

**Gender and Women's Studies 100**  
**Introduction to Gender and Women's Studies**  
**Fall 2006**

**Professor Amy L. Brandzel**

**Phone:** 775-6783  
**Office:** Rice 115  
**Office Hours:** T, Th 11-12pm and by appt.  
**E-mail:** [amy.brandzel@oberlin.edu](mailto:amy.brandzel@oberlin.edu) (best way to reach me)

**Course Description:**

While Gender and Women's Studies is a truly vast field of inquiry, there is great symmetry in the ways in which feminist scholars have been engaged with questions as to how disciplinary apparatuses and discourses shape and construct identities. This course will begin the process of peeking into this exciting scholarship, but here we will chart our exploration through the constructions of identities via the lens of queer and sexuality studies. By exploring how sexuality is constructed through the contested notions of gender, race, class, nation, and global, this class offers an opportunity to interrogate a range of discourses and disciplinary apparatuses (such as law, medicine, and popular culture) that shape and construct our understandings of identity, subjectivity, experience, power, agency, normalcy, deviance, disciplinarity, labor, activism and justice at the individual, community, national and transnational levels. We will also be working diligently to connect these issues directly to current affairs, especially during our last week of the course when the class will conduct a conference on "Feminism, War and the State of Emergency."

**Course Objectives:**

In its most simplistic sense, this course is designed to familiarize you with key debates (such as identity, subjectivity, power, agency, normalcy, etc) within the field of Gender and Women's Studies, and help you obtain a nuanced, critical analysis of these debates.

But this course should also help you attain skill sets that go far beyond the Gender and Women's Studies classroom, such as:

- To enrich your reading skills and to teach you how to read thoughtfully and productively in ways that allow you to locate and engage with the authors' arguments, and how to reach your own conclusions based on a thorough understanding of the "text" (broadly understood) as opposed to outside of or besides it.
- To gain a strong understanding of the histories and theories of the intersectionality of identities and to gain an extremely savvy analysis as to the relationships between sex, gender, sexuality, race, class, and nation
- To interrogate the norms of whiteness, heterosexuality, middle-class, and US nation-state (particularly via reigning discourses of citizenship, rights and democracy) from diverse points of postcolonial, racial, class, lesbian, gay, bisexual, and transgender writing and analysis.
- To interrogate and compare biological, personal, social, racial, national, cultural, and historical aspects of identity formations
- And, most importantly, to critically evaluate and analyze how norms of identity and power relations become naturalized and normativized throughout a variety of discourses.

**Course Materials:**

Achy Obejas, *Memory Mambo*  
Riki Wilchins, *Read My Lips\**  
Kamala Kempadoo and Jo Doezema, *Global Sex Workers*  
Course Reader - ERES

A copy of each book is available at the reserve desk in Mudd, and a hard copy of each article is also available. \*Please note that there are not enough copies of *Read My Lips* at the bookstore, so there are extra copies available on reserve at Mudd, and the first half of the book is available on our ERES page. If the bookstore is sold out of *Read My Lips* and you want a copy, I suggest you order online ASAP at sites such as Amazon or firebrandbooks.com.

#### Assignments

Class participation and Show & Tells	10%
Group Reports	5%
Midterm Essay (Take home)	25%
Conference Paper and Presentation	25%
Annotated Bibliography	10%
Final Exam (In-class)	25%

#### **I. Class Participation and Show & Tells:**

***Participation:*** This class relies on the intellectual commitment and active participation of all students. In order for the course to be effective, all students must have the reading assignments completed and ready for in-depth discussion for each class. The topics we will be discussing can be politically charged, so I expect everyone to *actively* listen to others as well as be respectful of each other’s ideas. If for some reason you do not feel comfortable talking in class, or find something uncomfortable about our classroom atmosphere, *please* let me know as soon as possible so I can try to help alleviate the situation.

***Attendance and Timeliness:*** Regular attendance and timely arrival is required. *Attendance in class, however, does not constitute participation.* More than **two** unexcused absences will result in a lowered grade. Two class sessions of late attendance will count as one absence for the purpose of the class participation grade. An *excused* absence requires that you provide official, written verification of your absence (i.e. a “doctor’s note”). For any situations that may cause you to miss class, please talk to me as soon as possible and make arrangements to get notes from a peer.

***Blackboard:*** Please consult our course page on Blackboard on a regular basis. Moreover, as a part of your participation grade, you must contribute and make entries into the discussion board assigned for your section (either 01 or 02) *at least 5 times* throughout the semester, expressing thoughts and ruminations on course readings, discussions or other related issues.

***Engagement and Note-Taking:*** Importantly, you need to bring assigned readings to class each day as we will access them throughout our meetings. Moreover, I expect these texts to demonstrate your engagement - i.e. I expect a significant amount of marginalia and notes, either located on the book/article or listed separately in a notebook. The best readers are engaged readers. Moreover, you should take notes regarding lectures and classroom discussions because these notes, alongside your marginalia/notes on the readings, will come in very handy for the essays and, *especially*, preparing for the in-class final exam.

***Show & Tell:*** As a means to kick off each course meeting with student’s leadership and to provide an opportunity for you to bring in supplement materials, each student will sign up to present two “show and tells” during the course. Each course meeting will begin, then, with a few students providing a short presentation on an issue relevant to the course. What you choose to present can be anything related to the course material – in general this means anything related to feminisms, gender, race, sexuality, gender, nation, class and globalization. While current news events make especially good “show and tells,” other options include other media items (newspaper or magazine articles), activist work (history of organizations and/or coalitions, organizational brochures, manifestos, protest and mobilization, etc), artistic works (poems, music lyrics, artwork, performance art, etc) and academic or intellectual work (articles, books, etc). You will be asked to present your “show and tell” to the class by providing a description of it, explaining its significance to the course material, and offering your very insightful and critical analysis of the object (FYI: “I thought it was interesting”

is neither insightful nor critical). Plan to spend 5 minutes or less for your “show and tell,” and be ready to answer any questions we might have.

## **II. Reading Groups**

Groups of 4-5 students will meet outside of class throughout the semester. The purpose of these groups is to enable you to conduct in-depth discussions of the readings and class discussions. You may either meet in person or conduct an electronic discussion via email. Each group must prepare and submit to me (in the body of the email) a one-page typed report of your weekly meetings by Friday evening of a given week. Each report should cc the other members of the group, and the report itself needs to include the names of group members participating/attending, the number (e.g. Group Report #1), and the date. I will accept no more than one report per week from your group, so you’ll need to meet regularly throughout the semester.

**Seven** reports are required from each group over the course of the semester. You are responsible for keeping records of your progress. These assignments will not receive a letter grade, but you will receive credit for completing them. At least ONCE during the term, you are required to see a relevant film (from Mudd) as a group and base your discussion on this. If you need a recommendation, I’ll be happy to assist.

*Suggestions:* As you decide about group membership (in the second week), please consider the logistics of your various schedules and take this as an opportunity to meet new people. Also, I expect co-ownership of the reading group, so please share the responsibilities of meeting coordination, report writing, etc. And, if you have a non-participant in the group, feel free to let me know and I’ll try to help.

## **III. Midterm Essay**

A mid-term essay will be due on October 24<sup>th</sup>. For this assignment, you will write an integrative, analytical essay (5-7 pgs.) that will require you to synthesize arguments addressed in the readings and class discussions. I will distribute essay questions on October 10<sup>th</sup>.

## **IV. Student Conference Papers and Presentations: Feminism, War and the State of Emergency**

Your objective will be to write a 5-7 page conference paper on a chosen topic (options listed below) and give a short 5 minute presentation with your panel/group during our in-class conference. Moreover, this assignment includes an annotated bibliography, described below.

This conference will give us a chance to think through critical questions that are timely and important to all of us, particularly within recent political and cultural events. This conference also allows you to bring in “outside” materials directly into the classroom, forcing us all to negotiate the relationship between theories, methodologies, politics, activisms, and agencies.

One of your central objectives of this assignment is to work towards applying and extending analyses and concepts acquired throughout the course towards your particular topic, and to juxtapose these concepts and analyses to articles you have found in your own research. Moreover, two key questions need to be addressed in your conference paper and conference presentation:

- 1) How are discourses and constructions of race, class, gender, sexuality and nation deployed in and around your chosen topic?
- 2) What does a transnational, intersectional feminism have to say or should say about your topic?

You will choose a GROUP TOPIC with your READING GROUP and from this topic you will each branch out into individual focuses related to that topic. The purpose of sharing a group topic is to have your group members as a research support group, there to help you find research, brainstorm ideas, and enrich your analyses because they will be working on very similar issues.

Again, your reading groups must choose a group topic (you’ll vote your top choices early in the semester), but each member of the group will have to find an individual focus area within that group topic and write their own 5-7 page conference paper and provide a 5 minute presentation at the conference.

**Group Topic options include the following:** (if your group has another great idea, relevant to the theme of the conference but not overlapping any of those below, feel free to suggest it to me in an email before we vote on topics).

- a) the PATRIOT ACT and the civil liberties of information (libraries, internet, national documents, the press, student activist groups and other peace organizations, cities contesting requirements of Act)
- b) lawfulness or unlawfulness of “enemy combatants” and abuse of military detainees
- c) U.S. immigration changes and “emergency” deportations
- d) environmental degradation and impacts (national and international)
- e) the use/abuse of “culture” as an explanation for current war campaigns, particularly in the Middle East
- f) discourse of religion and religious diversity and links to nation-states (or lack thereof) regarding current war campaigns in the Middle East (Judaism, Christianity, Islam)
- g) heteronormativities and gender normativities around 9/11 bombings and national responses (United We Stand)
- h) the historical and contemporary deployments of “terror” and “terrorist”
- i) the historical and contemporary deployments of “democracy” in the name of empire
- j) LGBTQI human rights movements post-9/11
- k) transnational feminisms against and within U.S. empire

Later in the semester you will need to provide a topic description and a preliminary list of sources (due November 9<sup>th</sup>) that will not be graded, but that must be completed in order to get credit for the conference.

Your final conference paper will be due the day of your presentation (either December 12<sup>th</sup> or 14<sup>th</sup>, TBA).

#### **V. Annotated Bibliography:**

We will be attending a library tutorial on October 24<sup>th</sup>, after which time you will be doing your own research in the library. I will be asking you to extend more energy towards researching and reviewing peer-reviewed journals. An annotated bibliography will be due on November 28<sup>th</sup>, which will require you to provide annotated descriptions of at least 3 articles directly related to your topic and found in peer-reviewed journals. I will provide more details on this assignment when it gets closer. The annotated bibliography is a critical element of your conference report/presentation, and is therefore worth 10% of your grade.

#### **VI. In-Class Final Exam**

You will be doing an in-class final exam in this class, which will consist of a closed book exam (you will be allowed one 3x5 card) whereby you will be asked to demonstrate your understanding of readings and materials from throughout the semester (i.e. readings, lectures, films, and class discussions). The exam will consist of 8-10 short answer questions, and 1-2 longer essay questions. You will be provided a list of questions that will be on the exam on December 7<sup>th</sup>. The exam will be scheduled during finals week at our scheduled exam period (for the T/TH 9:35-10:50 the final is 2pm Dec. 21<sup>st</sup>, and for the T/TH 1:30-2:45 the final is 2pm Dec. 19<sup>th</sup>).

The best way to prepare for this exam is to be engaged (note-taking, asking questions, listening intently) with our readings and with the lectures and classroom discussions and events. This is not an easy exam, but you will be well-prepared for it by the end of the semester.

#### **Dates To Remember**

Your personal Show & Tell dates

October 24: Mid-term Essay Due and Library Tutorial

November 9: Conference Paper Topic and Preliminary List of Sources Due

November 28: Annotated Bibliographies Due

December 12 and 14<sup>th</sup>: Feminism, War and The State of Emergency Conference

Finals Week: In-Class Final Exam during our scheduled time period

## Class and Grading Policies:

**Written work:** I expect all written work to be grammatically correct, spell-checked, and proofread *thoroughly*. Moreover, work must be typed, double-spaced, 1 inch margins, Times New Roman 12 font, stapled, paginated, and with your name and honor code pledge and signature. Please comply with the page limits. All references must be properly cited using MLA or Chicago citation manuals. If needed, contact me or a librarian for more information or help. If your work does not satisfy these requirements, it will not be accepted. Also, assignments must be handed in to me at the beginning of the class session in which they are due (which means I don't accept assignments via email).

**Late Work:** I do not accept late papers unless you have made specific arrangements with me in advance and received my approval. This does not apply to medical emergencies.

**P/NP or CR/NE:** If you opt for this grading system, you must complete all assignments to receive credit.

**Academic Incompletes:** No "educational" incompletes are possible in this course.

**Honor Code:** This course adheres to the policies of the Oberlin College Honor Code which applies to all work submitted for academic credit, whether it is a creative project, a quiz, an exam or a paper. For quizzes and exams, this means you must complete the assignment independently of other students. For papers, you must cite all written sources that you consulted, whether you quote directly or paraphrase (for online guides, scroll to the bottom of <http://www.oberlin.edu/library/research/refsources.html>). This is true whether you are using electronic or printed materials. Incomplete or improper citations are a form of plagiarism. If you are unfamiliar with proper citation formats, or have questions please consult me, a reference librarian, a writing tutor and/or a style manual. Lack of familiarity with proper procedures is not a defense.

At the end of each academic exercise, students shall write in full and sign the Honor Pledge:  
"I affirm that I have adhered to the Honor Code in this assignment."

See Oberlin Honor Code, [http://www.oberlin.edu/students/student\\_pages/honor\\_code2.html](http://www.oberlin.edu/students/student_pages/honor_code2.html) for more information.

**Plagiarism, Again:** While I hate to be repetitive, it is critical that you understand that plagiarism is a serious problem and can happen far too easily. Place quotation marks around any phrase taken directly from someone else, and cite them accordingly - including the internet. Moreover, when you take ideas from others but are rephrasing significantly, you still must cite them accordingly. Give people credit for their ideas, and take responsibility for when you are borrowing from others.

**Students with Disabilities:** If you need disability-related accommodations for your work in this class, please let me know. Support is available through Student Academic Services. Contact Jane Boomer, Coordinator of Services for Students with Disabilities, for assistance in developing a plan to address your academic needs.

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## Course Schedule

### Introductions

Tuesday, Sept. 5

### Intersectionality, Normativity and Agency

Thursday, Sept. 7

Kimberle Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color," in *Critical Race Theory*, pp. 357-383. **ERES**

Cathy Cohen, "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?" in *GLQ* 3.4, pp. 437-465. **ERES**

## **Diaspora, Globalization and Sexual Identities**

### **Tuesday, Sept. 12**

Juana Maria Rodriguez, "Divas, Atrevidas, y Entendidas: An Introduction to Identities," in *Queer Latinidad*, pp. 5-36. **ERES**

Achy Obejas, *Memory Mambo* (first half)

### **Thursday, Sept. 14**

Jan Pettman, "Women in Postcolonial and Postmigration Political Identities," in *Worlding Women*, pp. 64-86. **ERES**

Achy Obejas, *Memory Mambo* (finish)

## **Bodies of Knowledge, Part I: Sex, Gender and Sexuality**

### **Tuesday, Sept. 19**

Riki Wilchins, *Read My Lips*, pp. 13-107

### **Thursday, Sept. 21**

Riki Wilchins, *Read My Lips*, pp. 109-200

In-class film: *Toilet Training*

## **Bodies of Knowledge, Part II: Race, Sexuality and Difference**

### **Tuesday, Sept. 26**

Siobhan Somerville, "Scientific Racism and the Invention of the Homosexual Body," in *Queering the Color Line*, pp. 15-38. **ERES**

### **Thursday, Sept. 28**

Nancy Ordovery, selections from *American Eugenics: Race, Queer Anatomy, and the Science of Nationalism*, pp. xi-xxviii, 70-82, and 88-118. **ERES**

## **Morality, Sexuality and Normativities**

### **Tuesday, Oct. 3**

Gayle Rubin, "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality," in *The Lesbian and Gay Studies Reader*, pp. 3-44. **ERES**

### **Thursday, Oct. 5**

Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence" in *The Lesbian and Gay Studies Reader*, pp. 227-254. **ERES**

## **Colonizing Sexualities, Sexualizing Race**

### **Tuesday, Oct. 10**

Anne McClintock, "The Lay of the Land: Genealogies of Imperialism," in *Imperial Leather*, pp. 21-74. **ERES**

\*\*Mid-term essay questions distributed today\*\*

### **Thursday, Oct. 12**

Ann Stoler, "Making Empire Respectable: The Politics of Race and Sexual Morality in 20<sup>th</sup> Century Colonial Cultures," in *Dangerous Liaisons*, pp. 344-373. **ERES**

In-class video: *Franz Fanon: Black Skin, White Masks* (1995)

☀ **FALL BREAK: OCTOBER 16-22** ☀

## **Library Day and Midterm Essay Due**

**Tuesday, Oct. 24**

Meet at Science Library computer lab for tutorials from Jessica Grim. Please do not be late, as it would be disrespectful and midterms are due to me at the beginning of class.

**\*\*Midterm Essay Due\*\***

## **Globalization and the Political Economy of Sex**

**Thursday, Oct. 26**

Jan Pettman, "An International Political Economy of Sex," in *Worlding Women*, pp. 185-207. **ERES**  
Cynthia Enloe, "'On the Beach: Sexism and Tourism'" and "'Base Women,'" in *Bananas, Beaches, and Bases*, pp. 19-41 and 65-92. **ERES**

In-class activity: "The Cost of Your Shirt"

## **Sexuality, Power and Agency**

**Tuesday, Oct. 31**

Catharine MacKinnon, "Sexuality," in *The Second Wave*, pp. 158-180. **ERES**

**Thursday, Nov. 2**

Kobena Mercer, "Just Looking for Trouble: Robert Mapplethorpe and Fantasies of Race," in *Dangerous Liaisons*, pp. 240-254. **ERES**

## **Sexuality, Power and Masculinity**

**Tuesday, Nov. 7**

Philip Brian Harper, "Eloquence and Epitaph: AIDS, Homophobia, and Problematics of Black Masculinity," in *Are We Not Men?* pp. 3-38. **ERES**

Recommended: Richard Fung, "Looking for My Penis: The Eroticized Asian in Gay Video Porn," in *Asian American Sexualities*, pp. 181-200. **ERES**

In-class film: *Tongues Untied*

## **Research Review and Group Work**

**Thursday, Nov. 9**

Today you will be bringing in a fairly detailed description of your conference paper topic, focusing specifically on the following: what is your specific focus topic and what question(s) will you be trying to research and address in your paper? You will also be sharing a preliminary list of *relevant* sources, which needs to include a minimum of 5 articles from peer-reviewed journals and at least one anthology or book. You will be sharing these with your group in order to give and receive constructive feedback that will help them/you hone your topic, question(s) and sources.

**\*\*Conference Paper topic and Preliminary list of sources due\*\***

## **Reproducing Nation and Empire: Immigration and "Anti-Miscegenation" Laws**

**Tuesday, Nov. 14**

Eithne Lubheid, "A Blueprint for Exclusion" and "Looking Like a Lesbian" in *Entry Denied*, pp. 31-54 and 77-101. **ERES**

**Thursday, Nov. 16**

Peggy Pascoe, "Miscegenation Law, Court Cases, and Ideologies of 'Race'" in *Sex, Love, Race*, pp. 464-490. **ERES**

## **Feminisms, Nationalisms, and Sexualities**

### **Tuesday, Nov. 21**

Jan Pettman, "Women, Gender and Nationalism," in *Worlding Women*, pp. 45-63. **ERES**

Cynthia Enloe, "Nationalism and Masculinity," *Bananas, Beaches, and Bases*, pp. 42-64. **ERES**

Geraldine Heng, "'A Great Way to Fly': Nationalism, the State and the Varieties of Third-World Feminism," *Feminist Genealogies*, pp. 30-45. **ERES**

### **Thursday, Nov. 23 - No Class**

## **Reproductive Rights, Bodily Integrity, and (Transnational) Feminist Agency**

### **Tuesday, Nov. 28**

Linda Gordon, "Abortion, the Mother Controversy," in *The Moral Property of Women*, pp. 295-320.

**ERES**

Marlene Gerber Fried, "Abortion in the United States: Barriers to Access," in *Policing the National Body*, pp. 103-122. **ERES**

\*\*Annotated bibliographies due\*\*

### **Thursday, Nov. 30**

Faye Ginsburg and Rayna Rapp, "The Politics of Reproduction," in *Annual Review of Anthropology* 20, pp. 311-343. **ERES**

Laura Briggs, "The Politics of Sterilization, 1937-1974" in *Reproducing Empire*, pp. 142-161. **ERES**

## **Agency & Transnational Sexual Economies: Global Sex Workers**

### **Tuesday, Dec. 5**

Kamala Kempadoo and Jo Doezema's *Global Sex Workers* (Selections TBA)

### **Thursday, Dec. 7**

Kamala Kempadoo and Jo Doezema's *Global Sex Workers* (Selections TBA)

\*\*Final Exam Questions Distributed Today\*\*

## **Feminism, War and the State of Emergency - Student Conference**

### **Tuesday, Dec. 12 & Thursday, Dec. 14**

## **Finals Week**

The exam will be scheduled during finals week at our scheduled exam period. Therefore, the T/TH 9:35-10:50 class will have the final on Thursday, Dec. 21<sup>st</sup> at 2pm, and the T/TH 1:30-2:45 class will have the final on Tuesday, Dec. 19<sup>th</sup> at 2pm.