

## Key Information

Master Programme: Gender Studies – Intersectionality and Change

### Historiographies of Intersectional Gender Studies

7,5 credits

Course Code: 757A26

*Please read all information carefully and do not hesitate to contact us if you have questions.*

**Syllabus can be downloaded from:**

LISAM

**Course coordinator:**

Jami Weinstein, Associate Professor, Unit of Gender Studies, LiU, [jami.weinstein@liu.se](mailto:jami.weinstein@liu.se)

**Teacher:**

Jami Weinstein, Associate Professor, Unit of Gender Studies, LiU, [jami.weinstein@liu.se](mailto:jami.weinstein@liu.se)

**General format:**

Online: Two meetings with the course coordinator; reading; weekly response papers.

**This document contains the following information:**

- Course description, aims, learning objectives, and content
- Forms of teaching
- Assignment and deadlines for submission
- Assessment
- Schedule and required reading

<h3>COURSE DESCRIPTION, AIMS, LEARNING OBJECTIVES, AND CONTENTS</h3>
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**Course description**

The course outlines a historiography of intersectional gender studies—meaning that it will critically analyze and evaluate a selection of fundamental texts in an effort to build a narrative about the emergence of intersectional gender studies as a multi-, inter-, trans- and post-disciplinary field of inquiry. It will trace the path of these origins into several branches of theory, like: feminist theory, gender theory, queer theory, trans\* theory, critical race theory, sexual difference feminism, science and technology, and posthumanism. In addition, it will analyze some key feminist epistemologies, ontologies, and ethical theories.

Through two online meetings, and mandatory readings, the course provides the opportunity for learning, discussing, and articulating various gender theories and how they have emerged historically as the basis for the field.

### Course Aims

The main aim of this course is to provide an understanding of a range of gender theories.

To do so, this course will:

- analyze and critically examine, evaluate, and historically situate central texts and theories that constitute the history of the field of Intersectional Gender Studies, including: feminist epistemologies, ontologies, and ethical theories.
- Teach students to understand those theories taken together as a narrative that explains the historical and theoretical origins of the field.

### Learning Objectives

Upon completion of the course, the students should be able to demonstrate:

- a fundamental knowledge and critical understanding of the history and theoretical origins of the field of intersectional gender studies,
- the emergence of intersectional gender studies as a multi-, inter-, trans- and post-disciplinary field of inquiry, and
- key critical interventions into the human, social, and natural sciences that intersectional gender studies makes.

### Content

The course provides knowledge and critical understanding of:

- the history and theoretical origins of the field of intersectional gender studies;
- the emergence of intersectional gender studies as a multi-, inter-, trans- and post-disciplinary field of inquiry, including significant examples of feminist interventions in these disciplines;
- an overview of select branches of feminist theory, including: feminist epistemologies, ontologies and ethics.

## FORMS OF TEACHING

The format of this course will be online seminar sessions with weekly assigned reading followed response papers.

### Online Seminar Sessions

There will be two mandatory online seminars.

- At the first seminar, students will be introduced to the course literature and themes, in addition to getting an overview of the framework of the course.
- The second seminar will focus on key issues and arguments taken from the assigned reading and help orient students toward writing their final essays.

These seminars will help students get a fuller understanding of the course aims and readings and to start to see them in connection to one another within the overall framework of the course. During these seminars, the course coordinator will frame the basic arguments, questions, and issues, but you should also bring your own question(s) related to the literature. *Please note* that students will be graded pass/fail for attendance and participation

in these mandatory sessions. Students who do not attend either or both of the Online Seminars will be required to submit a compensatory assignment. This assignment will be available on LISAM after each session.

### Individual Work

Students are required to read all of the course material and write their own individual, response papers. Students are also required to write individual final essays.

## ASSIGNMENTS AND DEADLINES FOR SUBMISSION

The examination of the course consists of the following *mandatory* elements:

**1. Active participation:** The student must participate actively in the course by coming prepared (by doing the reading) and attending both live online seminar sessions. Students will receive 0.5 ECTS for attendance and participation in the TWO online sessions. These are mandatory and graded pass/fail.

### 2. Response papers:

At the end of each of the first four weeks of the course, students are required to write a 1-page (single space, font: Calibri, 12 point, 2.5cm margins – do not skip lines between paragraphs) response paper related to the reading material assigned for that week. The discussion question for each response paper is found at the end of each week's reading list. Students will receive a total of 2 ECTS (0.5 each) for the passing all FOUR response papers. These are mandatory and graded pass/fail.

NB: Please upload all of your assignments into LISAM as .doc or .docx files.

NB: Make sure you always include your first name, last name and the number of the response paper as the name of the file (ex. JamiWeinsteinResponse1.doc).

### 3. Final Essay:

Two weeks before the deadline, students will be given a topic and will be expected to write an *argument* using at least 25% of the readings assigned in the course—no outside literature or sources may be used. The objective is for students to learn how to do close readings, critically assess theories and arguments, understand them in connection to one another, and to construct their own arguments. In other words, the aim is to learn how to think critically about what you read and understand how what scholars have written contributes to contemporary understandings of the field of Intersectional Gender Studies.

Length: 5-7 pages, font: Calibri, 12 point, 1.5 space, 2.5cm margins, do not skip lines between paragraphs (page count does not include bibliography and references). Do not exceed the page limit—learning to edit your work and distill your argument to only what is necessary is part of professional academic writing.

It is important that the essay is well-structured, engages with the course literature and uses references properly. Upload your assignment to LISAM > Submissions > Final Assignment.

**Deadline for uploading the final assignment is no later than Sunday, 22 September, 24.00** (midnight Swedish time).

Students will receive 5 ECTS for earning a passing grade on the final essay. The essay is mandatory and graded A-F. The final course grade will be determined once the student has

passed all 7,5 ECTS (i.e. by passing #1 and #2 above and receiving a passing grade on the final essay). The final grade will be equivalent to the grade assessed for the final essay.

## ASSESSMENT

The assessment will be based on the extent to which the student has demonstrated:

- 1. A fundamental understanding of course reading material by presenting authors' arguments clearly, straightforwardly, and accurately.** It is not enough to merely to get *the general idea* of somebody else's position or argument, nor to use the same words (technical jargon) they use, or to let their words (long quotes) stand in for your own. You have to digest the material and get it right.
- 2. Academic competence in writing**, including structuring and organizing the essay as a whole, editing language, and using scholarly citations, references, and sources appropriately.
- 3. The ability to make an argument and justify it in a scholarly well-organized and in-depth essay.** Your paper must offer an argument. It cannot consist in the mere report of your opinions, nor in a mere report of the opinions of the theorist we read. You have to *defend* the claims you make. You have to offer *reasons* to believe them. It is important to *be concise* but at the same time *explain yourself fully*.
- 4. The ability to think critically about the arguments and theories contained in the course reading material and to situate them in relation to one another, and in relation to the field of Intersectional Gender Studies.** This is where you can show that you understand the key critical interventions into the human, social, and natural sciences that intersectional gender studies makes.
- 5. The ability to think independently.** If you want to demonstrate independent thought, you do not need to come up with a novel argument. You can also demonstrate independent thought by offering new examples of familiar points, or new counter-examples, or new analogies. This can include: Critiquing an argument or theory, offering counter-examples to a theory, defending an argument or thesis against someone else's criticism, giving examples which help explain the argument or theory, discussing what consequences a theory could have or has had, revising the theory or argument in the light of some objection.
- 6. The ability to identify the need for further knowledge against the background of a broad over-view and a considerable in-depth knowledge of the history of the field of intersectional gender studies.** Your paper does not always have to provide a definite solution to a problem, or a straight yes or no answer to a question. Many excellent papers do not offer straight answers to a question. Sometimes they argue that the question needs to be clarified, or that certain further questions need to be raised. Sometimes they argue that certain assumptions of the question need to be challenged. Sometimes they argue that certain easy answers to the question are *too easy*, that the arguments for these answers are unsuccessful.

How these criteria apply to the grading:

**A** The student has demonstrated fully that they have acquired the knowledge and skills needed to analyze, critically examine, evaluate, and historically situate central texts and theories that constitute the history of the field of Intersectional Gender Studies. And they fully understand how those theories taken together as a narrative can explain the historical

and theoretical origins of the field. They have expressed this in a clearly structured argument, written impeccably, with the highest degree of originality of thought.

**B** The student has demonstrated to a large extent that they have acquired the knowledge and skills needed to analyze, critically examine, evaluate, and historically situate central texts and theories that constitute the history of the field of Intersectional Gender Studies. And they largely understand how those theories taken together as a narrative can explain the historical and theoretical origins of the field. They have expressed this in a clearly structured argument, written well, with some degree of originality of thought.

**C** The student has demonstrated that they have acquired some of the basic knowledge and basic skills needed to analyze, critically examine, evaluate, and historically situate central texts and theories that constitute the history of the field of Intersectional Gender Studies. And they are beginning to understand how those theories taken together as a narrative can explain the historical and theoretical origins of the field. They have expressed this in a structured argument, written in a reasonably clear manner.

**D** The student has demonstrated that they have acquired a satisfactory knowledge and the rudimentary skills needed to analyze, critically examine, evaluate, and historically situate central texts and theories that constitute the history of the field of Intersectional Gender Studies. And they are beginning to understand how those theories taken together as a narrative can explain the historical and theoretical origins of the field. They have expressed this in an argument, or in writing, that needs improvement.

**E** The student has demonstrated that they have acquired a minor level of knowledge and relatively few of the skills needed to analyze, critically examine, evaluate, and historically situate central texts and theories that constitute the history of the field of Intersectional Gender Studies. The student has not properly understood how those theories taken together as a narrative can explain the historical and theoretical origins of the field, or they have been unable to express this in a clearly structured argument, or write with precision, or with much originality of thought.

**Fx** The student has failed to demonstrate that they have acquired either the knowledge or skills needed to analyze, critically examine, evaluate, and historically situate central texts and theories that constitute the history of the field of Intersectional Gender Studies. They do not understand how those theories taken together as a narrative can explain the historical and theoretical origins of the field. They have failed to express this in a clearly structured argument, or to write well, or with the any degree of originality of thought.

*TIPS: Before you hand in your paper, you can ask yourself these questions:*

- Do you clearly state what you are trying to accomplish in your paper? Is it obvious to the reader what your main argument is?
- Do you offer supporting arguments for the claims you make? Is it obvious to the reader what these arguments are?
- Is the structure of your paper clear? For instance, is it clear what parts of your paper are summarizing others' arguments, and what parts are your own contribution, evaluation, or critique?
- Is your prose simple, easy to read, and easy to understand?
- Do you illustrate your claims with good examples?
- Do you present others' views accurately and charitably?

In short: The grades reflect the levels of increasing complexity in a student's understanding of the topics discussed in the course. Higher grades require more complex analyses and arguments made in relation to the course literature and themes, and are earned by demonstrating knowledge developed from the course. This knowledge can be demonstrated by being able to clearly articulate theories, arguments, and debates. The highest grades can also be achieved by demonstrating creative, original, innovative, and/or critical approaches.

## SCHEDULE AND REQUIRED READING

*Please note: All readings are required and must be studied closely.*

### **AUGUST 19: ONLINE SEMINAR 15.00-17.00 (Swedish time)**

#### **AUGUST 19-25: GROUNDWORK OF FEMINIST THEORY**

- Truth, Sojourner, "Aint I a Woman?"
- de Beauvoir, Simone, "Introduction" to *The Second Sex* (Vintage, 1974)
- Wittig, Monique, "One Is Not Born a Woman," reprinted in *The Second Wave: A Reader in Feminist Theory*, ed. Linda Nicholson (Routledge, 1997)
- bell hooks, "Feminism: A Movement to End Sexist Oppression"
- Davis, Angela, Selections from *Women, Race, and Class* TBA
- Lorde, Audre, "The Master's Tools Will Not Dismantle the Master's House"
- Scott, Joan W. (1986), "Gender as a Useful Category of Historical Analysis", *The American Historical Review*, Vol. 91, No. 5, Dec. 1986, pp. 1053-1075; and "The Evidence of Experience" (in Abelove, etc. eds., *LGSR*).
- Irigaray, Luce, "This Sex Which Is Not One"
- Haraway, Donna, "Ecce Homo, Ain't (Ar'n't) I a Woman, and Inappropriate/d Others: The Human in a Post-Humanist Landscape," in *Feminists Theorize the Political*, ed. Judith Butler and Joan W. Scott (Routledge, 1992)

**AUGUST 25: RESPONSE PAPER DEADLINE 24.00 (Swedish time)** Write a 1-page (single space, font: Calibri, 12 point) response to the question 'How does the concept of gender arise from the groundwork of feminist theory?' Your response should cite and incorporate arguments and theories from at least 50% of this week's readings.

#### **AUGUST 26-SEPTEMBER 1: GENDER/SEXUALITY/TRANS/QUEER THEORY**

- Rich, Adrienne, "Compulsory Heterosexuality and Lesbian Experience"
- Foucault, Michel, "Preface to The History of Sexuality, Volume Two," and selections TBA
- Butler, Judith, "Performative Acts and Gender Constitution," and "Imitation and Gender Insubordination" (in Abelove, Barale, Halperin, eds., *The Lesbian and Gay Studies Reader*--hereafter, *LGSR*), "Subjects of Sex/Gender/Desire," Chap. 1 in her *Gender Trouble* (Routledge, Chapman & Hall, 1990)
- Jagose, Annamarie, Introduction to *Queer Theory: An Introduction*
- Fausto-Sterling, Anne, "The Five Sexes," and "The Five Sexes, Revisited"
- Stryker, Susan, "Transgender Feminism: Queering the Woman Question" (63-69)
- Spade, Dean, "Mutilating Gender"

- Hayward, Eva and Jami Weinstein, "Introduction: Transanimalities in the Age of Trans\* Life" (with Eva Hayward). In "Transanimalities" special issue of *TSQ: Transgender Studies Quarterly* 2015, 2(2).
- Weinstein, Jami (2011) "Transgenres and the Plane of Language, Species, and Evolution" in *Lambda Nordica* 4.

**SEPTEMBER 1: RESPONSE PAPER DEADLINE 24.00 (Swedish time)** Write a 1-page (single space, font: Calibri, 12 point) response to the question 'How can we understand sex, gender, and/or sexuality in ways that go beyond historical (binary) explanations?' Your response should cite and incorporate arguments and theories from at least 50% of this week's readings.

#### **SEPTEMBER 2-8: CRITICAL RACE THEORY**

- Crenshaw, Kimberlé (1991), "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color" (FF, 414-424)
- Ahmed, Sara (2007) "A Phenomenology of Whiteness" in *Feminist Theory* 8:2, 149-168.
- Narayan, Uma, "Contesting Cultures" in Nicholson, ed, *The Second Wave*
- Hoodfar, Homa: "The Veil in Their Minds and on Our Heads: The Persistence of Colonial Images of Muslim Women." (in *The Politics of Culture*)
- Mohanty, Chandra Talpade, "Under Western Eyes: Feminist Scholarship and Colonial Discourses" in *boundary 2*, Vol. 12, No. 3, On Humanism and the University I: The Discourse of Humanism. (Spring - Autumn, 1984), pp. 333-358.
- Anzaldúa, Gloria, Chapter 1: "The Homeland, Aztlán," Ch.5 "How to Tame a Wild Tongue," Ch.7 "La conciencia de la mestiza" in *La Frontera/Borderlands: The New Mestiza*.)

**SEPTEMBER 8: RESPONSE PAPER DEADLINE 24.00 (Swedish time)** Write a 1-page (single space, font: Calibri, 12 point) response to the question 'Why must we include discussions of race and ethnicity in our gender analyses?' Your response should cite and incorporate arguments and theories from at least 50% of this week's readings.

#### **SEPTEMBER 9-15: GENDER AND SCIENCE THEORY**

- Somerville, Siobhan, "Scientific Racism and the Invention of the Homosexual Body" in Lancaster, di Leonardo, eds., *The Gender and Sexuality Reader*.
- Martin, Emily, "The Egg and the Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles" in *Feminism and Science*, p.103-117.
- Schiebinger, Londa, "Why Mammals Are Called Mammals" in *Feminism and Science*, p.137-153.
- Haraway, Donna, "A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century" in *Sex/Machine: Readings in Culture, Gender, and Technology*, p.434-467.
- "Dossier: Theorizing Queer Inhumanisms" in *GLQ: A Journal of Lesbian and Gay Studies* 21:2-3. DOI 10.1215/10642684-2843323.

**SEPTEMBER 15: RESPONSE PAPER DEADLINE 24.00 (Swedish time)** Write a 1-page (single space, font: Calibri, 12 point) response to the question 'How do feminist interventions in science and technology help us to understand what it is to be human?' Your response should

cite and incorporate arguments and theories from at least 50% of this week's readings (including at least 50% of the individual short pieces in Dossier).

**SEPTEMBER 16: ONLINE SEMINAR 15.00-17.00 (Swedish time)**

**SEPTEMBER 22: FINAL ESSAY DEADLINE 24.00 (Swedish time)**