



Gender and Women's Studies

UNIVERSITY OF WISCONSIN-MADISON

Gen&WS 810:

Gender and Women's Studies: The Emergence and Transformation of a Field

Instructor: Keisha Lindsay
Professor, Gender & Women's Studies and Political Science

Office Hours: TU (Noon-1pm) AND TH (9:30 – 10:30 am)
In-person or via [Zoom](#)

Contact: knlindsay@wisc.edu
Office: 3313 Sterling Hall

Time: Wednesdays 8:15-10:45 pm
Location: 1339 Sterling Hall

Canvas Course URL: <https://canvas.wisc.edu/courses/427908>

Requisite: Graduate or professional standing.

3-Credit Graduate Seminar: This course is a graduate seminar which meets face-to-face once a week for 2.5 hours. Students are expected to spend at approximately 6 preparatory hours, outside of class, for every class period.

Course Description:

Provides an overview of the emergence and impact of Gender and Women's Studies (GWS). Through shared readings, we will explore key areas of inquiry for the field(s) of GWS as well as reflect on its past, present, and future. Readings and assignments are designed to invite the practice of connecting theory and practice within and beyond the classroom. The first section of the course provides a broad introduction to GWS. The second section interrogates scholars' ongoing efforts to (re)define GWS. The course concludes by exploring disciplinary parameters, or the lack thereof, of GWS.

Course Learning Outcomes

1. Identify and analyze major shifts in the history of GWS
2. Develop and demonstrate a point of view about the animating controversies within GWS
3. Research and summarize changes in GWS scholarship
4. Develop and deploy critical reading skills
5. Develop and apply critical writing skills

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS:

All readings are available on the Canvas course [page](#).

GRADED WORK

1. Class Participation and Discussion (20% of total grade) - This is a discussion-based seminar in which active participation in class is key to your success. Your participation will take two

forms:

- a. (10%) Listening and responding to your classmates' comments on the assigned texts. Fulfilling this portion of the participation requirement requires the following:

Participation Rubric					
Points	9+	8	7	6	5-
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; presumes classmates' positive intentions	Usually 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; usually presumes classmates' positive intentions	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; sometimes presumes classmates' positive intentions	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; rarely resumes classmates' positive intentions	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; never presumes classmates' positive intentions

- b. (10%) Reading and asking your own questions about the assigned materials. To fulfill this portion of the participation requirement, you will [submit three general discussion questions](#). Use each question to comment on anything that you find contradictory, controversial, confusing or otherwise noteworthy in one or more the day's readings. Your question may seek clarification of particular terms or ideas, challenge an assigned author's presumptions, and/or interrogate the implications of an author's claims. Discussion questions are due, via CANVAS, on Tuesdays by 6 pm.

Please click [here](#) to see when your discussion questions are due.

2. In-Class Facilitation (15% of total grade). You will facilitate the first 15-minutes of a single class. Your facilitation should: a) Identify four key themes in the assigned readings; b) Highlight four "hidden" assumptions in the assigned readings; c) Use at least one visual representation (an infographic, video, etc.) to illuminate a key theme and/or assumption in the assigned readings and d) Prepare and ask 2 questions to facilitate discussion and critique of the assigned readings.

Please click [here](#) to see when your facilitation is due.

3. Writing Assignments (65% of total grade). You will [submit 3 writing](#) assignments as follows:
 - a. A 500-word preliminary, personal reflection on the promise/pitfalls of GWS (10% of total grade)
 - b. A 1,000-word review of **one scholarly article listed on the syllabus**. Your review should: i) briefly summarize the article's main argument and findings; ii) discuss which components of the article (specific claims, descriptions, etc.) are most and least effective

and iii) discuss what new light, if any, the article sheds on your own current or future GWS research agenda (20% of total grade)

- c. A 2,500-word critical analysis of **one debate and/or controversy, in the field of GWS, listed on the syllabus**. Your critical response should: i) briefly summarize the debate and/or controversy; ii) interrogate the origins - theoretical, historical, or otherwise - of the debate and/or controversy; iii) explore which aspects of the debate and/or controversy you find most/least persuasive and why (35% of total grade)

Submit each assignment, via [CANVAS](#), according to the following schedule:

- Writing Assignment #1 - Due 9/30 at noon
- Writing Assignment #2 - Due 11/1 at noon
- Writing Assignment #3 - Due 12/16 at noon

		Student Workflow						
		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
PS 810 Weekly Rhythm				Submit Discussion Question (by 6 pm)				
					Class Meeting			
					In-Class Presentation			
	Complete Required Readings/Work on Presentations							
				<i>In-Person & Virtual</i> Office Hours (Noon – 1 pm)		<i>In-Person & Virtual</i> Office Hours (9:30 – 10:30 am)		
	Communications Via Email throughout the Week							

OTHER COURSE INFORMATION:

Please use **phones, laptops, and their related devices** responsibly during class to facilitate a non-distracting and intellectually productive learning environment.

Papers and exams **turned in late** will be penalized by **ten (10) percentage points** for each 24-hour period after the due date.

I will respond to **student emails/communications** within a 24-hour period, Monday to Friday.

I will discuss **questions about grades** during office hours or by appointment - not over email or before/after class. If you would like to challenge your grade, please wait 24 hours after receiving the grade before contacting me. If you have questions about a grade, please speak to me first. If the question is not resolved, speak with the department Chair who will attempt to resolve the

issue informally and inform you of the Appeals Procedures if no resolution is reached informally.

Final grades will be determined according to the following **official UW grading scale**: A 93-100; AB 88-92; B 83-87; BC 78-82; C 70-77; D 60-69; F below 60.

RULES, RIGHTS & RESPONSIBILITIES

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

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

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

ACADEMIC INTEGRITY

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

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center recommended syllabus statement: 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/>

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:

- Department Chair, Dr. Judy Houck (jahouck@wisc.edu)
- Department Administrator, Jamie Gratrix (jamie.gratrix@wisc.edu)
- Graduate Coordinator, Duachi Yang (duachi.yang@wisc.edu)
- Undergraduate Advisor, Lachrista Greco (lachrista.greco@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

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.

Digital Course Evaluations (HelioCampus, recently known as AEFIS)

UW-Madison uses a digital course evaluation survey tool called [HELIOCAMPUS](#). 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. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

SECTION I – ORIGIN STORIES

Sept 4

GWS: Expectations & Goals Setting

- Meet and Greet
- Syllabus Review
- In-Class Readings and Analysis
 - Audre Lorde. 1978. "The Transformation of Silence into Language and Action"
 - Joyce Trebilcot. 1980. "Women's Studies: Ten Years Later"
 - Adrienne Rich. 1977. "Claiming an Education"

Sept 11

What is GWS?

- Marilyn J. Boxer. 1982. "For and about Women: The Theory and Practice of Women's Studies"
- Stephanie Rytlahti. 2010. "Making this House a Home: Belonging, Home, and Community- Building During the Founding of the Women's Studies Program in Madison, WI," Chapter One.
- Leora Auslander. 1997. "Do Women's + Feminist + Men's + Lesbian and Gay + Queer Studies = Gender Studies?"
- Finn Enke. 2012. "The Education of Little Cis: Cisgender and the Discipline of Opposing Bodies"

SECTION II – (RE)DEFINING THE OBJECT OF STUDY

Sept 18

Theorizing Gender in GWS

- Judith Butler. 1990. "Subjects of Sex/Gender/Desire"
- Judith Gardener. 2002. "Unmaking: Men and Masculinity in Feminist Theory"
- Oyèrónké Oyěwùmí. 2005. "Visualizing the Body: Western Theories and African Subjects"
- Vivian Namaste. 2009. "Undoing Theory: The '*Transgender* Question' and the Epistemic Violence of Anglo-American Feminist Theory"

Sept 25

Practicing Gender in GWS

- Shirley Yee. 1997. "The Women in Women's Studies"
- Wendy Brown. 2001. "The Impossibility of Women's Studies"
- Karen Robertson and Susan Zlotnick. 2010. "Putting Class Back in the Women's Studies Curriculum"
- S. Stryker. 2020. "Institutionalizing trans* studies at the University of Arizona"

ASSIGNMENT #1 DUE - SEPT 30 at NOON

Oct 2

Interrogating GWS as a Racialized Phenomenon

- Gloria T. Hull and Barbara Smith. 1982. "Introduction: The Politics of Black Women's Studies"
- Maxine Baca Zinn, Lynn Weber Cannon, Elizabeth Higgenbotham and Bonnie Thornton Dill. 1990. "The Costs of Exclusionary Practices in Women's Studies"
- E. Patrick Johnson. 2001. "'Square' studies, or (almost) everything I know about queer studies I learned from my grandmother"
- Cole Rizki. 2019. "Latin/x American Trans Studies: Toward a Travesti-Trans Analytic"

Oct 9

The Perils and Possibilities of Decolonizing GWS

- Chandra Talpade Mohanty. 1984. "Under Western Eyes: Feminist Scholarship and Colonial Discourses"
- Min Dongchao. 2014. "Toward an Alternative Traveling Theory"
- Maile Arvin, Eve Tuck, and Angie Morrill. 2013. "Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy"

- Alyosxa Tudor. 2021. "Decolonizing Trans/Gender Studies?: Teaching Gender, Race, and Sexuality in Times of the Rise of the Global Right"

Oct 16 Reading Sexualities and/as GWS

- David L. Eng; J. Halberstam and José Esteban Muñoz. 2005. "What's Queer about Queer Studies Now?"
- Nan Alamilla Boyd. 2005. "What Does Queer Studies Offer Women's Studies?"
- Robyn Wiegman. 2012. "Telling Time: When Feminism and Queer Theory Diverge"
- Qwo-Li Driskill. 2010. "Doubleweaving Two-Spirit Critiques: Building Alliances between Native and Queer Studies"

SECTION III – DISCIPLINING GWS?

Oct 23 Debating Disciplinarity and Inter/Trans/Post-disciplinarity in GWS

- Eloise Buker. 2003. "Is Women's Studies a Disciplinary or Interdisciplinary Field of Inquiry?"
- Irene Dolling and Sabine Hark. 2000. "She Who Speaks Shadow Speaks Truth: Transdisciplinarity in Women's and Gender Studies"
- Ann Braithwaite. 2012. "Discipline"
- T.J. Billard, A.R. Everhart and E. Zhang. 2022. "Whither trans studies?: on fields, post-disciplines, and the need for an applied transgender studies"

Oct 30 Publishing in GWS

- Audrey Roberts. 1980. "Publishing in An Emerging Field: Women's Studies"
- Suzanna Danuta Walters. 2015. "Inaugural Editorial: Thinking and Doing Feminism"
- M. M. Brabeck. 2021. "Open Science and Feminist Ethics: Promises and Challenges of Open Access"
- Matt Brim. 2020. "'You Can Write Your Way Out of Anywhere': The Upward Mobility Myth of Rich Queer Studies"
- Theresa Jean Tanenbaum et al. 2021. "A vision for a more trans-inclusive publishing world"

ASSIGNMENT #2 DUE – NOV 1 at NOON

Nov 6 What is GWS Pedagogy?

- bell hooks. 2009. "Engaged Pedagogy"
- Graness & M. Kopf. 2019. "How do We Teach Feminist Theories Today? A Conversation"
- Sri Craven. 2019. "Intersectionality and Identity: Critical Considerations in Teaching Introduction to Women's and Gender Studies"
- Hilary Malatino. 2015. "Pedagogies of Becoming: Trans Inclusivity and the Crafting of Being"

Nov 13

Contemplating the Activist Project of GWS

- Bonnie Zimmerman. 2002. "The Past in Our Present: Theorizing the Activist Project of Women's Studies"
- Mimi Thi Nguyen. 2002. "Getting Over Ourselves"
- Allison Piepmier. 2012. "Besiegement"
- Jina B. Kim and Sami Schalk. 2021. "Reclaiming a Radical Politics of Self-Care: A Crip of Color Critique"
- *Attend and view the following UW-Madison exhibit- "It's All the Rage: Activism, Aging, and the Raging Grannies of Madison"*

Nov 20

Reading GWS and/as the Neoliberal University

- Patti Duncan. 2014. "Hot Commodities, Cheap Labor: Women of Color in the Academy"
- K. Hogan. 2018. "Complicit: On Being a WGSS Program Director in the Neoliberal University"
- Sarah Ahmed. 2021. "Behind Closed Doors: Complaints and Institutional Violence"
- Matt Brim. 2020. "The Queer Career: Vocational Queer Studies"
- Jules Gill-Peterson. 2022. "The Little Yellow Book; or, Does Trans Studies Care?"

Nov 27

No Class – Reading Week/Final Paper Prep

Dec 4

The Case for (and Against) a Ph.D. in GWS

- Marilyn Boxer. 1998. "Remapping the University: The Promise of the Women's Studies Ph.D."
- Kristina Gupta. 2018. "The Structural Vulnerability of Doctoral Students: A Political and Ethical Issue for Doctoral Programs"
- Grace Adeniyi-Ogunyankin et al. 2020. "Black Feminist Thought and the Gender, Women's, and Feminist Studies PhD: A Roundtable Discussion"
- Jenga Desai and Elizabeth Wilson. 2023. "A Report on the Academic Job Market in Gender, Women's, Sexuality, Feminist, and Queer Studies, 2006–2018"

Dec 11

Conclusion

- Course Evaluation
- Final Paper Reflections/Consultations

ASSIGNMENT #3 DUE – DEC 16 at NOON