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

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>88-92</td>
<td>AB</td>
</tr>
<tr>
<td>83-87</td>
<td>B</td>
</tr>
<tr>
<td>78-82</td>
<td>BC</td>
</tr>
<tr>
<td>70-69</td>
<td>C</td>
</tr>
<tr>
<td>0-59</td>
<td>D</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Point</th>
<th>Quality of contribution</th>
<th>Frequency of contribution</th>
<th>Respect of ground rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Always well-prepared for class; shows critical thought; poses questions; moves dialogue forward; stays on topic; engages with both instructor and classmates</td>
<td>Always</td>
<td>Always</td>
</tr>
<tr>
<td>4</td>
<td>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</td>
<td>Most of the time</td>
<td>Most of the time</td>
</tr>
<tr>
<td>3</td>
<td>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</td>
<td>Sometimes</td>
<td>Sometimes</td>
</tr>
<tr>
<td>2</td>
<td>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</td>
<td>Rarely</td>
<td>Rarely</td>
</tr>
<tr>
<td>1</td>
<td>Almost never prepared for class; does not attempt to engage in critical thought; does not move dialogue forward; purposes goes off topic; does not engage with instructor or classmates</td>
<td>Never</td>
<td>Never</td>
</tr>
</tbody>
</table>

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

See: [https://secfac.wisc.edu/academic-calendar/#religious-observances](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

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


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

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


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


Barbara Smith, “Racism and Women’s Studies,” in But Some of Us Are Brave, 48-51.


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.


Week 6: Sexuality Studies/LGBT+ Studies


**APPROACHES TO GENDER AND WOMEN’S STUDIES SCHOLARSHIP**

**Week 7: Transfeminism and Gender Studies**


**Week 8: Queering Gender and Women’s Studies**

Jennifer Purvis, “Queer,” in Rethinking Women’s and Gender Studies, 189-205.


**Week 9: Intersectionality and Gender and Women’s Studies**


**Week 10: Global Gender and Women’s Studies/Transnational Gender and Women’s Studies**


Laura Parisi, “Transnational,” in Rethinking Women’s and Gender Studies, 310-327


**GENDER AND WOMEN’S STUDIES: A DISCIPLINE OR A FIELD?**

**Week 11: Multidisciplinarity, Interdisciplinarity, Transdisciplinarity**

- Kathleen M. Blee, “Contending with Interdisciplinarity,” in *Women’s Studies on Its Own*, 177-182.

**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

**GENDER AND WOMEN’S STUDIES: CREATING ACTIVISTS OR ACADEMICS?**

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

Catherine Orr, “Activism,” in *Rethinking Women’s and Gender Studies*, 85-101.
Susanne Luhman, “Pedagogy,” in *Rethinking Women’s and Gender Studies*, 65-81.
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**