WMST V1001: Introduction to Women’s and Gender Studies  
Spring 2013

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Course Requirements:

Attendance: attendance and active participation is expected for Tuesday lectures and for Thursday discussion sections. No more than two unexcused absences.

Readings: completion of all assigned readings in time for lectures and discussion section is essential, not only for effective class participation but also for the reading journal assignment described below. Please bring print copies of all readings to discussion sections.  
Campus Events and Activities: attend at least 2 scheduled events sponsored by the Barnard Center for Research on Women (BCRW), the Columbia Institute for Research on Women, Gender, and Sexuality (IRWGS), or the Columbia Center for the Study of Social Difference (CSSD). Write a one-page report on each event, submitting at least one within the first four weeks of the semester. Spring 2013 event schedules can be found at:

irwag.columbia.edu  
bcrw.barnard.edu  
socialdifference.columbia.edu

Writing Assignments:  
All writing assignments must be submitted to your section leader on time (as specified below) unless you make a prior arrangement and provide documentation from a doctor or a dean.
1. READING JOURNAL
- 15% of the final grade • 1-2 pages, due at beginning of lecture each week - please hand in to your section leader. The point of this journal is to make substantive or ‘scholarly’ notes on the materials you are reading for class, showing intellectual engagement, reflection, and integration of the readings.

2. CRITICAL ESSAY
- 25% of the final grade. 5 pages, due FEBRUARY 21. Topics TBA. This essay is meant to demonstrate your understanding of and ability to synthesize the major threads of feminist theory and history that have been introduced in the course thus far.

3. MEDIA FILE: Intersectionality in Popular Culture
- 30% of the final grade, due APRIL 11

Select a general topic that addresses (either overtly or covertly) gender, sexuality, class, nation, religion, race and/or ethnicity. Examples of topics include: abortion, immigration, same-sex marriage, affirmative action, rape/sexual violence. Select at least three different media sources (may include print, film, television, radio, music, print ad campaign, etc.) for in-depth analysis. Using course materials and lecture notes to help ground your intersectional analysis, craft an argument that explicitly addresses the ways in which gender and sexuality interact with other structures of difference to produce the cultural message(s) about your chosen topic.

Your media file will consist of two parts:

Part I: Complete annotations of two of your media sources. Annotations should address the following, with emphasis on the analysis/interpretation of the media source:

- Authorship (who made this text?)
- Purpose (what is the message? Who is speaking? Who is the target audience, at what social group is the text aimed and how do you know?)
- Context (where is the source from and when was it produced?)
- Analysis/Interpretation (what is my analysis/interpretation of the text, how does this source reproduce and/or challenge structures of difference? What are the text’s blind spots?)

Each annotation must be accompanied by a link to the media source, or a hard copy of the source. Annotations should be short but dense, running approximately 1-2 pages each.

Part II: Craft a 5 page argument-driven essay that uses your media sources, along with course materials and lecture notes as needed to help ground an analysis that is especially attentive to the structures and co-production of gender, ethnicity, race,
class, religion, nationality and/or sexuality. Segments of your annotations may be incorporated into the body of your essay.

3. **Final Exam**
   - 20% of the final grade

The Final Exam for the course will be in two parts. **Part I** of the exam will consist of short passages from selected course materials. You will be asked to identify the source and summarize the main argument/issues/questions from the text. **Part II** of the final exam will consist of two short essay questions. We will distribute 3 exam questions on the last day of class and will select two of these to appear on the final exam. You will not know which questions have been selected until you sit for the actual exam, so you must be prepared to answer all three questions. You may bring one double-sided sheet of notes to the exam.

**Grade Summary**
- Reading Journal: 15%
- Critical Essay: 25%
- Media File: 30%
- Final Exam 20%
- Attendance, participation in discussion, involvement in campus events and activities: 10%

**SCHEDULE OF TOPICS AND READINGS**

***Please note: all readings, unless otherwise indicated, will be posted on Courseworks***

1. **Introduction (January 22 & 24)**

   Margaret Anderson and Patricia Hill Collins, "Race, Class, and Gender"
   bell hooks, “Come Closer to Feminism”
   Sarah Leonard, “The New Feminism”
   Simone de Beauvoir, *The Second Sex*, selections

2. **Genealogies of Feminism (January 29 & 31)**

   Gloria Anzaldua, "La Conciencia de la Mestiza: Toward a New Consciousness"
   Chandra Talpade Mohanty, "Under Western Eyes"
   Combahee River Collective, "A Black Feminist Statement"
   Audre Lorde, An Open Letter to Mary Daly (1983)

***January 30, 6:30: BCRW recommended event: **Feminism and Beyond: Young Feminists Take on Activism and Organizing***
3. **Intersectionality (February 5 & 7)**

Kim Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics and Violence against Women of Color"
Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack”
Minnie Bruce Pratt, "Identity: Skin Blood Heart"
Hollibaugh, Jakobsen, and Sameh, “Desiring Change”

***February 4, 12 noon: IRWGS recommended event: **Feminist to the Core: Professor Katharina Volk on Ovid’s Metamorphoses******

***February 5, 5-7PM: Recommended Event: **WOMEN CREATING CHANGE, film screening and discussion, Roone Aldridge Auditorium******

4. **Global Feminist Politics: Tensions and Alliances Across Difference (February 12 & 14)**

Uma Narayan, "Cross-Cultural Connections, Border Crossings, and Death by Culture"
Lila Abu-Lughod, "Do Muslim Women Really Need Saving?"

***February 14, 15: **Recommended Events: Performing Shange and Worlds of Shange******

***February 18, 12 noon: IRWGS recommended event: **Feminist to the Core: Professor Teodolinda Barolini on Dante’s Inferno******

5. **Reading Gender and Visual Culture (February 19 & 21)**

Marita Sturken and Lisa Cartwright, "Viewers Make Meaning"
John Berger, "Ways of Seeing"
Caroline Heldman, “Sexual Objectification”
Robert Goldman,"Commodity Feminism"
Film: Miss Representation (2011)

**Recommended (Optional):**
S. Lochlain Jain, “Cancer Butch”

***February 21: CRITICAL ESSAY DUE – 5 pages***

6. **Graphic Feminism: Representing Women’s Lives (February 26 & 28)**

Marjane Satrapi, *Persepolis* (available for purchase at Book Culture)
7. Power and Sexuality (March 5 & 7)

Michel Foucault, *Discipline and Punish*, selections

**Recommended (Optional):**
Sandra Lee Bartky, "Foucault, Femininity, and the Modernization of Patriarchal Power"

***March 4, 12 noon: IRWGS recommended event: **Feminist to the Core:**
*Professor Jean Howard on Shakespeare’s King Lear***

***March 7/8: **IRWGS Recommended event: **Thinking Feminism at the Limits:**
Keynote (Judith Butler) 6pm, March 7; panel discussions March 8, featuring Hazel Carby, Erica Edwards, Avery Gordon, Rema Hammami, Heather Love, Robyn Wiegman, Patricia J. Williams, Lila Abu-Lughod, Beth Povinelli***

8. Body Politics I (March 12 & 14)

Susan Bordo, "Hunger As Ideology"; "Anorexia Nervosa"
Liz Eckermann, "Theorising self-starvation: Beyond Risk, Governmentality and the Normalizing Gaze"
Mervat Nasser and Helen Malson, "Beyond Western Dis/Orders: Thinness and Self-Starvation of Other-ed Women"
Helen Gremillion, *Feeding Anorexia*
 FILM: Body Typed (2012)

**Recommended (optional):**

**SPRING BREAK (March 19 & 21)**

9. Body Politics II (March 26 & 28)

Shari Dworkin, “Holding back: Negotiating a glass ceiling on women’s muscular strength”
Shelly McGrath and Ruth Chananie-Hill, "Big Freaky-Looking Women": Normalizing Gender Transgression Through Bodybuilding
John Protevi, Body Dimorphism in Gymnastics
Zoe Smith (assorted articles on Courseworks)

10. Testifying Politics of Gender, Race, and Class (April 2&4)

Sapphire, *PUSH*
Ann-Marie Hancock, “Political Culture and the Public Identity of the ‘Welfare Queen’”
11. Visualizing Testimony (April 9 & 11)

FILM: Precious: Based on the Novel “Push” (2009)
Film Criticism packet
Ariella Azoulay, “Has Anyone Ever Seen a Photograph of Rape?”

***April 11: MEDIA FILE DUE***

12. Bodies of Evidence: Sex, Gender, & Science (April 16 & 18)

Emily Martin, "The Egg and the Sperm: How Science Has Constructed A Romance Based on Stereotypical Male-Female Roles"
Nancy Tuana, "The Speculum of Ignorance: The Women’s Health Movement and Epistemologies of Ignorance"
Katrina Karkazis, excerpts from Fixing Sex

***April 15, 12 noon: IRWGS recommended event: Feminist to the Core: Professor Liza Knapp on Dostoevsky’s Crime and Punishment****


Rebecca Jordan-Young, excerpts from Brain Storm (Ch 1 -"Sexual Brains and Body Politics"; "Putting the Pieces Together … pp. 228 - 236; and Ch 9 - "Taking Context Seriously")

14. Families (April 30 & May 2)

Patricia Hill Collins, "It's All in the Family: Intersections of Gender, Race and Nation"
Linda Nicolson, "The Myth of the Traditional Family"
Sarah Schulman, Ties that Bind: Familial Homophobia and its Consequences (pp1-42)
Maya (Feministing), “Headline of the Day: Feminism Kills 27 at US High School”
Philip Cohen, “Single Moms Can’t Be Scapegoated for the Murder Rate Anymore”
Sesali Bowen (Feministing), “Romney, I would believe you when you say that marriage is the solution to gun violence if …”

FINAL EXAM: Tuesday May 7 (in our regular classroom)