**Gender, Women, and Society in Global Perspective**

Professor Christine Garlough  
Office: 3406 Sterling Hall  
Email: clgarlough@wisc.edu  
Office hours: 12-2 Monday or by appointment  
LECTURE: Monday, Wednesday 11:00am-11:50am  Van Vleck Hall B130

**DISCUSSION SECTIONS**

| Teaching Assistant: Marie Gorman  
Email: megorman@wisc.edu  
Office: Sterling 3405  
Office hours: Tuesday 12:30-2:30 or by appointment  
Sections:  
301  
308  
310 | Teaching Assistant: Shelby Baker  
Email: sbaker9@wisc.edu  
Office: Sterling 3405  
Office hours: Tuesday and Thursday 11-12:30 and by appointment  
Sections:  
303  
306  
307 |
| Teaching Assistant: Nkoyo Edoho-Eket  
Email: edohoeket@wisc.edu  
Office: Sterling 3405  
Office hours: Wednesday 8:30-10:30 and by appointment  
Sections:  
304  
305  
311 | Teaching Assistant: Nora Diaz Chavez  
Email: diazchavez@wisc.edu  
Office: Sterling 3405  
Office hours: Friday 1:00-3:00 and by appointment  
Sections:  
302  
309  
312 |

**Course Description and Objectives:** *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 situatedness.

**Book:** *The Essential Feminist Reader* (noted in syllabus readings by abbreviation EFR)  
(Book is available at Room of One’s Own Bookstore located on 315 Gorham Street, Madison WI – 608.257.7888).

**Learn@UW:** Downloadable course readings, from journal articles to book chapters.
Assignments & Evaluation:

Midterm – Monday, Oct. 23\textsuperscript{th} (worth 100 points)

Paper Preparation

- 2 Paragraph Proposal due in discussion section: week of 10/30 (check off)
- Title and List of Resources due in discussion section: week of 11/6 (check off)

Paper – Due Wednesday, Nov. 20\textsuperscript{th} (worth 100 points)

Final - December 20 @ 10:05-12:05 (worth 100 points)

Discussion Section Participation (Affected by attendance! See Attendance Policy below.) (worth 100 points)

Total Points: 400 points

2 Exams: (Together worth 50\% of Final Grade)

The midterm and final will be in a short answer and long essay format. A study guide for each will be distributed in advance.

Paper Preparation and Paper: (Together worth 25\% of Final Grade)

Students will write one paper (6 pages in length, double spaced, not including bibliography). Small writing assignments will serve as preparation. Full instructions for papers will be distributed in a separate handout. Papers are graded on quality of writing, content, and analysis. Students are strongly encouraged to use the U.W. Writing Center (writing.wisc.edu) and meet with TAs or myself for assistance.

Late, Missed or Incomplete Work: Late work will be accepted ONLY in cases of serious illness or emergency. Late work will be penalized by one half of a letter grade lower per day late; i.e.: an “A” paper one day late shall be an “AB” paper. No late assignments will be accepted beyond one week. After one week, any late or missed work will be graded as an “F”.

Discussion Section Activities: (Together worth 25\% of Final Grade)

Individual Participation and Work in Discussion Section

You are expected to respond to course material, lecture content, and general class discussion. Please note that attendance and participation are not equivalent. These points are earned through your active engagement; not simply through perfunctory remarks made each class. To facilitate class discussion, you should read the class material for that lecture with questions in mind and come prepared to discuss them in class. If you are inclined to remain quiet in class discussions, please come to see me early in the semester. Together, we will formulate a plan that will help you to participate at increasing levels of comfort.
Individual Participation and Work in Small Group

Rather than simply considering theories or methodologies in the abstract, we often will examine their pragmatic value through small group activities held in discussion section. The purpose of these groups is four-fold. First, they provide an immediate means to discuss issues raised in lecture. Second, when groups share their insights with the rest of the class, it will facilitate the exchange of ideas. Third, these groups will provide another means through which students can experience aspects of persuasion, communication, and deliberation.

Final Grades

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

If you have questions about a discussion section or grade, speak first to your TA. If the question is not resolved, speak to the professor (me). If the question is still not resolved, speak with the Gender & Women’s Studies Chair, Aili Tripp. She will attempt to resolve the issue informally and inform you of the Appeals Procedures if no resolution is reached informally.

Good Things To Know

Attendance Policy: Attendance matters a great deal.

In Large Lecture: Exams and papers will require an understanding of material from lectures as well as readings. Consequently, attendance in lecture is important for success. On occasion, at the end of lecture, I will ask you to turn-in a brief written response to a question that I will pose. This “Pop Reflection” will be collected by me and the TA team. This will provide me with a random check on attendance and a way of stimulating dialogue in the classroom. It will not be graded. However, students who do not turn in a response to the question will have points deducted from their individual participation.
grade.

**In Discussion Sections:** Attendance is mandatory in discussion section. It will be taken by your TA each period. Discussion sections are extremely important because this is such a large lecture, and because of the nature of the course material. Absences from discussion sections will result in an automatic drop in the participation grade.

One of the skills we will work to develop this semester in sections is respectful and active discussion. To be successful you should the following:

- Bring your readings and notes to section.
- Be ready to engage with the readings and your classmates. This involves being both an active listener and contributor to your section. Make your point succinctly. Allow others an opportunity to add to the discussion.
- Be respectful of the differing perspectives your student colleagues and TAs may hold. They will offer you the same respect.
- Ask for clarification of any term or point you do not understand or are unfamiliar with.
- Remember that discussion is meant to expand each other’s understandings; but not necessarily to convince others to our own point of view.
- Be willing to change your mind.
- Acknowledge that one remark may be understood multiple ways.
- When you disagree with others, be specific, support it with evidence and do not be “disagreeable” in ways that diminish the learning environment.

**Lecture Etiquette & Electronic Devices:** Arrive on time and turn off your cell phone unless directed otherwise. Texting or talking on your phone or other handheld device is a distraction to the students around you, and to me. Do not text or talk on your device in class.

**Help:** This course may require you to think and write in ways that are unfamiliar to you. I encourage you to utilize my office hours to talk about assignments. Also, I encourage all students to use the Writing Center resources.

**Illnesses and Other Personal Emergencies:** If you experience an unavoidable personal situation that prevents you from completing work on time, you must take responsibility for informing me prior to the date the work is due. A failure to contact me prior to the due date will result in the application of the late assignment policy described above. Extensions will be granted for substantiated emergencies.

**Religious Holidays:** If you plan to miss class for religious holidays, state in writing the days you will be absent and submit that information to me by the third week of class.
**Incompletes:** As per University policy, incompletes are reserved for students who are earning a passing grade, but are unable to complete the course due to illness or conditions beyond the control of the student.

**Academic Misconduct:** Students sometimes take desperate measures to complete a paper, especially if they feel overwhelmed by the demands of an assignment. Please do not do this. Instances of academic misconduct will be penalized to the fullest extent in all cases. If you find yourself unable to complete an assignment and considering acts such as plagiarism, please seek help with the assignment.

**Course Website:** I will use Learn@UW to post Power Point slides from lectures (posted either just before lecture or after the lecture) and handouts distributed in class in case you miss class, including paper writing guidelines and exam review sheets. Power Point slides are posted as an aid to you, but are NOT A SUBSTITUTE FOR LECTURE. NOT ALL OF THE IMPORTANT INFORMATION WILL BE ON THESE. ATTENDANCE AT LECTURE IS VITALLY IMPORTANT FOR DOING WELL ON EXAMS. Links of interest are also posted.

**Writing Center:** For additional help with papers, visit the Writing Center at any stage during the writing process. Stop by 6171 Helen C. White, call for an appointment (263-1992), or consult the Center’s resources online at www.wisc.edu/writing/.

**Communication:** We are here to help you succeed in this course. The best way to reach me or your TA is by email. In all emails, please be courteous and address us by our names, e.g. Dear “Professor Garlough.” (“Hey you” is not polite or appropriate.) Since I teach many students (in this class and others) and your TAs teach many sections, please indicate what course and section you are enrolled in and understand that we may not be able to get back to you instantly. Over the weekends, it may be 48 hours until we respond.

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**Schedule of Lectures, Readings & Assignments**

**The professor reserves the right to change this schedule of readings and lectures as needs arise in the class. Changes in reading assignments will be announced in lecture and sent via email to all students to the email recorded by the University as their primary email account.**

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**PART I: Social Constructions: Knowledge, Sex, Gender, Race and Sexuality**

**Week 1**

**Wed. Sept 6:** Lecture 1 - Introduction to the course.

**Topics to consider:** What is Gender? What is Feminism? What is Intersectionality? How will I approach the content of this course?

**Required Reading prior to lecture:**
4. View in class: the first 5 minutes of “The F Word”
   http://www.youtube.com/watch?v=wpyXhP4RChg

**Week 2**
Mon. Sept. 11: Lecture 2 - The Social Construction of Society and Knowledge - Gender, Sexuality & Sex
Topics to consider: How do assumptions about “gender” influence all aspects of our lives? Is there something more than male and female? What is the Third Gender? What is the difference between sex and sexuality?
Required Reading prior to lecture:
1. Eckert and Ginet. “An Introduction to Gender.”
4. *View: “Beyond the Gender Binary” http://www.youtube.com/watch?v=--Lm4vxZrAig

Wed. Sept. 13: Lecture 3 - Social Construction of Gender, Sexuality & Sex
Lecture 3 – Do We Perform Gender? Judith Butler and Performativity
Topics to consider: What does it mean to "do" gender or that gender is performative? Why is it dangerous for feminists, according to Butler, to try to establish women as a universal category–as having an essence?
Required Reading prior to lecture:
1. Smith. “We’re All Someone’s Freak.”
3. *View “Butler and Gender Performativity” http://www.youtube.com/watch?v=Bo7o2LYATDc

**PART II: Gendered Institutions, Feminist Organizing, LGBTQ Organizing**

**Week 3**
Mon. Sept. 18: Lecture 4 – Early Thought on Gendered Citizenship in the West
Topics to consider: How does one accomplish change in society? How can a disadvantaged group advocate for change? What methods can activists use to create social change?
Required Reading prior to lecture:
1. Wollstonecraft. “A Vindication of the Rights of Women.”(1792) - (in EFR)
3. Truth. “Two Speeches.” (1851) - (in EFR)

Wed. Sept. 20: Lecture 5 – Wisconsin Women’s Contribution to Suffrage
1. “A Secret Women’s Suffrage Club in Richland Center, 1882”
2. “Wisconsin Women’s Suffrage Directory, 1885”
3. “Suffrage Activists Seek New Members through ‘Suffrage School’ in 1914”
4. “Wisconsin Passes the Nation’s First Equal Rights Bill, 1921”
5. **“Suffrage Publications from the Wisconsin Woman Suffrage Association”**

**Week 4**

**Mon. Sept. 25: Lecture 6 - Early Feminist Rhetoric and Suffrage in the West**

**Topics to Consider:** What is rhetoric? What tactics and strategies have feminist used to communicate with others?

**Required Readings prior to lecture:**
1. Anthony. “Social Purity.” (1875) – in *EFR*

**Wed Sept. 27: Lecture 7: Early Feminist Thought in the Global South**

**Topics to Consider:** What are the obstacles that groups face in their struggle to achieve social change? Must groups achieve social, political, and economic rights in order to achieve equality? Should groups work within the system to create change or work from outside in order to force a desired change?

**Required Readings prior to class:**
1. De la Cruz. “The Reply to Sor Philotea.” – (1691, Mexico) (in *EFR*)
2. Toshiko. “Daughters in Boxes.” – (1883, Japan) (in *EFR*)
5. Ransome-Kuti. “We Had Equality till the British Came.” (1947, Nigeria) – (in *EFR*)

**Week 5**

**Mon Oct. 2: The “Second Wave” in the USA**

**Topics to consider:** What were some of the issues that differentiated women both locally and globally in the feminism of the 1960s and 1970s? Are most resolved or do they still persist? What are the “waves” of feminism?

**Required Readings prior to class:**
In class: View “Step by Step”

Wed. Oct. 4: A Multiracial Second Wave?
Topics to consider: What are some cross-cutting identities and Identity Movements in the U.S.? Why have Black, Latina or Asian women sometimes been hesitant to identify with the feminist movement in America? Why has it been important to these women that sexism as well as racism be addressed in their communities?
Required Readings prior to class:
1. Anzaldúa. “La Conciencia de la Mestiza” (1987) - (in EFR)
3. *King, “Multiple Jeopardy.”

Week 6
Mon Oct. 9: Further Unsettling the Second Wave: Feminist Movements Globally
Topics to consider: What is driving feminist movements in various global contexts? What kinds of differences are there within these movements?
Required Readings prior to class:
1. Magar. “Resisting Domestic Violence and Caste Inequality: All Women’s Courts in India.”

Wed Oct. 11: Third Waves
Topics to consider: What is the Third Wave about? What implications does it have for global understandings of women’s movements? What have younger women been doing to organize and advocate for their own issues? Are the racial divides in previous women’s movements still present? Is there a new women’s movement in formation?
Required Readings prior to class:
1. Guerilla Girls. “Do Women Have to be Naked to Get into the Met?” – (in EFR)
2. Walker. “Becoming Third Wave.”

Week 7
Mon. Oct. 16: LGBTQ Organizing and Activism
Topics to consider: Many LGBTQ advocates have argued that lesbian, gay, bisexual and transgender (LGBT) people’s lives are not yet free, equal or secure. What are the key issues at stake today?
Required Readings prior to class:
1. “Who and What is LGBT?” (tnlr.org)
2. Han. “They Don’t Want to Cruise Your Type.”
3. Mills. “Queer is Here?”

Wed Oct. 18: Political Representation as a Political Right
Topics to consider: If political representation is a measure of citizenship – what does underrepresentation in the US Congress compared to other countries imply for citizenship in the USA?

Required Readings prior to class:
1. Beardemphl Speech
3. Norris and Inglehart. “Cultural Obstacles to Equal Representation.”

Week 8
Mon Oct. 23: Midterm

Part III: Social and Cultural Forces

Wed Oct. 25: Gender and Education
Topics to consider: What role does gender play in education? In what ways does gender equality in school learning achievement translate into similar life opportunities after school? What are some gender differences in school bullying?
Required Reading prior to class:
1. Michelle Obama and Let Girls Learn
   a. Sadker and Sadker. “Missing in Interaction.”

Week 9
Mon. Oct. 30: Gender and Everyday Education through Folklore and Fairytales
Topics to consider: How have folklorists contributed to the growing body of feminist scholarship? What expressive genres do they explore? How are traditional stories or cultural practices sometimes used subversively?
Required Reading prior to class:
1. England, Descartes, Collier-Meek. “Gender Role Portrayal and the Disney Princesses.”
2. Petronella (short story)
3. Tatar. “Secrets from Behind the Door: The Story of Bluebeard and His Wives.”

Wed. Nov. 1: Gender and Religion
Topics to consider: How have religious studies scholars explored issues of gender? What have been some key issues?
Required Reading prior to class:
1. Bryant. “Gender Differences in Spiritual Development During College Years.”
**Week 10**

**Mon. Nov. 6: Women and Violence**

*Topics to Consider:* How should we evaluate what constitutes "violence" against women? What, if anything, should we do to affect change in cultures not our own? Is it our business to try?

*Required Readings Prior to class:*

2. Wright. “Witnessing, Femicide, and a Politics of the Familiar.”

**Wed. Nov. 8: Women’s Music and Social Change**

*Topics to Consider:*

*Required Reading prior to class:*

2. Riot Grrl Manifesto – (in EFR)
4. *Weidhase. “Beyonce feminism and the contestation of the black feminist body.”*
6. Listen to: Nina Simone, Liz Phair, Beyonce

**Week 11**

**Mon. Nov. 13: Women and Reproductive Rights**

*Topics to Consider:* Women’s rights to control their reproduction, at home and abroad, have come under question. Do some reading on recent news stories on the topic, as well as the assigned readings. What are the underlying issues at stake? What are the real life consequences?

*Required Reading prior to class:*

2. van Balin and Inhorn. “Son Preference and the ‘New’ New Reproductive Technology.”

**Part IV: Gender Issues Mass Media, Social Media and Theater**

**Wed. Nov. 15: Histories of Gender, Race and Sexuality in Theater**

*Topics to consider:* How are notions of femininity, masculinity, race, nation, sexuality, and beauty are reinforced, shaped or changed through theater performance?

*Required Readings prior to class:*

1. Ensler. “Vagina Monologues” video
2. Cooper. “Worrying about Vaginas”
3. Yoni ki Baat, South Asian American “Vagina Monologues” (video)

**Week 12**
Mon. Nov. 20: The Psychological Effects of US Consumer Beauty Culture and Advertising
Topic to consider: Does the media’s impact girls’ sense of body image? What is the role of advertising and the media in molding how young women feel about themselves and their appearance?
Required Readings prior to class:
2. Angelou, “Phenomenal Woman.” (poem)
3. De Franco. “not a pretty girl.” (lyrics)
4. Arie. “Video.” (lyrics)

Wed. Nov. 22: Gender and Racial Representation in Mass Communications
Topics to consider: Have you ever thought about how media portrays men, women, and sexuality? How does race complicate this? Why do you think graphic images of female sexuality are so common in popular culture?
Required Readings prior to class:
1. Brooks and Hebert. “Gender, Race and Media Representation.”

Week 13
Mon. Nov. 27: Gender and Social Media
Topics to consider: How has the rise of social media complicated gender relations and socialization? How has social media been used by feminists for online activism and social reform?
Required Readings prior to class:
2. Newsom and Lengel. “Arab Women, Social Media and the Arab Spring: Applying the Framework of Digital Reflexivity to Analyze Gender and Online Activism.”

Wed. Nov. 29: Gender in Comics, Television and Film
Topics to consider: TBA
Required Readings prior to class:
2. Feasey. “Science Fiction and Fantasy Television: Challenging Dominant Gender Roles.”

Part V: Gender and Work in a Global Era

**Week 14**

**Mon Dec. 4: Gender, Work and Globalization in the USA**

**Topics to consider:** What are the continuing challenges for women’s status in the workforce in the USA? What special issues do women face in the workplace? What accounts for their lower pay and lower advancement levels? We will examine issues faced by lower income women. We will also look at the status of women in professional jobs and the barriers to their advancement.

**Required Readings prior to class:**
1. PEW. “Women in the Workplace.”

**Wed. Dec. 6: Gender, Work and Grassroots Organizations**

**Topics to consider:** How have women’s grassroots organizations promoted social change? What tactics and strategies have been successful?

**Required Reading prior to class:**
3. View in class Olakh’s Women’s Courts

**Week 15**

**Mon. Dec. 11: “Having it All?”: Gender, Work, Parenthood, and Care**

**Topics to consider:** How do caretaking roles in the family affect advancement? How do men and women make decisions about working when children are present? What are the key issues that limit the advancement of parents? What can be done to eliminate them?

**Required Reading prior to class:**
1. Tronto. “An Ethic of Care.”

**Wed. Dec. 13: Course Summary and Future Visions of Women’s Studies**

**Topics to consider:** What is the future of Gender and Women’s Studies? What are the most pressing issues that we face in this historical moment?
1. No readings.

**FINAL EXAM**: December 20 @10:05-12:05