

## Gen&WS 102: Gender, Women, and Society in Global Perspective

Professor Christine Garlough

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Office hours: 12:00-2:00 Monday or by appointment

LECTURE: Monday, Wednesday 11:00am-11:50am with a weekly discussion section

### DISCUSSION SECTIONS

Teaching Assistant: Marie Gorman Email: <a href="mailto:megorman@wisc.edu">megorman@wisc.edu</a> Office: 3417 Sterling Office hours: Wednesday and Thursday, 12-1 Sections: 305 306 311	Teaching Assistant: Doss Ramsey Email: Office: 3417 Sterling Office hours: Tuesday, 11-1 Sections: 301 302 312
Teaching Assistant: Agnes Muyanga Email: Office: 3417 Sterling Office hours: Wednesday, 9:45-10:45 and Thursday 12-1 Sections: 308 309 310	Teaching Assistant: Nina Knorr Email: Office: 3417 Sterling Office hours: Thursday, 12:30-2:30 Sections: 303 304 307

**Course Description and Objectives:** *Gen&WS 102: Gender, Women and Society in Global Perspective* is a 3-credit, 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).

**Canvas:** Downloadable course readings, from journal articles to book chapters.

## **Assignments & Evaluation:**

Midterm – Wednesday, Oct. 17<sup>th</sup> (worth 100 points)

Paper Preparation

- 2 Paragraph Proposal due in discussion section: week of 10/29 (check off)
- Title and List of Resources due in discussion section: week of 11/5 (check off)
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Paper – Due Wednesday, Nov. 14<sup>th</sup> (worth 100 points)

Final - ~~SEP~~ December 18 @12:25-2:25 (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 (6-7 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](http://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<sup>[SEP]</sup>

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 Canvas 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/](http://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.

### **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.\*\*

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

### **Week 1**

**Wed. Sept 5:** 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:

1. Rich. "Claiming an Education."
2. Baumgardner and Richards. "A Day Without Feminism."
3. Kimmel. "Men and Women's Studies: Premises, Perils, and Promise."
4. View in class: the first 5 minutes of "The F Word"  
<http://www.youtube.com/watch?v=wpYXhP4RChg>

## **Week 2**

Mon. Sept. 10: Lecture 2 - The Social Construction of Society and Knowledge<sup>[SEP]</sup> -

Gender, Sexuality & Sex<sup>[SEP]</sup>

Topics to consider: How do assumptions about "gender" influence all aspects of our lives? What is the difference between sex and sexuality?

Required Reading prior to lecture:

1. Eckert and Ginet. "An Introduction to Gender."
2. Lorber. "The Social Construction of Gender."
3. \* Fausto-Sterling, "The Five Sexes"

Wed. Sept. 12: Lecture 3 - Social Construction of Gender, Sexuality & Sex<sup>[SEP]</sup>

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."
2. Kusalik. "Identity, Schmididentity."
3. View "Butler and Gender Performativity" in class  
<http://www.youtube.com/watch?v=Bo7o2LYATDc>

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

### **Week 3**

Mon. Sept. 17: 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*)
2. Grimke. "Letters on the Equality of the Sexes." (1837) - (in *EFR*)
3. Truth. "Two Speeches." (1851) - (in *EFR*)
4. Kerry Washington performs Truth's "Ain't I A Woman" - video
5. \*Stanton. "Declaration of Sentiments and Resolutions." (1848) - (in *EFR*)

Wed. Sept. 19: 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”
6. \*View Wisconsin Historical Society’s page on the Women’s Suffrage Movement in Wisconsin (<http://www.wisconsinhistory.org/turningpoints/tp-032/>).

**Week 4**

Mon. Sept. 24: Lecture 6 - Early Feminist Rhetoric and Anti-Suffrage Rhetoric in the West

Topics to Consider: What is rhetoric? What tactics and strategies are used to communicate with others?

Required Readings prior to lecture:

1. Anthony. “Social Purity.” (1875) – in *EFR*
2. Du Bois. “The Damnation of Women.” (1919) - (in *EFR*)
3. Apostol, “Why Women Should Not Have the Vote”
4. \*View: “Alice Stokes Paul: The Women’s Suffrage Movement”  
<http://www.youtube.com/watch?v=GjYtacfcgPU>

Wed Sept. 26: 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*)
3. Dinez. “Equality of Rights.” – (1890, Brazil) (in *EFR*)
4. Amin. “The Liberation of Women.” (1899, Egypt)- (in *EFR*)
5. Ransome-Kuti. “We Had Equality till the British Came.” (1947, Nigeria) – (in *EFR*)
6. \*View: Sophie Duleep Singh, “Suffragette Princess”

**Week 5**

Mon Oct. 1: Lecture 8: The “Second Wave” in the USA<sub>SEP</sub>

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:

1. Friedan. “The Feminine Mystique” (1963) (in *EFR*).
2. Combahee River Collective. “A Black Feminist Statement.” (1977) (in *EFR*)

3. Enke, “Collective Memory and the Transfeminist 1970’s”

In class: View “Step by Step”

Wed. Oct. 3: Lecture 9: A Multiracial Second Wave?

Topics to consider: What are some cross-cutting identities and Identity Movements in the U.S.? Why have Black, Latina, Indigenous, 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*)
2. Collins. “The Construction of Black Feminist Thought.”
3. \*King, “Multiple Jeopardy.”
4. \*Smith, “Indigenous Feminism”

**Week 6**

Mon Oct. 8: Further Unsettling the Second Wave: Feminist Movements Globally

Topics to consider: <sup>[1]</sup><sub>[SEP]</sub> 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.”
2. Narayan. “Westernization, Respect for Cultures, and Third World Feminists.”

Wed Oct. 10: Lecture 10: Third Waves<sup>[1]</sup><sub>[SEP]</sub>

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.”
3. Bronstein. “Representing the Third Wave: Mainstream Print Media Framing of a New Feminist Movement.”

**Week 7**

Mon. Oct. 15: Lecture 11: 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. Han. “They Don’t Want to Cruise Your Type.”
2. Mills. “Queer is Here?”
3. Nestle, “The Will to Remember: The Lesbian Herstory Archives of New York”
4. \* “The Gay Activist Alliance”

Wed Oct. 17: Midterm

### **Part III: Social and Cultural Forces**

#### **Week 8**

Mon Oct. 22: Lecture 12: 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. Ahmed, “Feminism is Sensational”
2. Beardemphl Speech
3. Krook. “Beyond Supply and Demand: A Feminist Institutional Theory of Candidate Selection.”

Wed Oct. 24: Lecture 13, 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? Who is your mentor?

Required Reading prior to class:

1. Simmons. “Odd Girl Out.”
2. Sadker and Sadker. “Missing in Interaction.”

#### **Week 9**

Mon. Oct. 29: Lecture 14, “Having it All?”: Gender, Work, Parenthood<sup>[L]</sup><sub>[SEP]</sub> and Care

Topics to consider: How do caretaking roles in the family affect advancement? How do people 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.”
2. Bass. “Preparing for Parenthood: Gender, Aspirations, and the Reproduction of Labor Market Inequality.”

Wed. Oct. 31: Lecture 15: 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. *Bluebeard* (short story)

## **Week 10**

Mon. Nov. 5: Lecture 16: Women and Violence: The Missing and Murdered Indigenous Women's Movement

Topics to Consider: What constitutes violence? What, if anything, should we do to support change in cultures not our own? Is it our business to try?

Required Readings Prior to class:

1. Johnson and Santos, "REDressing Invisibility and Marking Violence Against Indigenous Women in the Americas Through Art, Activism and Advocacy"
2. Chartrand, "Tears 4 Justice and the Missing and Murdered Indigenous Women and Children Across Canada"

Wed. Nov. 7: Lecture 17: Women's Music and Social Change

Topics to Consider:

Required Reading prior to class:

1. Shugart, Waggoner, Hallstein. "Mediating Third Wave Feminism: Appropriation as Postmodern Media Practice."
2. Riot Grrl Manifesto – (in *EFR*)
3. \*Tillet. "Strange Sampling: Nina Simone and Her Hip-Hop Children."
4. \*Weidhase. "Beyonce feminism and the contestation of the black feminist body."
5. \*Ayotte and Gullion. "Saying the F-Word: Feminism, Indie-Rock Style"
6. Listen to: Nina Simone, Liz Phair, Beyonce

## **Week 11**

Mon. Nov. 12: Lecture 18: 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:

1. Sanger. "My Fight for Birth Control."
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. 14: Paper due

Lecture 19: Histories of Gender, Race and Sexuality in Theater

Topics to consider: How are notions of gender, 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. 19: Lecture 20: The Psychological Effects of US Consumer Beauty Culture and Advertising

Topic to consider: How does the media impact a person's sense of body image? What is the role of advertising and the media in molding how people feel about themselves and their appearance?

Required Readings prior to class:

1. Harrison. "Our Bodies Ourselves: Thin-Ideal Media, Self-Discrepancy and Eating Disorder Symptomology."
2. Angelou, "Phenomenal Woman." (poem)
3. De Franco. "not a pretty girl." (lyrics)
4. Arie. "Video." (lyrics)
5. View [http://www.elle.com/news/beauty-makeup/colbie-caillat-try-video-makeup-transformation?src=spr\\_FBPAGE&spr\\_id=1448\\_70498785&linkId=8787330](http://www.elle.com/news/beauty-makeup/colbie-caillat-try-video-makeup-transformation?src=spr_FBPAGE&spr_id=1448_70498785&linkId=8787330)

Wed. Nov. 21: Lecture 21: Gender and Racial Representation in Mass Communications

Topics to consider: Have you ever thought about how media portrays gender 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."
2. Guzman and Valdivia. "Brain, Brow and Body: Latina Iconicity in US Popular Culture."
3. \*Dill and Thill. "Video Game Characters and the Socialization of Gender Roles."

## **Week 13**

Mon. Nov. 26: Lecture 22: 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:

1. Boyd. "Why Youth Heart Social Network Sites."
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. 28: Lecture 23: Gender in Comics, Television and Film

Topics to consider: TBA

Required Readings prior to class:

1. Matsuuchi. "Wonder Woman Wears Pants: Wonder Woman, Feminism, and the 1972 'Women's Lib' Issue."
2. Feasey. "Science Fiction and Fantasy Television: Challenging Dominant Gender Roles."

## **Part V: Gender and Work in a Global Era**

### **Week 14**

Mon Dec. 3: Lecture 24: 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."
2. Blake-Beard. "Taking a Hard Look at Formal Mentoring Programs."
3. Berdahl and Moore. "Workplace Harassment and Double Jeopardy for Minority Women."

Wed. Dec. 5: Lecture 25: Gender, Work and Grassroots Organizations

Topics to consider: <sup>[[1]]</sup><sub>SEP</sub> How have women's grassroots organizations promoted social change? What tactics and strategies have been successful?

Required Reading prior to class:

1. Jenkins. "Practically Professionals? Grassroots Women as Local Experts – a Peruvian Case Study."
2. John. "Idle No More – Indigenous Activism and Feminism"
3. View in class Olakh's Women's Courts

### **Week 15**

Mon. Dec. 10: Lecture 26: Our Bodies Ourselves

1. Our Bodies Ourselves: Information Inspires Action:  
<https://www.ourbodiesourselves.org>
2. "The Boston Women's Health Book Collective: A History"
3. Davis, "Feminist Body/Politics as World Traveller: Translating Our Bodies Ourselves"
4. Trans Bodies, Trans Selves: A Resource for the Transgender Community

Wed. Dec. 12: Lecture 27: 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:** [SEP] December 18 @12:25-2:25