjournal.org/commentaries/#cooper>
- Felice Batlan, "A Journal of One's Own? Beginning the Project of Historicizing the Development of Women's Law Journals," *Columbia Journal of Gender and the Law* 12 (2003):574
- Marcia Inhorn, "Celebrating A Decade of Middle East Gender Studies: Reflections on the Tenth Anniversary of the Journal of Middle East Women's Studies," *Journal of Middle East Women's Studies* 10 (2014): 1-7.

Mala Khuller, "Asian Journal of Women's Studies: Ten Years and Beyond," *Asian Journal of Women's Studies* 11 (2005): 7

Zheng Wang, "Comment on 'Asian Journal of Women's Studies: Ten Years and Beyond,'" *Asian Journal of Women's Studies* 11 (2005): 32.

GENDER AND WOMEN'S STUDIES: CREATING ACTIVISTS OR ACADEMICS?

Week 13: The Activist Project of Gender and Women's Studies

Renate Duell-Klein, "Passion and Politics in Women's Studies in the Nineties," *Women's Studies International Forum* 14 (1991) 125-34.

Catherine Orr, "Activism," in *Rethinking Women's and Gender Studies*, 85-101.

Susanne Luhman, "Pedagogy," in *Rethinking Women's and Gender Studies*, 65-81.

David Rubin, "Women's Studies, Neoliberalism, and the Paradox of the 'Political'," in *Women's Studies for the Future*, 245-261.

Bonnie Zimmerman, "The Past in Our Present: Theorizing the Activist Project of Women's Studies," in *Women's Studies on Its Own*, 183-190.

Jayne E. Stake, "Predictors of Change in Feminist Activism Through Women's and Gender Studies," *Sex Roles* 57 (2007): 43-54.

Week 14: The Case for (and Against) a Ph.D. in Gender and Women's Studies

Susan Stanford Friedman, "(Inter)Disciplinary and the Question of the Women's Studies Ph.D.," *Feminist Studies* 24 (1998): 301-325.

Marilyn Boxer, "Remapping the University: The Promise of the Women's Studies Ph.D.," *Feminist Studies* 24 (1998): 387-402.

Vivian M. May, "Disciplinary Desires and Undisciplined Daughters: Negotiating the Politics of a Women's Studies Doctoral Education," *NWSA Journal* 14 (2002): 134-159.

Sally L. Kitch, "Ph.D. Programs and the Research Mission of Women's Studies: The Case for Interdisciplinarity," *Feminist Studies* 29 (2003):435-447.

Stina Soderling, Carly Thomsen, and Melissa Autumn White, "Critical Mass, Precarious Value?: Reflections on the Gender, Women's, and Feminist Studies Ph.D. in Austere Times," *Feminist Studies* 44 (2018): 229-252.

Susan Stanford Friedman, "Ph.D. in Women's and Gender Studies: The European Example," *Feminist Studies* 44 (2018): 424-431.

Pamela Caughie and Jennifer Parks, "Disciplined or Punished? The Future of Graduate Education in Women's Studies," *Atlantis: A Women's Studies Journal* 33 (2009): 405-8.

Allison Kimmich, "National Women's Studies Association: Women's, Gender and Sexuality Studies Placement Data, 2018," *Feminist Studies* 44 (2018): 281-283.