

Office: **305 EBA (behind SS, next to College Ave.)** (619/594-0815)

e-mail: adonadey@mail.sdsu.edu (the easiest way to contact me)

Office Hours: Mon., 3:00-5:00 p.m.; Th., 12:00-1:30 p.m.; and by appointment.

The best way to reach me is by e-mail as I check it every day. Please note that it may take me 1-3 days to reply to your message, sometime less and sometime a bit longer during the busiest times of the semester or if I need to double-check on something before getting back in touch with you.

Course description: This course is an introduction to graduate study in the field of Women's Studies. We will focus on the development of women's studies as an interdisciplinary, major paradigms underlying feminist scholarship such as intersectionality, current issues of importance in the field, and new directions in women's studies scholarship. We will also regularly discuss issues of transitioning into graduate school.

Student Learning Outcomes

- Demonstrate an advanced understanding of the intersectionality of different dimensions of social organization (gender, race, class, sexual orientation, culture, etc.) as concepts and as lived experience
- Explain how Women's Studies is an interdisciplinary field, its connections to other areas of study, major concepts and debates, and future directions
- Make connections between abstract knowledge and social activism
- Understand and appreciate multiple perspectives
- Demonstrate advanced critical thinking skills and hone your writing skills

Books

(available at SDSU Bookstore and on reserve except for Hancock and Rothblum & Solovay—**only** available on reserve)

Berger, Michele Tracy & Kathleen Guidroz, eds. *The Intersectional Approach: Transforming the Academy through Race, Class, and Gender*. Chapel Hill: University of North Carolina Press, 2009. (Referred to in syllabus as *IA*)

Hancock, Ange-Marie. *Solidarity Politics for Millenials: A Guide to Ending the Oppression Olympics*. New York, NY: Palgrave Macmillan, 2011.

Kennedy, Elizabeth Lapovsky and Agatha Beins, eds. *Women's Studies for the Future: Foundations, Interrogations, Politics*. New Brunswick, N.J.: Rutgers University Press, 2005. (Referred to in syllabus as *WS*)

Rothblum, Esther and Sondra Solovay, eds. *The Fat Studies Reader*. New York: New York University Press, 2009.

Accessibility: The learning environment should be accessible to all. If you have a disability and need adaptations or accommodations, please register with Student Disability Services and see me after class or during my office hours so that we can make appropriate arrangements. SDSU also makes accommodations for religious holidays, provided the student lets the instructor know within the first two weeks of class.

Classroom etiquette: I find noisemakers (ringing cell phones and other electronic devices) to be extremely distracting. Please remember to turn them off or set them to vibrate before entering the classroom. You are expected to arrive on time and attend each class. Class will last for the entire allotted time. Assignments are expected to be turned in on time at the beginning of class. If something comes up that may prevent you from following one of these expectations, please let the instructor know ahead of time.

Conflicts/Issues

Should you have any concerns about the course, please see me during my office hours or make an appointment and we will try to resolve the problem together. If you are not satisfied with the resolution after having discussed the issue with me, you may contact Dr. Doreen Mattingly, Acting Chair of the Women's Studies Department, at mattingl@mail.sdsu.edu or 619/594-8033.

Resources

- SDSU's Counseling and Psychological Services: 619-594-5220
- San Diego Domestic Violence/Sexual Assault 24-hour Hotline: 1-888-DVLINKS or 1-888-385-4657

Evaluation

Attendance and Participation (20%): Class participation is absolutely essential to the success of the course. Students must read the assignments carefully before class and be ready to discuss them. Each student should come to class with written questions and comments on the reading. If you do not feel comfortable with class participation, you may turn in your reading notes (typed up *before* class) at the end of each class period and I will count these toward your class participation grade. This is meant to help you begin participating gradually with the help of some written support, not as a complete alternative to class participation.

Please be attentive to and respectful of all points of view, including those that do not coincide with your own. It is possible to disagree with another perspective and articulate one's arguments in an open, non-confrontational manner. Be aware of power differentials and issues of silencing in classroom dynamics. If you find it difficult to speak up in class, please do come talk to me.

Short writing responses (10%): you will turn in three 2-page (double-spaced) writing responses in which you will put two of the readings for that week in dialogue, discussing how they intersect

and diverge from one another. You will need to turn in a writing response for weeks 2 **or** 3; for weeks 4 **or** 5; and one more for any week between weeks 6 and 12. The lowest grade will be dropped.

Argument analysis (10%): you will turn in two two-page single spaced writing responses in which you will analyze the argument of one class reading of your choice for each paper. You will need to turn in one argument analysis for weeks 2-5 and one for weeks 7-12. Your analysis should identify (1) the central argument of the piece (2) other subsidiary arguments (3) the organization of the argument (4) how the argument is supported (reference to the work of other scholars? Examples provided?) (5) what you see as the strongest aspect and the weakest aspect of the piece if applicable. You may use bullet points for this assignment.

Group presentation (20%): Where is Women's Studies as an interdiscipline going? Using Women's Studies databases and the Internet, each group of 2-3 students will focus on one of the following: (1) Research 10 Women's Studies PhD websites and summarize their major orientation (2) Select 10 representative Women's Studies undergraduate major websites and summarize their major orientation (3) Search for as many current openings for Women's Studies tenured/tenure-track faculty positions as possible and summarize their major orientation or (4) Research the table of contents and browse articles in the last five issues of *Signs: A Journal of Women in Culture and Society* and of *Feminist Studies (F/S)* and summarize their major orientation. Presentations will take place on weeks 9 and 10.

Reading selection and presentation (20%): You will select a reading (article-length) that has influenced you deeply and provide that selection to the professor by noon on Wednesday, September 4. In the last two class sessions, you will present the reading to the class (brief information on the author, his/her/hir works, and why the piece has been central to your thinking—5-10 minutes). You will then lead a brief discussion of that essay (10-15 minutes).

Final assignment (20%): Create a partial syllabus (or a project) on teaching one women's studies issue to an undergraduate upper division class. Choose one issue that you think is particularly pertinent and create the teaching module. Explain why you chose the issue, why you structured the module the way you did, what your objectives and goals for this project are. 10-15 double-spaced pages. **Due Monday, December 16 by 4:00 p.m. under my office door (EBA 305).**

Format of written work: Please spell-check and proofread your work, using Times New Roman 12 point font with one-inch margins on all four sides. Please paginate all written work.

Major deadlines

- Wednesday, September 4 by noon: give professor a copy of your most influential reading
- September 9: last day to add or drop a class

- Sept. 9 or 16; Sept. 23 or 30; and Oct. 7-Nov 25: 3 short writing responses (each 5% of grade)
- Sept. 9-30; Oct. 14-Nov 25: argument analysis (each 5% of grade)
- October 28 and November 4: group presentations (20% of grade)
- December 2 or 9: presentation of your most influential reading (20% of grade)
- Monday, Dec. 16 by 4:00 p.m. under my ofc door (EBA 305): final assignment (20% of grade)

Academic Honesty

You are free to discuss ideas and strategies for approaching assignments with others, but with the exception of in-class group work, students must complete their own work individually. Using other people's work in any form and passing it off as your own will result in disciplinary action. You must always give credit for ideas from other sources (including the Web), even if you are not citing word for word. My standard course of action is to report students whom I believe have cheated to the Center for Student Rights and Responsibility. In addition to the academic penalty (usually a zero for the assignment), the Center for Student Rights and Responsibility may decide upon additional sanctions.

Cheating and Plagiarism

Cheating and plagiarism are serious offenses. You are plagiarizing or cheating if you:

- for written work, copy down or cut anything from a book, article or website and add or paste it into your paper without using quotation marks and providing the full reference for the quotation, including page number
- for written work, summarize / paraphrase in your own words ideas you got from a book, article, or the web without providing the full reference for the source (including page number in the humanities)
- for an oral presentation, copy down or cut anything from a book, article, or website and present it orally as if it were your own words. You must summarize and paraphrase in your own words, and bring a list of references in case the professor asks to see it
- use visuals or graphs you got from a book, article, or website without providing the full reference for the picture or table
- recycle a paper you wrote for another class
- turn in the same (or a very similar paper) for two classes
- purchase or otherwise obtain a paper and turn it in as your own work
- copy off of a classmate
- use technology or smuggle in documents to obtain or check information in an exam situation

In a research paper, it is always better to include too many references than not enough. When in doubt, always err on the side of caution. If you have too many references it might make your professor smile; if you don't have enough you might be suspected of plagiarism.

If you have any question or uncertainty about what is or is not cheating, it is your responsibility to ask your instructor.

Take the tutorial:

Test your knowledge of what constitutes plagiarism through a tutorial offered by the SDSU Library. To access the tutorial go to: <http://infotutor.sdsu.edu/plagiarism/>

Consequences of cheating and plagiarism

SDSU instructors are mandated to report all instances of cheating and plagiarism to the Center for Student Rights and Responsibility. Consequences are at the instructor's and the Center for Student Rights and Responsibility's discretion. They may include any of the following:

- failing the assignment
- failing the class
- warning
- probation
- suspension
- expulsion

For more detailed information, visit the following website

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> and talk to your professors before turning in your paper or doing your oral presentation.

The University of Indiana also has very helpful writing hints for students, including some on how to cite sources. Please visit <http://www.indiana.edu/~wts/pamphlets.shtml> for more information.

Syllabus

Week 1 August 26 Intro: plagiarism and other considerations

September 2 No Class – Labor Day

Wednesday, September 4: Readings for last two weeks due to the professor

I – Women's Studies as an Interdiscipline

Week 2 September 9 What is Women's Studies and Where Is It Going?

Last day to add or drop a class

- Donadey with Lionnet, "Feminisms, Genders, Sexualities." (2007) (Bb)
- Gayle Salamon, "Transfeminism and the Future of Gender," *Women's Studies on the Edge* (2008) (Bb)
- Rosemarie Garland-Thomson, "Feminist Disability Studies," *Signs: A Journal of Women* 30.2 (Winter 2005) (library online)
- Kimala Price, "Reflections on Intellectual Hybridity," *Journal of Feminist Scholarship* 2 (Spring 2012) (library online)
- Susan Cayleff, "'First in the Nation Since 1970': Thirty Years of Women's Studies at San Diego State University: Lessons and Strategies," *Journal of International Women's Studies* 2.2 (May 2001) (library online)

Week 3 September 16 Women's Studies and Other Interdisciplinary Social Justice Fields

- Nan Boyd, *WS*
- Brown and Chavez-Garcia, *WS*
- Janet Jakobsen, *WS*
- Esther Fuchs, *WS*
- Ashley Mog, "Threads of Commonality in Transgender and Disability Studies," *Disability Studies Quarterly* 28.4 (Fall 2008) (library online)

II – Women's Studies as an Intersectional Field

Week 4 September 23 Definitions and Parameters:

- Nira Yuval-Davis, *IA*
- Anna Carastathis, "Identity Categories as Potential Coalitions," *Signs: A Journal of Women* 38.4 (Summer 2013) (library online)
- Natalie Boero, "Fat Kids, Working Moms, and the 'Epidemic of Obesity,'" *Fat Studies Reader* (2009) (Bb)
- Roderick Ferguson, "Introduction: Queer of Color Critique, Historical Materialism, and Canonical Sociology," *Aberrations in Black* (2004) (Bb)
- Alison Kafer, Chapter 7, *Feminist, Queer, Crip* (2013, library ebook)

Week 5 September 30 How to do Intersectional Research:

- Catherine Harnois, *IA*
- Cole and Sabik, *IA*)
- Yvette Taylor, *IA*
- Rachel Luft, *IA*
- Devon Carbado, "Colorblind Intersectionality," *Signs: A Journal of Women* 38.4 (Summer 2013) (library online)

Week 6 October 7 Praxis (Theory *and* Practice)

-Ange-Marie Hancock (pp. 1-180)

Week 7 October 14 Complex Intersections: US Women of Color, Indigenous, and Transnational Feminist Debates

-Leela Fernandes, Chapter 6, *Transnational Feminism in the United States* (2013) (Bb)

-Kia Lilly Caldwell, *IA*

-Joseph, Ramamurthy, and Weinbaum, *WS* (pp. 207-213 only)

-Tuck, Arvin, and Morrill, "Decolonizing Feminism: Understanding Connections between Settler Colonialism and Heteropatriarchy," *Feminist Formations* 25.1 (Spring 2013) (library online)

-Donaldson, Donadey, and Silliman, "Subversive Couplings: On Antiracism and Postcolonialism in Graduate Women's Studies," *Women's Studies on Its Own* (2002) (Bb)

III – Contemporary Issues in the Field – Two Case Studies

A – Transnational and Muslim Feminisms

Week 8 October 21

-Leela Fernandes, Chapter 1, *Transnational Feminism in the United States* (2013)

(<http://nyupress.org/books/book-details.aspx?bookId=11390> Click on Introduction).

-Anh Hua, "Homing Desire, Cultural Citizenship, and Diasporic Imaginings," *Journal of International Women's Studies* 12.4 (July 2011)

-Huma Ahmed-Ghosh. "Dilemmas of Islamic and Secular Feminists and Feminisms," *Journal of International Women's Studies* 9.3 (May 2008) (library online)

-Ahmed, Leila. "Western Ethnocentrism and Perceptions of the Harem," *Feminist Studies* 8.3 (1982): 521-34. (library online).

Week 9 October 28 **Two student presentations**

-Diya Abdo, "My Qarina, My Self: The Homoerotic as Islamic Feminism in Alifa Rifaat's 'My World of the Unknown,'" *Journal of Lesbian Studies* (2012) (library online)

-Darraj, Susan Muaddi. "Understanding the Other Sister: the Case of Arab Feminism," *Monthly Review* 53.10 (2002). (library online).

-Anna Kemp, "Rereading the Republic: Muslim Women's Activism in France," *Voices and Veils* (2010) (Bb)

Week 10 November 4 *B – Activism* + **Two student presentations**

- Doreen Mattingly and Ashley Boyd, “Bringing Gay and Lesbian Activism to the White House: Midge Costanza and the National Gay Task Force Meeting,” *Journal of Lesbian Studies* 17 (2013) (library online)
- Marcia Westcott, “Institutional Success and Political Vulnerability: A Lesson in the Importance of Allies,” *Women’s Studies on Its Own* (2002) (Bb)
- David Rubin, *WS*
- Susan Cayleff et. al., “Oral History and “Girls’ Voices”: The Young Women’s Studies Club as a Site of Empowerment,” *Journal of International Women's Studies* 12.4 (July 2011) (library online)

November 11 No Class – Veterans Day

IV – Emerging Trends / New Directions in Feminist Studies

Week 11 November 18 *A – Feminist Fat Studies* (Esther Rothblum)

- Marilyn Wann, “Foreword: Fat Studies,” *Fat Studies Reader* (2009) (Library reserve)
- Esther Rothblum, “Fat Studies,” *Oxford Handbook of the Social Science of Obesity* (2011) (Bb)
- Laura Fraser, “The Inner Corset: A Brief History of Fat in the United States,” *Fat Studies Reader* (2009) (Library reserve)
- Deb Burgard, “What Is ‘Health at Every Size’?” *Fat Studies Reader* (2009) (Library reserve)
- Bianca D.M. Wilson, “Widening the Dialogue to Narrow the Gap in Health Disparities,” *Fat Studies Reader* (2009) (Library reserve)

Week 12 November 25 *B and C– Feminist Science Studies* (Sara Giordano) and *Decolonial Spiritual Feminisms* (Irene Lara)

- Banu Subramaniam, *WS*
- Angela Willey and Sara Giordano, “Why Do Voles Fall in Love?” *Gender and the Science of Difference* (2011) (Bb)
- Briggs and McBride, *WS*
- Irene Lara, “Bruja Positionalities,” *Chicana/Latina Studies* 4.2 (Spring 2005) (library online)
- AnaLouise Keating, *IA*

V – Your Turn: Readings that Changed your Life

Weeks 13 and 14: December 2 and 9

Monday, December 16 by 4:00 p.m.: final assignment due under my office door (EBA 305).