INTRODUCTION TO GENDER AND WOMEN’S STUDIES: GWS 101

Class time: Mondays, Tuesdays, and Thursdays 3:10-4:00

Name of Faculty: Theresa D. Kemp
Contact details: tkemp@uwec.edu
Office hours: tba

Course Description

**Introduction to Gender and Women’s Studies: US Woman’s Experience – Race, Gender, Class**

This course is an interdisciplinary introduction examining how issues of identity, body image, sexuality, relationships, work, welfare, health, crime, the military, the environment, and global corporate economy are affected by the lived experiences of gender, race, and class. While the title of the class emphasizes the United States in particular, this iteration of the course will be more transnational in scope. Broadly speaking, this course will look at how feminist scholarship offers critical tools for understanding and challenging relations of power in a transnational world: in particular, how lived experiences of gender, sex, and sexuality intersect with colonial, capitalist, and statist systems.

Credit Hour Policy Statement

This class meets the federal credit hour policy of:

- □ Standard lecture – e.g. 1 hour of class with an expected 2 hours of additional student work outside of class each week for approximately 15 weeks for each hour of credit, or a total of 45-75 hours for each credit.

General Education Objective

This course meets the General Education requirements for:
Outcome 9: Understanding of core concepts of society, human behaviour and civic knowledge and Overlay Outcome: Writing across the Curriculum

Learning Objectives

Listed below are the Learning Objectives for the course:
The course will try to (1) convey a broad range of issues prominent in contemporary transnational discourses around gender, race, and class; and (2) hone our abilities to use various concepts/theories developed to address these issues.
Further Information about the Course

Since we will be in England this semester, you may want to think transnationally and comparatively and reflect upon how the themes of our course relate to materials you encounter in England and your travels abroad.

Schedule of topics

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<th>Schedule: Tentative &amp; Subject to Change</th>
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<tr>
<td>Date</td>
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<tr>
<td>Week</td>
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| Week 7 | Race, Gender, and the Prison-Industrial Complex| - Ta-Nehisi Coates, “the Black Family in the Age of Mass Incarceration”  
- Angela Davis, “Are Prisons Obsolete?”  
- Linda Evans, “Playing Global Cop: US Militarism and the Prison-Industrial Complex” in Global Lockdown: Race, Gender and the Prison Industrial Complex  
- Jeffrey Toobin, “The Milwaukee Experiment: What Can One Prosecutor Do About the Mass Incarceration of African Americans?”  
  [http://www.newyorker.com/magazine/2015/05/11/the-milwaukee-experiment](http://www.newyorker.com/magazine/2015/05/11/the-milwaukee-experiment)  
  - Visions of Abolition: From Critical Resistance to a New Way of Life (film) (Films on Demand) |
| Week 8 | Settler Colonial Histories                      | - Andrea Smith, “US Empire and the War Against Native Sovereignty”  
- Haunani-Kay Trask, “Politics in the Pacific Islands: Imperialism and Native Self-Determination”  
- Linda Tuhiwai Smith, “Colonizing Knowledges” |
| Week 9 | Immigration, Race, Nationalism                 | - Eithne Lubheid, “A Blueprint for Exclusion”  
- Geraldine Heng, “A Great Way to Fly’: Nationalism, the State and Varieties of Third World Feminism”  
- Kao Kalia Yang, The Place Where We Were Born (film) (McIntyre Library) |
| Week 10| Reproductive Justice                            | - Angela Davis, “Racism, Birth Control and Reproductive Rights”  
- Nivedita Menon, “Abortion: When Pro-Choice is Anti-Women”  
- Ruth Hubbard, “Abortion and Disability: Who Should and Should Not Inhabit the World?” |
| Week 11| Rights, Power, State                            | - Dean Spade, Normal Life (Chapters 1-3)  
| Week 12| Capitalism, Labor, Globalization                | - Chandra Mohanty, “Under Western Eyes Revisited: Feminist Solidarity Through Anticapitalist Struggles,”  
“Cartographies of Struggle: Third World Women and the Politics of Feminism”  
and “Women Workers and the Politics of Solidarity” in Feminism Without Borders  
- Rhacel Salazar Parrenas, “The Dislocations of Migrant Filipina Domestic Workers”  
- Kamala Kempadoo, “The Migrant Tightrope: Experiences from the Caribbean”  
- Feminists respond to Sandberg’s Lean In:  


Finals Week FINAL EXAM Final Project Paper Due.

Teaching Methods
Key Text(s):

Note: This textbook will be available to purchase during Harlaxton orientation with Amazon price match.

Teaching Methods:
The course will be conducted mostly via whole class and small-group discussions, and somewhat via lecture. The course will try to (1) convey a broad range of issues prominent in contemporary transnational discourses around gender, race, and class; and (2) hone our abilities to use various concepts/theories developed to address these issues. Both these aspects of the course will be addressed in readings and discussions, and while my time in class will often be more usefully spent clarifying conceptually difficult subject matter rather than conveying bread of material, discussing the readings will be an integral part of every class meeting. So please do the readings, and ask me in or out of class about anything you want clarified. I’d be happy to help you with any questions that you have about the material and/or your class assignments.

Schedule of Assignments
See Schedule of Topics above.
Assessment and Grading Criteria

COURSE REQUIREMENTS AND GRADES

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<thead>
<tr>
<th>ASSIGNMENTS:</th>
<th>Final Grade Scale:</th>
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<tr>
<td>20% Attendance and Participation</td>
<td>A</td>
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<tr>
<td>20% 4 Journal Entries (2 pages each, double spaced)</td>
<td>A- 90-92</td>
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<tr>
<td>20% 5 Reading Quizzes (Unannounced)</td>
<td>B+ 87-89</td>
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<tr>
<td>30% 1 Final Project (about 5 double-spaced pages)</td>
<td>B 83-86</td>
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<td>10% Facilitation of Class Discussion on Selected Readings</td>
<td>B- 80-82</td>
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<td>C+ 77-79</td>
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<td>C 73-76</td>
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<td>D+ 67-69</td>
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<td>F 59 and below</td>
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Attendance and Participation (20%)
I expect that you will attend all class sessions; however, three absences will be excused for the semester. Any additional absences will require official written verification (such as a doctor’s note) so as not to affect your grade. Additional unexcused absences will result in a full letter grade penalty (A to B).

Your thoughtful and sustained participation will be a large part of what determines the success of the course. Class discussions will be most productive for everyone if you come to class prepared. This means that you always have a hard copy of the texts in hand, ready to reflect, share, and participate in class discussions. Please see me at any time during the semester if you feel that the class atmosphere is not conducive to your participation, and I will work to make accommodations.

Journal Entries (20%)
You will be required to write a total of 4 journal entries over the course of the semester. The reading journal is an opportunity for you to reflect, record and expand on your thoughts about the course readings in a more informal manner. It is also a chance to explore connections between class readings/discussions and representations that you encounter in daily life—for example, in the news media and popular culture. While you may choose the weeks to write your entries, you will be asked to submit sets of two for comments and feedback on the following dates: XXXXX and XXXXX. I highly encourage you to set time aside to work on your journal entries regularly, rather than letting them all pile up near the due dates. Your writing and analysis will benefit from having the readings fresh in your mind, as well as timely engagement with class discussions.

Each entry should be a minimum of 2 pages double-spaced, and include the following:
- A summary of the main argument and the author’s central points.
- A critical reflection on the reading: What are the implications of the author’s points? What questions does this text raise for you? Are there issues or concerns that the author doesn’t consider? What connections do you see to the other materials in the course?
- Relate the reading to something you encounter in the world, and explain how it helps you think about or critique it. Examples include: reporting of a news event (tune in to the BBC or read The Guardian), a magazine article, TV show, blog post, artwork, film, literary work, etc. You might think about how the issue or event is framed, what narrative is being told about it, and what is included and excluded from the representation of the world that it offers. Since we will be in England this semester, you may want to think transnationally and comparatively and reflect upon how the themes of our course relate to materials you encounter in England and your travels abroad.

Reading Quizzes (20%)
There will be five unannounced quizzes over the course of the semester. The purpose of the reading quizzes is to make sure that you are keeping up with the readings and coming to class prepared. Each quiz will cover the readings assigned for that day and can only be made up in the case of an official, excused absence.

**Final Paper (30%)**
For your final paper, you will select a cultural text to critically analyze in relation to the themes and issues of the course. I am using the term “cultural text” very broadly, including everything from books, films, magazines, novels, organizational statements and manifestos, works of art, etc. I will provide a list of relevant examples, but I encourage you to select something that interests and excites you. The purpose of the final project is to practice theorizing the world for yourself by drawing upon the conceptual frameworks offered in the course materials. Your final project should demonstrate a serious engagement with the class readings, and work to develop and expand ideas we have encountered throughout the semester. The final product will be a 5 page paper that significantly engages with at least two of the course readings.

The final paper has two components:
1. We will workshop thesis statements in class on Thursday April 5th. By that date, you need to have selected and familiarized yourself with the cultural text that you will be working on (i.e. if it’s novel, you must have finished reading it). You will be asked to turn in a preliminary thesis statement, along with a one-page outline of the ideas that you would like to engage with in your paper. The more time and thought you commit to this stage of the project, the more detailed the feedback from your classmates and me will be. Include specific questions that you would like to discuss with the class.
2. The final paper is to be turned in during our scheduled final exam time. The paper should be the required length, double-spaced, and clearly informed by the issues and concerns of the course. Remember, you are required to make use of at least 2 course readings.

**Facilitation of Class Discussion (10%)**
I will assign groups the responsibility to initiate and conduct class discussion on the readings on certain days. Each group will be responsible for preparing questions on readings for a particular day, and facilitating class discussion on those readings (using those questions at least to get things going) at least once, and perhaps twice, over the course of the semester.

**Attendance Policy**
Harlaxton College operates a mandatory attendance policy that is binding on all faculty and students.

The number of unexcused absences that are allowed before incurring a penalty is related to the number of times a class meets during a week. This means that for courses which meet three times a week, students are allowed a maximum of three unexcused absences during the semester without attracting penalty points, for courses meeting twice a week two such absences are permitted and for courses meeting just once a week a single absence is allowed.

This class meets three times a week. You are allowed a maximum of three (unexcused) absences this semester before incurring a penalty. Additional unexcused absences will attract a grade penalty of a full-letter grade (A to B).

Students are responsible for the academic consequences of their failure to attend class. If any assessment (e.g. in-class test, exam, paper, presentation, etc.) is missed, there is no expectation or
requirement that a faculty member will accept the work after it is due, provide an extension to a deadline, or offer an alternative assessment opportunity for a student with an unexcused absence.

Drop/Add and Withdrawal Policy

There is normally about a 10 day period at the beginning of semester when a student may drop and class and/or add a class. The deadline date is published in the Semester Guidance handbook. Drop/Add forms are available from the library and completed forms should be returned to the same place. Faculty signatures are required for all classes being added.

Students may withdraw from a class, with the exception of British Studies, for a longer period of time. Again the deadline date is published in the Semester Guidance handbook. Forms are available from the College Secretary, to whom completed forms should be returned. Forms must be signed by the faculty member of the class being withdrawn from and the Principal.

All students must register for, and be continuously enrolled in, 12 credit hours of study to be eligible to study at Harlaxton and remain in the United Kingdom.

Disability Policy

It is the policy of the University of Evansville (Harlaxton College) to make reasonable accommodations for students with properly documented disabilities. University of Evansville students should contact the Office of Counselling and Health Education to seek help with this. Students from Partner Universities/Colleges should contact their own relevant student support office. For assistance whilst at Harlaxton students should contact the College Secretary whose office is located adjacent to the Principal’s office.

Written notification to faculty from the College Secretary is required for academic accommodations to be implemented.

Honor Code

All students at the University of Evansville (Harlaxton College) agree to and are bound by the principles and practice of the honor code:

‘I understand that any work I submit for course credit will imply that I have adhered to this Academic Honor Code: I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.’

The full Honor Code is available online:
https://www.evansville.edu/offices/deanstudents/downloads/honorcode.pdf