

WGSS 616:
**FOUNDATIONS IN MULTIRACIAL/TRANSNATIONAL/QUEER
STUDIES OF WOMEN, GENDER, AND SEXUALITY I**

Women, Gender, and Sexuality Studies
Oregon State University

Fall 2015

(4 credits)

(This course will meet for approximately 4 hours each week.)

Dr. Patti Duncan
266 Waldo Hall
Office Hours: by appointment
patti.duncan@oregonstate.edu

(This course is intended for doctoral students in Women, Gender, and Sexuality Studies.)

CATALOGUE DESCRIPTION

Introduces doctoral students to foundational and emerging themes and texts in Women, Gender, and Sexuality Studies, with particular emphases on women of color feminisms, transnational feminisms, and queer feminist critiques. Offers the first seminar in a two-part sequence (WGSS 616 and 617).

COURSE DESCRIPTION

Introduces doctoral students to foundational and emerging themes and texts in Women, Gender, and Sexuality Studies, with particular emphases on women of color feminisms, transnational feminisms, and queer feminist critiques. Explores and engages the relationships between and among transnational feminisms, women of color feminisms, and queer of color feminisms. Key themes of the course include feminist border-crossings; experiences and effects of immigration and migration; reproductive justice; women's experiences of labor and the welfare state; and feminist and queer political economies. Offers the first seminar in a two-part sequence (WGSS 616 and 617).

STUDENT LEARNING OUTCOMES

As a result of having taken this course, students will be able to:

- assess and describe women of color feminisms, and feminist movements in transnational contexts.
- synthesize general concepts and themes in multiracial and transnational WGSS scholarship.
- recognize the interconnectedness of U.S.-based feminist movements and movements for social justice in other parts of the world.
- interpret and analyze the gendered dynamics of racialization, colonialism, globalization, and militarism.
- evaluate the ways in which social justice movements around the world have been configured in distinct ways, shaped by specific cultural contexts and international relations.
- design a research project in the area of multiracial, transnational feminisms exploring a set of theoretical questions according to their area of interest.

These objectives will be assessed through each student's participation in class discussions, facilitation of a discussion, critical essay, review of feminist organizations, and final research paper.

REQUIRED LEARNING RESOURCES

- Ahmed, Sara. *Queer Phenomenology: Orientations, Objects, Others*. Durham: Duke University Press, 2006.
- Briggs, Laura. *Somebody's Children: The Politics of Transracial and Transnational Adoption*. Durham: Duke University Press, 2012.
- Hong, Grace Kyungwon. *The Ruptures of American Capital: Women of Color Feminism and the Culture of Immigrant Labor*. Minneapolis: University of Minnesota Press, 2006.
- Fernandes, Leela. *Transnational Feminism in the United States: Knowledge, Ethics, Power*. New York: New York University Press, 2013.
- Fujiwara, Lynn. *Mothers Without Citizenship: Asian Immigrant Families and the Consequences of Welfare Reform*. Minneapolis: University of Minnesota Press, 2008.
- Grewal, Inderpal. *Transnational America: Feminisms, Diasporas, Neoliberalisms*. Durham and London: Duke University Press, 2005.
- Gutierrez, Elena R. *Fertile Matters: The Politics of Mexican-Origin Women's Reproduction*. Austin: The University of Texas Press, 2008.
- Mohanty, Chandra Talpade. *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Durham and London: Duke University Press, 2003.
- Riley, Robin Lee. *Depicting the Veil: Transnational Sexism and the War On Terror*. London and New York: Zed Books, 2013.
- Shah, Svati. *Street Corner Secrets: Sex, Work, and Migration in the City of Mumbai*. Durham: Duke University Press, 2014.

Additional required readings for this class will be posted to the Blackboard site [Bb].

COURSE REQUIREMENTS AND ASSIGNMENTS

1. Attendance/Participation (15%)

Students are expected to attend all class meetings and to participate fully in class discussions. The reading load is challenging but manageable, and students are expected to complete all readings. As a student in a feminist class, you are responsible to your classmates as well as to yourself for the success of our joint teaching and learning. You demonstrate your commitment to the class by contributing consistently and respectfully to discussions, and engaging enthusiastically in learning activities. You are expected to come to class prepared to discuss the readings with carefully thought out critical observations, comments, and/or questions. Please note: Women, Gender, and Sexuality Studies has a departmental policy that if a student misses more than the equivalent of two weeks of classes during a ten-week quarter, a letter grade (for the final grade) will be deducted for each additional absence.

2. Facilitated Discussion (15%)

Most class meetings will begin with a short (approximately 30 minutes) collaborative student presentation, engaging and highlighting key themes of the reading assigned for that week, connecting the authors' arguments with other readings we have discussed, and offering a starting point for our collective analysis. These discussions may include critical comments, comparison/contrast, discussion questions, and/or in-class exercises, and should be respectful of the time limit (no more than 30 minutes). Your notes/presentation slides should be submitted online on the day of your scheduled facilitated discussion, to be shared with the other members of this seminar. You will have the opportunity to select dates for presentations during our first class meeting. Please note that once scheduled, these presentations cannot be rescheduled.

Grades for facilitated discussions will be based on the following rubric, for a total of 100 points:

- explicitly engages key themes in the assigned readings (20 points)
- connecting the readings and/or themes to other readings and/or themes already discussed in class, when relevant (10 points)
- equal and well integrated collaboration (10 points)
- well organized facilitation (20 points)

- engages class in critical discussion and thought (20 points)
- appropriate pedagogical approach (10 points)
- presents within time limits (no more than 30 minutes) (10 points)

3. Critical Essay (20%)

You are expected to write a short critical essay (6-8 pages, or approximately 2000 words), discussing and analyzing at least two course readings. I will offer suggested topics, to develop into a more focused set of questions or themes. Please remember to fully and properly cite the readings and films. Critical essays are **due Friday of Week 5 by 5:00 PM**. *No late essays will be accepted.*

4. Review of organizations (15%)

For the course, you should explore the work and objectives of at least three multiracial, transnational, or queer women's or feminist organizations. (You may do so by exploring their websites and/or other literature, or through discussion or correspondence with their staff or volunteers.) Discuss your findings in a short (approximately 600-800 words) essay, explaining what the organizations do, how they do it, and what effects their work may have on their various constituencies. These reviews are **due Friday of Week 7 by 5:00 PM**.

5. Contemporary Issues Discussion (10%)

In order to explicitly connect the themes of this course to the world around us, each student is asked to identify a contemporary social issue or event to discuss with the rest of the class. You should lead an informed discussion about your chosen topic, applying a feminist framework and analysis. You are not expected to be an "expert" on your chosen issue or event; however, you should be able to ask questions about it, reflecting your understanding of women of color feminisms, transnational feminist theories and frameworks, and/or queer theories. These discussions will take place during the last 15-20 minutes of each class meeting. Students will have the opportunity to sign up for days during our first class meeting.

6. Research Paper/Project (25%)

You are expected to complete a research paper or project for this course on a topic directly related to this course. Papers or projects may address themes from our class, or may relate to themes that were not covered in this class and about which you would like more information. Students are required to cite at least six scholarly sources in these research papers or projects. All topics must be approved in advance by the professor. Papers/projects will be **due Monday of finals week**. As part of this assignment, you will offer a brief presentation about your research during finals week. *Late final papers cannot be accepted.*

- Paper Proposals Due Week 4 – Paper Proposals should be 1-3 pages in length, explaining your topic, research questions, and methodological approach (10 points)
- Annotated Bibliographies Due Week 6 – Annotated Bibliographies should include brief descriptions of the key sources for your research paper, including at least 10-15 scholarly sources (10 points)
- Drafts Due Week 8 – Initial drafts should be approximately 10 pages, including a clear thesis and solid structure for your paper. These drafts will be shared with classmates for a peer review process (20 points)
- Presentations during Week 10 – Presentations are to be 10-15 minutes, and may make use of powerpoint, prezi, or another format (10 points)
- Final Papers Due Monday of Finals Week – Final Papers should be 15-20 pages in length, and must be submitted via Blackboard (50 points)

Note on Incompletes

Incomplete (I) grades are given only in documented emergency cases (usually only for a death in the family, major illness or injury, or birth of a child, etc.), **and** if the student has completed the majority of the coursework (in other words, usually everything but the final research paper). If you are having any difficulty that might prevent you completing the coursework, please do not wait until the end of the term; contact the professor immediately.

Statement Regarding Students with Disabilities

Our program is fully committed to making our courses accessible to students with (dis)abilities. Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Fragrance Free Policy

In order to ensure the health and safety of students with allergies, asthma, Gulf War Syndrome, Multiple Chemical Sensitivities, immune disorders, and other illnesses, the Women, Gender, and Sexuality Studies Program has a policy that no scented products should be worn in class or in the WGSS office. This includes perfume, cologne, essential oils, aftershave, scented soaps, scented detergents, scented hair products, etc. You can find more information on how to be fragrance free at: www.peggymunson.com/mcs/fragrancefree.html

Statement on Academic Dishonesty

Many students do not understand what academic dishonesty is. It is important to become familiar with its different forms and the University's definitions.

At Oregon State University academic dishonesty is defined by the Oregon Administrative Rules 576-015-0020.1.a-c as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* Academic dishonesty includes:

- **CHEATING** - use or attempted use of unauthorized materials, information or study aids or an act of deceit by which a student attempts to misrepresent mastery of academic effort or information. This includes unauthorized copying or collaboration on a test or assignment or using prohibited materials and texts.
- **FABRICATION** - falsification or invention of any information (including falsifying research, inventing or exaggerating data and listing incorrect or fictitious references.
- **ASSISTING** - helping another commit an act of academic dishonesty. This includes paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, or taking a test/doing an assignment for someone else (or allowing someone to do these things for you). It is a violation of Oregon state law to create and offer to sell part or all of an education assignment to another person (ORS 165.114).
- **TAMPERING** - altering or interfering with evaluation instruments and documents.
- **PLAGIARISM** - representing the word or ideas of another person as one's own OR presenting someone else's words, ideas, artistry or data as one's own. This includes copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project, then submitting it as one's own.

Academic dishonesty cases are handled initially by the academic units (collection of evidence and documentation of incident, meeting with student regarding the situation, determination of responsibility and academic penalty) but will also be referred to the Student Conduct Coordinator for action under the rules. For more information on student conduct, see <http://oregonstate.edu/studentconduct/offenses>.

In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-005:

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_576/576_015.html and is subject to sanctions under university policies, OSU Office of Student Conduct. Finally, students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility. Students will be

expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Student Conduct and Community Standards:

<http://oregonstate.edu/studentconduct/http%3A/%252Foregonstate.edu/studentconduct/code/index.php#sanctions>

Diversity Statement

The Women's Studies Program strives to create an affirming climate for all students, including underrepresented and marginalized individuals and groups. Diversity encompasses differences in gender, race, ethnicity, culture, national origin, citizenship, religion, socioeconomic background, physical or mental ability, veteran status, and sexual identity and/or orientation.

Religious Holiday Statement

Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

COURSE SCHEDULE

Week 1	Introduction to the Course Mohanty, <i>Feminism Without Borders: Decolonizing Theory, Practicing Solidarity</i>
Week 2	Hong, <i>The Ruptures of American Capital: Women of Color Feminism and the Culture of Immigrant Labor</i> Student Facilitators:
Week 3	Gutierrez, <i>Fertile Matters: The Politics of Mexican-Origin Women's Reproduction</i> Student Facilitators:
Week 4	Fujiwara, <i>Mothers Without Citizenship: Asian Immigrant Families and the Consequences of Welfare Reform</i> Student Facilitators:
Week 5	Briggs, <i>Somebody's Children: The Politics of Transracial and Transnational Adoption</i> Student Facilitators:
Week 6	Shah, <i>Street Corner Secrets: Sex, Work, and Migration in the City of Mumbai</i> Student Facilitators:
Week 7	Ahmed, <i>Queer Phenomenology: Orientations, Objects, Others</i> Student Facilitators:
Week 8	Grewal, <i>Transnational America: Feminisms, Diasporas, Neoliberalisms</i> Student Facilitators:
Week 9	Fernandes, <i>Transnational Feminism in the United States: Knowledge, Ethics, Power</i>

	Student Facilitators:
Week 10	Riley, <i>Depicting the Veil: Transnational Sexism and the War on Terror</i> Student Facilitators:
Finals Week	Research Presentations