

Interdisciplinary Perspectives in Women's Studies (WST 3015)

University of Florida
Center for Gender, Sexualities and Women's Studies Research
Summer B 2020
Online

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Office hours: Wednesdays 10am-1pm

Course Description

“The most striking difference between women’s rights and men’s rights is that the first is up for constant renegotiation and the second is not” - Zuzanna Ziomecka (NewsMavens editor in chief)

In this introductory course to Women’s, Gender, and Sexualities Studies students are introduced to the major concepts and theoretical debates within the field. We engage with feminist theory beyond the traditional “waves” approach and apply feminist theories to contemporary issues and debates. While this course primarily focuses on feminism within the American context, we also consider transnational activism and the development and application of feminist concepts around the globe. Students are asked to engaged to with the course material through a variety of assignments including discussion questions, writing assignments, peer-reviewing each other’s work, and producing a feminist zine.

In this course we draw on material and methodologies from a variety of disciplines. The readings that are assigned include rationalist/positivist, standpoint, and postmodern feminist epistemologies. We begin with the early modern period of liberal feminism and end with queer theory and transnational activism, covering Radical feminism, Marxist, and intersectional theories along the way. In addition to reading theoretical texts, we also grapple with contemporary women’s issues including gender-based violence, reproductive freedom, intersecting oppressions, and women’s representation in the media, among others. This course is required for the Women’s Studies major and minor and fulfills the General Education requirement in diversity. (WST: Core; Gen Ed: H, SS, D and Gordon Rule 4000).

Please note: This is a summer course with a condensed schedule and a rigorous reading and writing load. It is crucial that the readings be completed on time in order for you to keep up with the course project and writing assignments.

Learning Objectives

- Students will learn to define and apply basic feminist concepts such as the social construction of gender, hegemonic masculinity, intersectionality, etc.
- Students will learn to compare and evaluate the claims of feminist thinkers from different periods of time and different social locations.
- Students will become familiar with the ways in which feminists have used scholarship and activism to address gender injustice in society.
- Student will develop and expand their critical thinking skills through writing assignments and the course project.
- Students will develop and improve their academic writing skills through weekly lectures on writing and various writing assignments.

Required Texts

Reading Feminist Theory From Modernity to Postmodernity (2016) by Susan Archer Mann and Ashly Suzanne Patterson, Duke University Press (available in course reserves)

Full Frontal Feminism: a young woman's guide to why feminism matters (2007) by Jessica Valenti

Everyday Sexism (2014) by Laura Bates

All other required readings will be available in Canvas.

Introduction Video

As this is a 100% online course, we will never meet in a physical location, rather lecture videos will be recored and posted online. In this class we will critically analyze the required texts; thus, participation and engagement in the course is a requirement. You are responsible for reading all assigned materials and viewing all lecture videos. There is no attendance grade for this class, however, you will not be able to successfully complete the writing assignments without reading the course material and viewing the lecture videos. As part of your participation grade you will be required to upload a video introduction of yourself during the first week of the course. In this video introduction you will introduce yourself. This is worth 5% of your overall grade. In this introduction video students will be required to answer the following questions:

What is your name?

What is your major? And what year are you?

Have you taken any women's and gender studies courses previously?

What do you hope to get out of this class?

Complete the sentence "Feminism is _____"

Discussion Questions

Because this is a summer course, it moves fast, therefore each week opens up new ideas and allows us to think about feminist questions in a different way. To facilitate interaction between myself and you as the student, at the beginning of each week I will be answering questions submitted by students. To this end, every student is required to submit two discussion questions throughout the course of the semester. If you choose to submit a question during a particular week, you must email me your question by Thursday night (11:59 pm) of the week which pertains to your question. These questions are worth 2.5% each, for a total of 5% of your overall grade. On the following Monday I will address selected questions. To receive full points these discussion questions should demonstrate that you have read the texts for the week and watched all the lectures. In your question you may ask me to elaborate on a point that you seek more information on, you may ask me to explain a specific term(s) that was unclear, or you may want to know how the week's reading relate to current events. Your discussion questions should demonstrate thoughtful engagement with the course material.

Quizzes

To ensure that students are keeping up with the lecture videos there will be two quizzes in the course, each worth 5% of your overall grade. Check the course schedule for dates. These quizzes will be multiple choice and timed. The quizzes will be five questions each. Quizzes will be based on the lecture videos. The purpose of these quizzes is to ensure that students are following along with the lecture videos.

Feminist Zine Project

Zines, non-commercial magazines, have long been a source of feminist resistance and theory building. Zines can serve to document personal experiences, engage critically with current debates, document feminist activism at a particular time, and/or educate the broader community about happenings within a particular feminist community. Zines have served as a way of producing socially lived knowledge for feminists and theorizing outside the walls of academia. Throughout this course, you will produce a digital feminist zine. Your zine will focus on a topic of historical importance to feminist activists and scholars. A list of suggested topics includes: female body image and media, violence against women / gender-based violence, women and work, women and the state, women and the home, sexuality, reproductive freedom and technologies, women and intersecting identities, masculinities, etc. These topics represent long-held concerns for feminists or reflect debates within feminism. These topics are necessarily broad to give you space to think, create, and critically engage with the material. During the first two weeks of the course you will be required to contact me either through email or Zoom for me to approve your topic. You will be unable to complete this assignment if you do not receive my approval on your topic in the **first two weeks** of the course.

In the past feminist zines were made with paper, photographs, and markers and were distributed within a feminist community. Today, zines can be made online. For ideas on producing digital zines see <https://blog.issuu.com/zine-design-inspiration/>. During the first week of class we will go over the zine assignment and you will decide the theme of your zine. You will also give your zine an original name. You will then add to your zine each week. Weekly entries will address how the particular theories that we cover relate to your theme.

At the end of the course your zine must have a total of five entries, addressing the topics discussed each week of the course. While there is no word requirement for this assignment, each entry should be two pages (total of 10 pages by the end of the course). This is a creative project, and content is entirely up to you. You may wish to include poems, photographs, collages, short stories, or essays. **All entries must be original.** If you choose to include entries that are entirely visual, please also include a short written description of how your entry relates to that week's topics. The project is worth 25% of your overall grade. At the end of the course each student will upload their zines to Canvas to display to the rest of the class. Every student will comment on two of their classmate's zines, this will be worth 5% of your overall grade. While I encourage your zine to be personal, creative, and critical, please keep in mind that the entire class will see your zine, so you should be comfortable with others seeing the content of your zine.

Writing Assignments

Throughout this course you will complete three writing assignments. These three writing assignments combined are worth a total of 50% of your total grade. These writing assignments will make up the the 4,000 word Gordon Rule writing requirement (see below for more information regarding the writing requirement in this course). Therefore, each assignment will require a total of 1,400 words. Writing assignments will be a reflection on the previous weeks' readings and lectures. See the course schedule for due dates. The prompt for each week's writing assignment will be released during the lecture videos.

Every Friday is dedicated to the course objective of improving students' writing skills. Fridays' lecture videos will focus on writing skills. These videos will assist with your writing assignments.

Writing Requirement

This course fulfills the 4,000 word writing requirement. The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. I will provide feedback on the content of your writing in addition to grammar, punctuation, clarity, coherence, and organization. All feedback will be

provided to you by the end of the course. Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and satisfactory completion of the writing component of the course. Our course will adhere to the Modern Language Association (MLA) citation format. You can access a streamlined style guide in the Writing Resources section of our Canvas site.

If you seek additional assistance on your writing assignments please access UF's Writing Studio for helpful tips and videos: <https://writing.ufl.edu>

For more information on UF's writing requirement, see <https://catalog.ufl.edu/ugrad/current/advising/info/writing-requirement.aspx>.

Grade Breakdown

Participation 10% (including introduction video 5% and zine comments 5%), discussion questions 5%, quizzes 10%, feminist zine project 25%, 3 writing assignments 50% in total

Grading

Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Letter grades will be assigned according to the following numerical scales:

Letter Grade	Numerical Equivalent	GPA equivalent
A	94-	4.0
A-	90-93	3.67
B+	87-89	3.33
B	83-86	3.0
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.0
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.0
D-	60-62	0.67
E	<60	0.00
E1	stopped attending	0.00
I	Incomplete	0.00

Information on UF policies for grading may be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Other Policies

Academic Honesty - All work in this class is to be your own. Please take note of the Student Honor Code, Student Conduct Code, and Standards of Ethical Conduct. The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel.

Late Assignments - All assignments are to be submitted by 11:59 pm on the date in which they are due. Please check the course schedule for assignment due dates. Deadline extensions will be granted only in cases that conform with university policies. Official documentation must be provided for deadline extensions. Otherwise, 1 point will be deducted for each day that an assignment is submitted late. Make-up policies/requirements for this class are consistent with university policies, available at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Content Notice - Some material assigned in this course describes or depicts experiences of trauma, sexual, and/or physical violence. I have assigned these works to facilitate learning about women's lives, gender, and sexuality. If you believe engagement with any of the material in this course would likely cause you significant discomfort, I would be happy to discuss any concerns you may have.

Accessibility - I am committed to making learning in this course accessible to all. Please contact me to discuss any learning needs that you may have in the first week of the semester. You can also access the resources listed below.

UF Disability Resource Center - <https://disability.ufl.edu/>

UF Counseling and Wellness Center - <http://www.counseling.ufl.edu/>

Evaluations - Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

This syllabus is subject to amendment during the semester. Any changes considered necessary by the instructor might be made without prior notification. However, the changes will be announced in lectures and/or via e-mail. If any changes are made, the syllabus will be updated and shared with the students via Canvas.

Course Schedule

July 6	Course introduction and syllabus review	
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Course Schedule

July 7	<p>Jessica Valenti, Chapter 1 “You’re a Hardcore Feminist. I Swear.” In <i>Full Frontal Feminism</i> (2007)</p> <p>“How Do Feminists Do Theory and for Whom?” in <i>Reading Feminist Theory</i> pp. 1-6</p> <p>Cheris Kramarae and Paula Treichler, “Feminist” from <i>A Feminist Dictionary</i> (1985) in <i>Reading Feminist Theory</i> pp.7-8 (available on course reserves pp. 160-161)</p> <p>Catherine MacKinnon “Are Women Human?” (1999)</p> <p><i>Suggested Reading:</i></p> <p><i>bell hooks, “Theory as Liberatory Practice” from Teaching to Transgress (1994) pp. 8-14</i></p>	
	Module 1: Women and Politics	
July 8	<p>“Enlightenment Thought, Liberal Feminism in Early Modernity, and Women’s Suffrage” from <i>Reading Feminist Theory</i> pp. 42-47</p> <p>Elizabeth Cady Stanton, “Declaration of Sentiments” from <i>The History of Women’s Suffrage</i> (1848) pp. 58-60</p> <p>Susan B. Anthony, Speech after Arrest for Illegal Voting pp. 67-69</p> <p>Sojourner Truth, Speech “Ain’t I a Woman?” (1851) pp. 229</p> <p><i>Suggested Reading:</i></p> <p>Sarah M. Grimke, from <i>Letters on the Equality of the Sexes and the Condition of Women</i> (1838) pp. 55-58</p>	

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July 9	<p>Laura Bates, Chapter Ch. 2 “Women in Politics,” from <i>Everyday Sexism</i> (2014)</p> <p><i>Suggested Reading:</i></p> <p>Jessica Valenti, Chapter 12 “Sex and the City Voters, My Ass” from <i>Full Frontal Feminism</i> (2007)</p>	
July 10	Writing Day	Introduction Video Due
	Module 2: Women and Work	
July 13	Jessica Valenti Chapter 6 “Material World” from <i>Full Frontal Feminism</i> (2007)	Writing Assignment #1 Due
July 14	<p>“The “Old” Left - Economics and the Origins of Women’s Oppression” from <i>Reading Feminist Theory</i> pp. 141- 144</p> <p>Friedrich Engels, excerpt from <i>The Origins of the Family, Private Property, and the State</i> (1884) pp. 152-155</p> <p>Charlotte Perkins Gilman, excerpt from <i>Women and Economics: A Study of the Economic Relation between Men and Women as a Factor in Social Evolution</i> (1898) pp. 155-157</p> <p><i>Suggested Readings:</i></p> <p>Mother (Mary) Jones, “Girl Slaves of the Milwaukee Breweries” (1910) pp. 160-162</p>	

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July 15	<p>The “New” Left - Economics, Identity, and Women’s Oppression from <i>Reading Feminist Theory</i> pp. 146-148</p> <p>Margaret Benston, “The Political Economy of Women’s Liberation” (1969) pp. 181-184</p> <p><i>Suggested Reading:</i></p> <p>Silvia Federici "Wages Against Housework" (1974)</p> <p>Heidi Hartman, “The Unhappy Marriage of Marxism and Feminism: Towards a More Progressive Union” (1979) pp. 187-194</p>	
July 16	<p>Women and Modernization from <i>Reading Feminist Theory</i> pp. 429-432, pp. 433-435</p> <p>Barbara Ehrenreich and Annette Fuentes, “Life on the Global Assembly Line” (1981) pp. 446-451</p> <p>Grace Chang, “The Global Trade in Filipino Workers” from <i>Dragon Ladies: Asian American Feminists Breathe Fire</i> (1997) pp. 463-467</p> <p><i>Suggested Readings:</i></p> <p>June Jordan, “Report from the Bahamas” (1985) pp. 455-458</p>	
July 17	Writing Day	
	Module 3: Women and (Sex) Work	

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July 20	<p><i>“Women and Class Differences in Love, Marriage, and Work” in Reading Feminist Theory pp. 145-146, pp. 430-432, pp. 433-434</i></p> <p>Roxane Gay “The Alienable Rights of Women” from <i>Bad Feminist</i> (2014)</p> <p>Margaret Sanger, “My Fight for Birth Control” (1920) pp. 171-175</p> <p><i>Suggested Reading:</i></p> <p>Jessica Valenti chapter 5 “If these uterine walls could talk” from <i>Full Frontal Feminism</i></p>	Quiz #1 Due
July 21	<p>Kristen Ghodsee chapter 2 “What to expect when you’re expecting exploitation: on motherhood” from <i>When Have Better Sex Under Socialism and Other Arguments for Economic Independence</i> (2018)</p> <p><i>Suggested Reading:</i></p> <p>Laura Bates chapter 8 “Motherhood” from <i>Everyday Sexism</i> (2014)</p>	
July 22	<p>The “Sex Wars” from <i>Reading Feminist Theory</i> pp. 92-93</p> <p>Carol Leigh #notavictim (2019)</p> <p>Lily Yue "Empowering Thai Sex Workers: the positive effects of decriminalizing prostitution" in <i>Georgetown Public Policy Review</i> (2020)</p> <p><i>Suggested Readings:</i></p> <p>Jo Doezema “Now You See Her, Now You Don't: Sex Workers at the UN Trafficking Protocol Negotiations” <i>Social and Legal Studies</i> (2005)</p>	

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July 23	<p>Emma Goldman, “The Traffic in Women” from <i>Anarchism and Other Essays</i> (1910) pp. 162-165</p> <p>Sheila Jeffrey, “Chapter 1: Feminists and the Global Sex Industry: Cheerleaders or critics?” from <i>The Industrial Vagina</i> (2008)</p> <p>AF3IRM Hawai’i, “Decolonize Your “Sex Work” Stance: An open letter to 2020 candidates (2019)</p> <p><i>Suggested Readings:</i></p> <p>Robin Morgan, “Theory and Practice: Pornography and Rape” (1977) pp. 109-112</p>	
July 24	Writing Day	
	Module 4: Women and Violence	
July 27	<p>Catherin MacKinnon “Human Rights and Global Violence against Women” from <i>Human Rights and Global Violence against Women</i> (2006)</p> <p><i>Suggested Reading:</i></p> <p>Holly Jonhson, Natalia Ollus, and Sami Nevala Chapter 3 “The Prevalence and Severity of Violence against Women” from <i>Violence against Women and International Perspective</i> (2008)</p>	
July 28	<p>Jessica Vaneti Chapter 4 “The Blame (and Shame) Game” in <i>Full Frontal Feminism</i> (2007)</p> <p>Roxane Gay “Some Jokes are Funnier Than Others.” From <i>Bad Feminist</i> (2014)</p> <p><i>Suggested Reading:</i></p> <p>Liz Kelly, “It’s Everywhere: sexual violence as a continuum” from <i>Surviving Sexual Violence</i> (1988)</p>	

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July 29	<p>bell hooks “Ending Violence” from <i>Feminism is for Everybody</i> pp. 61-66 (2000)</p> <p>Kylie Cheung "What 'Defund the Police' Means for Sexual Assault Victims" in <i>Dame Magazine</i>. (2020)</p> <p><i>Suggested Readings:</i></p> <p>Miriam Zolia Perez interview with Mia Mingus “What Would it Take to Actually End Intimate Violence?” published on <i>ColorLines</i> (2017)</p> <p>Laura Bates, Chapter 11 “Women Under Threat” from <i>Everyday Sexism</i> (2014)</p>	Writing Assignment #2 Due
July 30	<p>Taylor R. McDonald (Ph.D. Candidate in Political Science at UF) will provide a guest lecture. McDonald studies International Relations, and in particular specializes in gender and international relations. He has taught several courses on gender and international relations here at UF. He will introduce students to “women’s violence,” a topic not typically covered in feminist literature, and encourage students to think deeply about the interconnectedness of violence, the international, and stereotypes of women.</p> <p>Laura Sjoberg “Narrative of Mothers, Monsters, and Whores” from <i>Mothers, Monsters, and Whores</i> (2007)</p>	
July 31	Writing Day	
	Module 5: Intersecting Identities	

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August 3	<p>Intersecting Theories from <i>Reading Feminist Theory</i> pp. 218-222</p> <p>Combahee River Collective, “A Black Feminist Statement” (1977) pp.247-253</p> <p>Patricia Hill Collins, “Black Feminist Thought: Knowledge Consciousness, and Politics of Empowerment” (1990) 273-277</p> <p>Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House” from <i>Sister/Outsider</i> (1984) pp. 257-258</p> <p><i>Suggested Reading:</i></p> <p>Alice Walter, “Womanist” from <i>In Search of Our Mother’s Gardens</i> (1983) pp. 257-258</p>	Quiz #2 Due
August 4	<p>Kimberle Crenshaw, “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics” (1989) pp. 264-273</p> <p>Mitsuye Yamada, “Invisibility is an Unnatural Disaster: Reflections of those Asian American Women” (1979) pp. 253-256</p> <p>Rosemarie Garland-Thompson, “Integrating Disability, Transforming Feminist Theory” (2002) pp. 294-299</p> <p><i>Suggested readings:</i></p> <p>Angela Davis, “Outcast Mothers and Surrogates: Racism and Reproductive Politics in the Nineties” (1993) pp. 284-288</p>	

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August 5	<p>Third-World Feminism from <i>Reading Feminist Theory</i> pp. 225-227</p> <p>Postcolonial Feminisms from <i>Reading Feminist Theory</i> pp. 481-488</p> <p>Gloria Anzaldua, "Borderlands/La Frontera: The New Mestiza" (1987) pp. 258-260</p> <p>Bushra Rehman and Daisy Hernandez, "Introduction" from <i>Colonize This! Young Women of Color on Today's Feminism</i> (2002) pp. 376-380</p> <p><i>Suggested Reading:</i></p> <p>Chandra Talpade Mohanty, "Under Wester Eyes: Feminist Scholarship and Colonial Discourses" (1984) pp. 493-500</p>	
August 6	<p>Solidarity Sisterhood? From <i>Reading Feminist Theory</i> pp. 359-361</p> <p>Lia Abu-Lughod, "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others" (2002) pp. 528-533</p> <p>Iveta Jusova, "Situating Czech Identity: Postcolonial Theory and the European Divided" in <i>Czech Feminisms Perspectives on Gender in East Central Europe</i>. (2015) pp. 29-40</p>	
August 7	Writing Day	
	Module 6: LGBTQ+, Queer, and Transgender Theories	

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<p>August 10</p>	<p>Lesbianism and Feminist Separatism from <i>Reading Feminist Theory</i> pp. 89-92</p> <p>Andrienne Rich, “Compulsory Heterosexuality and Lesbian Experience” (1980) pp. 117-123</p> <p><i>Suggested Readings:</i></p> <p>Radicalesbians “The Woman Identified Woman” (1970) pp. 103-106</p> <p>Laura Bates Chapter 9 “Double Discrimination” from <i>Everyday Sexism</i> (2014)</p>	
<p>August 11</p>	<p>Deconstructing the “Natural,” Masculinities and Femininities from <i>Reading Feminist Theory</i> pp.300-304</p> <p>Queer Theory from <i>Reading Feminist Theory</i> pp. 305-307, pp. 94-95</p> <p>Anne Fausto-Sterling, “Should There Be Only Two Sexes?” From <i>Sexing the Body</i> (2000) pp. 336-341</p> <p>Judith Halberstam, “An Introduction to Female Masculinity: Masculinity without Men” from <i>Female Masculinity</i> (1998) pp. 331-336</p>	<p>Feminist Zines Due</p>
<p>August 12</p>	<p>Transgender Theory from <i>Reading Feminist Theory</i> pp. 307-308</p> <p>Julia Serano, “Trans Woman Manifesto” (2009) pp. 349-353</p> <p>Kate Bornstein, excerpt from <i>Gender Outlaw: On Men, Women, and the Rest of Us</i> (1993) pp. 327-331</p>	

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<p>August 13</p>	<p><u>"Feminist Curiosity"</u></p> <p>Cynthia Enloe, Chapter 1 "Gender makes the World Go Round: where are the women?" From <i>Bananas, Beaches, and Bases</i> (2014)</p>	<p>Writing Assignment #3 Due</p>
<p>August 14</p>	<p><u>Feminist Futures</u></p> <p>Jennifer Baumgardner and Amy Richards, "A Day without Feminism" from <i>Manifesta: Young Women, Feminism, and the Future</i> (2000) pp. 367-370</p> <p>Roxane Gay "When Twitter Does What Journalism Cannot" from <i>Bad Feminist</i> (2014)</p> <p><i>Suggested Reading:</i></p> <p>Laura Bates, "Silenced Women: The Invisible Problem" Chapter 1 from <i>Everyday Sexism</i> (2014) pp. 10-39</p>	<p>Zine Comments Due</p>