

Instructor: Haley Norris; [haley.norris@rutgers.edu](mailto:haley.norris@rutgers.edu)  
Office Hours: Wednesday 6pm-7pm

Classroom: Hickman Hall 119 (C/D)  
Office: Hickman Hall, Room 303

### **Course Description**

In this course we will be thinking about the ways that race, gender, sexuality, and ability structure our social worlds and intimate lives. We will ask what it means to describe these categories as 'socially constructed' and consider the mechanisms through which they are produced and reproduced. At the same time, we will pay careful attention to the material ways in which power is organized and distributed through these categories. Assuming that these are not 'natural' categories we will look at the work that goes into making them appear so and consider the ways in which their meanings and efficacy change over time. In the last week of the course we will think more about the value and pitfalls of using identity categories as analytical frameworks and organizing platforms.

The course is invested in an interdisciplinary approach and as such we will broach these questions by engaging a cross section of academic, literary, popular culture and activist texts. The course is designed to be not only an academic endeavor, but also an attempt to bridge our academic, personal and political investments, as such I encourage you to bring your life experiences and political investments into the course and classroom as a valuable set of knowledges that we will attempt to build upon and challenge. I have designed this as a "survey course" to prepare students for further studies in the areas of race, gender, and sexuality. This means we will cover a range of theoretical approaches throughout the semester.

### **Learning Goals**

This course will adhere to the SAS 21<sup>st</sup> Century Challenge goals by supporting students to: Analyze the degree to which forms of human difference shape a person's experiences of and perspectives the world; Analyze a contemporary global issue from a multidisciplinary perspective; Analyze issues of social justice across local and global contexts.

### **WGS learning goals**

Understand and critique the formation of categories of gender and sexuality as they function in social, economic, cultural and/or political contexts and as they intersect with other categories of difference such as race and ethnicity. Communicate effectively using gender analytics as a tool for academic research, for creative production, for collaborative work, and/or for practices of social change. Know the complexity and variety of differently gendered lives and livelihoods around the globe. Recognize stereotypes and the naturalization of hierarchies of difference through analyzing power dynamics from the micro to the macro level. Identify the politics of issue framing and knowledge production.

### **Absence Policy**

Students missing an occasional class for unverifiable illness or personal circumstances do not require written documentation or verification from the dean. In these circumstances, **it is the responsibility of the student to submit the absence through the Rutgers Self-Reporting Absence website**, which automatically generates email notification to faculty teaching the student. **Reporting an absence does not automatically "excuse" missed work.** It notifies instructors, a courtesy that provides an opportunity for students to contact instructors about missed work. In addition to reporting an absence through the online system, students are encouraged to contact their instructors directly. **Students are permitted three unexcused absences without penalty to your grade. Any more than this and I reserve the right to lower your final grade.** Excessive tardiness (more than 20 minutes late to class) counts as an absence.

**Rutgers Academic Integrity Policy** which includes several helpful links on plagiarism:

<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

### **Late Assignments**

Late response papers will only be accepted 24 hours after the due-date. Please communicate with me regularly if you are concerned about making deadlines due to personal or medical concerns and/or work commitments outside of our class.

You cannot submit the midterm late because it is an in-class group project.

I am happy to negotiate extensions for response essays AND the final projects. However, I will not accept any late final projects unless we have negotiated an alternative due date by November 25<sup>th</sup>. Please note that without a final project grade you will not pass this course.

### **Drop-in Office Hours**

You are also encouraged to schedule office hours if you miss a class or if you have questions about the material. Office hours are a time for you to bring new questions and ideas to me outside of class time. I highly recommend that you stop by at least once this semester to check-in!

I am available to meet on Wednesdays directly before our class from 6pm-7pm. I am also available on Mondays by appointment. All students will be required to meet with me at least once after the mid-term to discuss your final project.

### **Reading Expectations**

Students should come to class prepared with print-outs of the readings or a copy on their computers/phones. Reading assignments should be completed for the day they are listed on the syllabus. All assignments require you to have strong knowledge of the texts from class. It is absolutely crucial that you keep up with your reading!

### **Tech Policy**

I encourage my students to bring their laptops/tablets/phones as needed to access the course material. Please do not use your technology in a way that is distracting to your classmates (this includes watching Netflix, online shopping, texting excessively, etc.). Technology is an important tool for improving course accessibility and learning outcomes. If you use specific assistive tech that you would like me to know about, please reach out! Teaching to students who wear headphones during class is exceptionally distracting. If you need to use headphones to aid in your focus please do your best to let me know ahead of time. Otherwise, I will ask you to remove your headphones during class.

If you do not have consistent access to a computer or reading device this semester, please let me know ASAP so that we can make sure you have access to all of the readings and can complete your assignments easily. At least one group member will need to bring a laptop to class for the mid-term.

### **Communication Policy**

I will use the announcements function in Canvas to share all announcements with you. Please be sure that your Canvas account is updated with an accurate email that you check regularly. You should be sure that your settings allow for announcements to be sent to your email. If you have questions about this, please click the "?" icon on the blue tool bar to the left and call the Rutgers Canvas help desk!

You can expect announcements at least once a week to remind you of any reading changes or assignment due dates. Please do not message me through Canvas. Instead, all questions should be sent directly to my email: [haley.norris@rutgers.edu](mailto:haley.norris@rutgers.edu).

Please note that I do not respond to emails outside of business hours (9am-5pm) and do not check my email on the weekends. If you have not received a response from me after one business day, please send me a follow-up email.

When communicating with an instructor your email should always begin with “Dear [name],” and you should include a sign-off such as “sincerely,” or “best”. Please address me as “Haley” or “Ms. Norris”.

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### **Grade Breakdown**

#### *Attendance: 25%*

We meet 28 times this semester. Each class meeting is worth an equal amount of your attendance grade.

I reserve the right to lower the final grade of any student who misses more than 3 class sessions.

I reserve the right to give out pop quizzes during class if I feel that students are not reading.

#### *Group Project (Midterm): 25%*

An important goal of this class is to generate meaningful conversations between students, as such you will complete an in-class group project for the midterm.

The Group Midterm will be completed during class the week of October 21<sup>st</sup> and will be due October 25<sup>th</sup> by 11pm

#### *Response Essays: 20%*

You will write 2 response essays over the semester. Each response essay is graded out of 10 points.

You cannot pass the course without submitting at least one essay.

Essay 1-Due September 20<sup>th</sup> & Essay 2-Due October 18<sup>th</sup>

#### *Final Project “Metaphor Map”: 30%*

In-class presentations during the last week of class are worth 10% of your project grade.

Written assignments will be submitted through the Turnitin anti-plagiarism software

Final Project due December 17<sup>th</sup> by 11pm

Students must submit a final project to pass the course.

### **Week 1: Introduction & Course Expectations**

- Establish course expectations
- Provide overview of the themes for the semester
- Develop participation/discussion rules as a group

#### **WEDNESDAY September 4<sup>th</sup>**

The Syllabus

Gay, Roxane. *Bad Feminist: Essays*. First edition. New York: Harper Perennial, 2014.\*

### **Week 2: Feminisms**

- What are the dominant types of Western feminism?
- What does “the personal is political mean?”

- What are tools of feminist analysis? Why would we frame our course around feminist theory?

**MONDAY September 9th**

Lâm, Maivân Clech. "Feeling Foreign in Feminism." *Signs* 19, no. 4, (1994): 865–93.

**WEDNESDAY September 11<sup>th</sup>**

The Santa Cruz Feminist of Color Collective. "Building on 'the Edge of Each Other's Battles': A Feminist of Color Multidimensional Lens." *Hypatia* 29, no. 1 (February 2014): 23–40.

<https://doi.org/10.1111/hypa.12062>.

*Recommended: Disch & Hawkesworth introductory chapter to Oxford Handbook of Feminist Theory*

**Week 3: Gender/Sex**

- What do the terms 'gender' and 'sex' mean?
- How have these definitions evolved and how are they continuing to change?
- How have feminists used these concepts for their political goals?
- What are the existing limits of our ideas on gender & sex?

**MONDAY September 16<sup>th</sup>**

Fausto-Sterling, Anne. "The Five Sexes: Why Male and Female Are Not Enough." *The Sciences*, no. March/April (1993): 20–25.

Scott, Joan Wallach. "Gender: A Useful Category of Historical Analysis." *The American Historical Review* 91, no. 5 (1986): 1053–75.

**WEDNESDAY September 18<sup>th</sup>**

Bettcher, Talia Mae, and Ann Gary. "Introduction to 'Transgender Studies and Feminism: Theory, Politics, and Gendered Realities.'" *Hypatia* 24, no. 3 (2009): 1–10.

<https://www.cla.purdue.edu/academic/english/theory/genderandsex/modules/>

**ALL students must submit a response essay this week. Essays are due by September 20<sup>th</sup>**

**Week 4: Race**

- What is meant by the scientific project of race?
- How do racial categories connect to histories of colonialism and imperialism?
- How is race part of our political systems?

**MONDAY September 23<sup>rd</sup>**

Banks, James A. "The Historical Reconstruction of Knowledge about Race: Implications for Transformative Teaching." *Educational Researcher* 24, no. 2 (March 1995): 15. <https://doi.org/10.2307/1176421>.

Massey, Douglas S. "Racial Formation in Theory and Practice: The Case of Mexicans in the United States." *Race and Social Problems* 1, no. 1 (March 2009): 12–26. <https://doi.org/10.1007/s12552-009-9005-3>.

*Recommended: Winant, Howard. "Race and Race Theory." Annual Review of Sociology* 26, no. 1 (August 2000): 169–85. <https://doi.org/10.1146/annurev.soc.26.1.169>.

**Wednesday September 25<sup>th</sup>**

Cooper, Brittney C. *Eloquent Rage: A Black Feminist Discovers Her Superpower*. First edition. New York: St. Martin's Press, 2018. \*

DiAngelo, Robin. "White Fragility." *International Journal of Critical Pedagogy* 3, no. 3 (2011): 54–70.

For more readings: <https://blogs.brown.edu/amst-2220j-s01-2017-fall/syllabus/>

**Week 5: Queer Theory and Sexuality**

- What is "queer" about queer theory?
- What is the history of queer theory? How does it relate to LGBT(QIA) politics?
- What are the remaining problems or shortcomings in queer theory?

**MONDAY September 30<sup>th</sup>**

Greene, Frederick. "Introducing Queer Theory into the Undergraduate Classroom: Abstractions and Practical Applications." *English Education* 28, no. 4 (1996): 325–39.

*Recommended for students interested in Queer theory:*

Ahmed, Sara. *Queer Phenomenology: Orientations, Objects, Others*. Durham: Duke University Press, 2006. \*

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge Classics. New York: Routledge, 2006 (1999).

Ingraham, Chrys. "The Heterosexual Imaginary: Feminist Sociology and Theories of Gender." *Sociological Theory* 12, no. 2 (1994): 203–19.

**THURSDAY October 2<sup>nd</sup>**

\*Choose one\*

Anzaldúa, Gloria. *Borderlands: The New Mestiza = La Frontera*. 1. ed. Chicana Studies. San Francisco, Calif: Aunt Lute Books, 1987.

Cohen, Cathy J. "Deviance as Resistance: A New Research Agenda for the Study of Black Politics." *Du Bois Review: Social Science Research on Race* 1, no. 01 (March 2004).

<https://doi.org/10.1017/S1742058X04040044>.

**Week 6: Class, Capitalism, Production**

- What are the key concepts of Marxist theory?
- How has Marxist theory influenced feminist theory?
- How does capitalism produce classes?
- What types of labor or production are valued over others? What are the implications of these systems?

**MONDAY October 7<sup>th</sup>**

Please review this video before coming to class on Monday!

<https://www.youtube.com/watch?v=B3u4EFTwprM> World History video on Capitalism & Socialism (15minutes)

Recommended for those who want more background on Marxism:

<https://www.cla.purdue.edu/academic/english/theory/marxism/modules/marxideology.html>

Dorothy Allison, A question of Class—to be read in class in groups

### WEDNESDAY October 9<sup>th</sup>

Russell, Marta. "What Disability Civil Rights Cannot Do: Employment and Political Economy." *Disability & Society* 17, no. 2 (March 2002): 117–35. <https://doi.org/10.1080/09687590120122288>.

### Week 7: Intersectionality & Power

- What is 'intersectionality'?
- Are individuals intersectional?
- What are the critiques of intersectionality?

### MONDAY October 14<sup>th</sup>

Required:

Crenshaw, Kimberlé Williams. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics." *University of Chicago Legal Forum* 1989, no. 1 (1989): 139–67.

Recommended for students who want more details on the history of the term "intersectionality":

Smith, Barbara, ed. "Combahee River Collective Statement" in *Home Girls: A Black Feminist Anthology*. New Brunswick, N.J.: Rutgers University Press, 2000 (1983).

Smooth, Wendy. "Chapter 1: Intersectionality from Theoretical Framework to Policy Intervention." In *Situating Intersectionality Politics, Policy, and Power*, edited by Angelia R. Wilson, n.d.

### WEDNESDAY October 16<sup>th</sup>

Alexander-Floyd, Nikol G. "Disappearing Acts: Reclaiming Intersectionality in the Social Sciences in a Post-Black Feminist Era." *Feminist Formations* 24, no. 1 (2012): 1–25. <https://doi.org/10.1353/ff.2012.0003>.

Puar, Jasbir K. "'I Would Rather Be a Cyborg than a Goddess': Becoming-Intersectional in Assemblage Theory." *PhiloSOPHIA* 2, no. 1 (2012): 49–66.

ALL students must submit a response essay this week. Essays are due by October 18<sup>th</sup>

### Week 8: Neoliberalism and Midterm

- What does "neoliberalism" mean? How do scholars use neoliberalism to frame their analysis?
- What are the implications of economic globalization?
- How has technology fostered a "global network"?

### MONDAY October 21<sup>st</sup>

\*Complete Group Midterm Assignment\*

Working in your assigned group you will create a "how-to book" that fulfills all of the checklist points on the rubric. Once completed, you will swap books with the other group and grade the other assignment.

Each group member will be responsible for a specific section of the assignment and all group members must sign-off on the completed project before submitting it!

<https://www.cultofpedagogy.com/student-e-books/>

**WEDNESDAY October 23<sup>rd</sup>**

Srinivasan, Ramesh. "Introduction" in *Whose Global Village? Rethinking How Technology Shapes Our World*. New York: New York University Press, 2017.

<https://www.youtube.com/watch?v=gEmu3Dz--bM> –Video on Apple’s statement “assembled in China”.

\*Choose one\*

<https://www.forbes.com/sites/bernardmarr/2019/04/05/the-fascinating-ways-pepsico-uses-artificial-intelligence-and-machine-learning-to-deliver-success/?ss=ai-big-data#709bdb10311e>

<https://www.theguardian.com/technology/2017/may/07/the-great-british-brexiteer-robbery-hijacked-democracy>

Recommended for students who want more history on the term “neoliberalism”:

<https://www.britannica.com/topic/Washington-consensus>

<https://www.britannica.com/topic/neoliberalism>

**Week 9: Human Rights and Social Justice**

- How are human rights defined or identified in the international system?
- What is the history of feminists using human rights?
- How do social justice movements today interact with the human rights framework?

**MONDAY October 28<sup>th</sup>**

Bunch, Charlotte. “Transforming Human Rights from a Feminist Perspective.” In *Women’s Rights, Human Rights: International Feminist Perspectives*, edited by Julia Peters and Andrea Wolper, 11–17. New York: Routledge, 1995.

**WEDNESDAY October 30<sup>th</sup>**

Lightfoot, Sheryl. “Settler-State Apologies to Indigenous Peoples: A Normative Framework and Comparative Assessment.” *Native American and Indigenous Studies* 2, no. 1 (2015): 15.

<https://doi.org/10.5749/natiindistudj.2.1.0015>.

**Week 10: Power, Politics, Patriarchy**

- What is politics about?
- How do we see, trace, and gain power?
- What is ‘patriarchy’?

**MONDAY November 4<sup>th</sup>**

Allen, Amy, "Feminist Perspectives on Power", *The Stanford Encyclopedia of Philosophy* (Fall 2016 Edition), Edward N. Zalta (ed.), <https://plato.stanford.edu/archives/fall2016/entries/feminist-power>

Haraway, Donna. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." *Feminist Studies* 14, no. 3 (1988): 575. <https://doi.org/10.2307/3178066>.

### WEDNESDAY November 6<sup>th</sup>

Alam, Zainab B. "Do-It-Yourself Activism in Pakistan: The Fatal Celebrity of Qandeel Baloch." *Perspectives on Politics*, August 5, 2019, 1–15. <https://doi.org/10.1017/S1537592719002408>.

### Week 11: Violence & the state

- Which bodies are marked as violent, as able to withstand or receive violence?
- What actions are marked as violent?
- What does it mean for a state to commit violence?

### MONDAY November 11<sup>th</sup>

Threadcraft, Shatema. "Intimate Injustice, Political Obligation, and the Dark Ghetto." *Signs* 39, no. 3 (2014): 735–60. <https://doi.org/10.1086/674382>.

### WEDNESDAY November 13<sup>th</sup>

Bettcher, Talia Mae. "Evil Deceivers and Make-Believers: On Transphobic Violence and the Politics of Illusion," 24.

### Week 12: Reproductive Justice

- Who has a right to manage their own bodies?
- How are pregnancy, fertility, and parenting defined in relation to race, gender, class, sexual orientation?
- Who has a right to create a family?

### MONDAY November 18<sup>th</sup>

Daniels, Cynthia R. "Introduction." In *Exposing Men: The Science and Politics of Male Reproduction*, 272. New York: Oxford University Press, 2006.

### WEDNESDAY November 20<sup>th</sup>

\*Choose one\*

Howard, Grace. "The Limits of Pure White: Raced Reproduction in the Methamphetamine Crisis." *Women's Rights Law Reporter* 35, no. 3/4 (n.d.): 373–405.

Ralstin-Lewis, D. Marie. "The Continuing Struggle against Genocide: Indigenous Women's Reproductive Rights." *Wicazo Sa Review* 20, no. 1 (2005): 71–95. <https://doi.org/10.1353/wic.2005.0012>.

### Week 13: Care & Ethics

- What do we mean by "care" and "ethics"?
- How is care connected to feminism?
- How is care impacted by other categories of difference?
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### MONDAY November 25<sup>th</sup>

Blog post: "Compulsory Able-Mindedness" <https://lifemarginally.wordpress.com/2017/06/21/compulsory-able-mindedness/>

Norlock, Kathryn, Sections 2.1-2.3 of "Feminist Ethics", *The Stanford Encyclopedia of Philosophy* (Summer 2019 Edition), Edward N. Zalta (ed.), <https://plato.stanford.edu/archives/sum2019/entries/feminism-ethics>.

*Recommended:*

McRuer, Robert. Chapter 27 "Compulsory Able-bodiedness & Queer/Disabled Existence" in *The Disability Studies Reader.*, edited by Davis, Lennard J. 4th ed. New York, NY: Routledge, 2013.

**NO CLASS ON WEDNESDAY NOVEMBER 27<sup>th</sup>**—Enjoy your short break ☺

**Week 14: BODY & MEDIA**

- How can we understand ability/disability?
- How are bodies presented and controlled through media/pop culture?
- How do our bodies matter for politics?
- What are the limits or dark-secrets of representation?

**MONDAY December 2<sup>nd</sup>**

Rodan, Debbie. "Chapter 2: Tacit Knowledge: Cultural Representations of Disability, Obesity, and Ageing." In *Disability, Obesity, and Ageing: Popular Media Identifications*. New York: Routledge, 2014.

Threadcraft, Shatema. "Chapter 10: Embodiment." In *Oxford Handbook of Feminist Theory*, edited by Mary Hawkesworth and Lisa Disch, 20. Oxford University Press, 2016.

**WEDNESDAY December 4<sup>th</sup>**

Mendieta, Ana. *Siluetas Series*. <https://www.guggenheim.org/artwork/5221>  
<http://remezcla.com/culture/ana-mendieta-work-the-wing-podcast/>

**Week 15: Manifestos & Final Project Presentations**

- Students will share their drafts of the metaphor map plan with their assigned peer groups
- Each student will submit a list of the suggestions or critiques offered by their peers (you must have a minimum of 3 things) at the end of the class.

**MONDAY DECEMBER 9<sup>th</sup>**

To be distributed in class.

**WEDNESDAY December 11<sup>th</sup>**

Final Project Presentations

**Final Project Due December 17<sup>th</sup>**

Extensions must be negotiated by November 25<sup>th</sup>