APPLICATION FOR NEW COURSE

1. Submitted by College of Arts and Sciences
   Department/Division offering course Women's Studies Program
   Date JAN 10 2002

2. Proposed designation and Bulletin description of this course:
   (a) Prefix and Number WS 620
   (b) Title* Comparative Constructions of Gender and Sexuality
   *NOTE: If the title is longer than 24 characters (including spaces), write a
   sensible title (not exceeding 24 characters) for use on transcripts: Comparative Gender / Sex
   (c) Lecture/Discussion hours per week: 3
   (d) Laboratory hours per week
   (e) Studio hours per week
   (f) Credits 3
   (g) Course description: This course is designed to give students an understanding of an array of diversely
   situated theories and debates about gender and sexuality mainly outside of mainstream U.S. culture.
   Countries / communities of focus will vary.
   (h) Prerequisites if any:
   (i) May be repeated to a maximum of Not repeatable for credit (if applicable)

4. To be cross-listed as:
   Prefix & No. Signature, Chairman, cross-listing department

5. Effective Date: Fall 2002
   (semester and year)

6. Course to be offered
   (a) Fall
   (b) Spring
   (c) Summer

7. Will the course be offered each year? Yes
   (Explain if not annually):

8. Why is this course needed?
   This course is central to one of the goals of the Women's Studies Program, namely, introducing students to
   conceptualizations of and debates about gender and sexuality outside mainstream US culture. In doing this, the course
   can be taken to fulfill the Women's Studies Graduate Certificate cross-cultural requirement.

9. (a) By whom will the course be taught? Paola Bacchetta; could also be taught by Beth Goldstein (Education),
   Francie Chassen-López (History), Monica Uvardy (Anthropology), Karen Petrone (History), and other
   WS Affiliated Faculty with areas of specialization outside of mainstream US culture.

   (b) Are facilities for teaching the course now available? Yes
   If not, what plans have been made for providing them?
10. What enrollment may be reasonably anticipated? 15

11. Will this course serve students in the Department primarily? Yes, mainly Women's Studies Program students. 
   Will it be of service to a significant number of students outside the Department? Yes
   If so, explain.

   Women's Studies courses are interdisciplinary and attract students from across the university. This one would
   appeal to students in Geography, History, French Studies, Anthropology, the Social Theory Program, and
   anyone seeking to fulfill a cross-cultural requirement.

   Will the course serve as a University Studies Program course? No
   If yes, under what Area?

12. Check the category most applicable to this course:
   ______ traditional; offered in corresponding departments elsewhere;
   ______ relatively new, now being widely established
   ______ not yet to be found in many (or any) other universities

13. Is this course part of a proposed new program? No
   If yes, which?

14. Will adding this course change the degree requirements in one or more programs?*
   If yes, explain the change(s) below: No

15. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
   Please see above, # 2g; see also syllabus attached.

16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College
   System has been consulted.

17. Within the Department, who should be contacted for further information about the proposed course?
   Name
   Dr. Joan Callahan, Director
   Phone Extension:
   257-1388

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
8. Signatures of Approval:

Department Chair: [Signature]
Dean of the College: [Signature]
Date of Notice to the Faculty: JAN 22 2002
*Undergraduate Council:
*University Studies:
*Graduate Council:
*Academic Council for the Med. Ctr:
*Senate Council: Date of Notice to Univ. Senate:

ACTION OTHER THAN APPROVAL:

*If applicable, as provided by the Rules of the University Senate

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3301C-22&23
Revised: July 17, 1989
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Course Objectives:
This course is designed to give students an understanding of an array of diversely situated feminist, womanist, "postfeminist," lgbt, and queer theories and debates about gender and sexuality. Instead of presenting a menu of theories from across the globe, in order to achieve some depth we will focus our inquiry primarily on two spaces, India and France, including the diasporas within and connected to both countries. We will be primarily concerned to comprehend how gender and sexuality theories are positioned across scale, from the local to the global, and in relation to scapes, from the symbolic (media, legal domain, religion) to the material (economy, technology). We will examine the theories in light of their conditions of production and circulation, that is, the materialities and debates within which they arise and their intertextualities with material conditions and debates elsewhere across the globe. Throughout, students will be encouraged to make connections between the required course materials and their own research agenda (dissertation, thesis, or article destined for a professional journal). Each section of the course begins with an introductory class in which the various theoretical tendencies are contextualized in relation to the historical, political, social, and cultural conditions of their production within the country in question, keeping in mind that the latter is always positioned within and traversed by local to global flows. This is followed by classes on each of the theoretical tendencies, its intertextualities, and its implications for praxis. The required course materials are mainly primary texts: theoretical articles, documentary films, and personal narratives by social movement actors.

Grading
(1) Class participation: 25%.
(2) A series of smaller assignments leading to the student's research paper (as indicated in below): 25%. These consist of (a) an abstract for research paper (b) literature review and (c) bibliography. The dates due are indicated on the syllabus.
(3) A research paper (on any topic) that makes use of the theories and debates relevant to this class: 50%. To fulfill this requirement, students should write a dissertation chapter, thesis chapter, or an article for publication in a professional journal. The topic, content and form will be negotiated with the professor by appointment sometime during the first three weeks of classes. The date for submission of the text in final form is indicated on the syllabus.
POLICIES
1. Class attendance is required. Absences are justifiable under the following conditions only: (a) professor's permission in advance (b) written medical excuse or other acceptable official document after the fact. Each unexcused absence will be cause to lower the final grade by one-half a point.
2. Late work will be accepted only under the following conditions: (a) professor's permission in advance of date due (b) formal written justification for your inability to respect the deadline (medical excuse, etc.). Grades for unexcused late work will be lowered by one-half grade per forty-eight hours.
3. All written work must be typed (double-spaced), and properly referenced.
4. Cheating, as stipulated in the Student Rulebook on page 91, will be subject to prompt action. Thus, if a student should produce work that is not the result of her or his own "thought, research, or self-expression," she or he will be "reported to the Department Head and the Dean." As per the rules, "conviction of this offense can result in an 'E' grade for the course and, in extreme cases, expulsion from the university."

REQUIRED TEXTS
1. All articles on reserve for this course at UK Library
2. Patrick Williams, Laura Chrisman (eds), Colonial Discourse and Post-colonial Theory
3. Raka Ray, Fields of Protest: Women's Movements in India
4. Elaine Marks, Isabelle de Courtivron (eds), New French Feminisms. An Anthology
5. Claire Duchen (ed.) French Connection. Voices from the Women's Movement in France
6. Kelly Oliver (ed.) French Feminism Reader

OPTIONAL TEXT
1. Stevi Jackson (ed), Women's Studies. Essential Readings

INTRODUCTION:
CONCEPTUALIZING GENDER AND SEXUALITY ACROSS SPATIAL SCALES

Class #1:

Part I
Introductory remarks: course syllabus, requirements, policies, reflections on reading texts, how to write an abstract.

Part II
Film: The Bandit Queen
I. INDIA

Orientalism, Post-Colonialism, Gender, and Sexuality

Class #2:
Library of Congress Country Study: India; focus on chapters on (1) history of the colonial and post-colonial period (2) economy (3) social organization (4) religion.
Gyan Prakash, "Writing Post-Orientalist Histories of the Third World: Indian Historiography is Good to Think," Nicholas B. Dirks (Ed.), Colonialism and Culture, 353-388.
Anne McClintock, "The Angel of Progress: Pitfalls of the Term 'Post-colonialism'," Patrick Williams, Laura Chrisman (eds), Colonial Discourse and Post-colonial Theory, 291-304.

Optional:
Film: Emerging Powers: India (available at UK video library)
Reading: Vincente L. Rafael, "The Cultures of Area Studies in the United States," Social Text, no. 41, winter 19994, pp. 94-112.

Rethinking Women's Movements and Women's Liberation Praxis

Class #3:
Student research paper abstracts are due today.

Part I
Explanation by professor: how to write a literature review.

Part II
Film: Reaching for Half the Sky
Raka Ray, Fields of Protest: Women's Movements in India

Optional:
Film: The Hidden Story

Subaltern Studies, Gender, and Sexuality: Questions of Speaking, Listening, and Representation

Class #4:

Part I

Part II

**Rethinking Gender and Sexuality in/and Political Conflict**

Class = 5:
Film: *Father, Son and Holy War*

**Queering India**

Class = 6:

**Part I**

Film: *Fire*
Geeta Patel, "On Fire" (on reserve)

**Part II**

Films: *Khush* and *An Evening With Bombay Dost*
Giti Thadani, "Westernization" and "Lesbian Invisibility," *Sakhiyana*, 87-100, 1-12

Class = 7:
*Literature reviews and bibliographies for student research papers are due today.*
Film: *Jareena: Portrait of a Hijra*
Sarera Nanda, "Hijras As Neither Man Nor Woman," Henry Abelove, Michèle Barale, David Halperin (eds), *The Lesbian and Gay Studies Reader*, 542-553.

**II. FRANCE**

**Context, Debates, and Splits: An Overview**

Class = 8:
Lecture and class discussion on the development of the current wave of the women's movement in France since 1968 (context, tendencies and splits, and current debates).
Claire Moses, "Made in America: 'French Feminism' in Academia," in Feminist Studies, no. 2 (summer 1998), 241-274.

Class #9:

Part I
Class discussion of student progress on papers.

Part II

Universalisms

Radical Feminism
Christine Delphy, "Rethinking Sex and Gender," in Kelly Oliver (ed) French Feminism Reader, 63-77.

Radical Lesbianism
Class #10:

Part I
Class discussion of student progress on research papers.

Part II

Differentialisms
Écriture Féminine
Class #11:
Film: Hélène Cixous
Susan Sellers, "Introduction," The Hélène Cixous Reader, xxvi-xiv.
Susan Sellers, "Neutral: Difficulties of Translating Cixous into English," The Hélène Cixous Reader, 3-4.
Hélène Cixous, "Castration or Decapitation?" in Kelly Oliver (ed), French Feminism Reader, 276-289.
Hélène Cixous, "Rootprints," in Kelly Oliver (ed), French Feminism Reader, 290-296.
Feminist Differentialism

Class = 12:
Luce Irigaray, "There are Two Sexes," in Kelly Oliver (ed), French Feminism Reader, 201-205.
Luce Irigaray, "This Sex Which Is Not One," in Kelly Oliver (ed), French Feminism Reader, 206-210.
Luce Irigaray, "Body Against Body: In Relation to the Mother," in Kelly Oliver (ed), French Feminism Reader, 241-252.

The Notion of "Race" and French Immigration

Class = 13:

Racialized Masculinities and Femininities

Class = 14:
Film: La Haine
Poetry by Dalila (unpublished text provided by professor)
Alex Hargreaves, Mark McKinney, "The Post-Colonial Problematic in Contemporary France," in Alex Hargreaves, Mark McKinney (eds), Post-Colonial Cultures in France, pp. 3-25.
Carrie Tarr, "French Cinema and Post-Colonial Minorities," in Alex Hargreaves, Mark McKinney (eds), Post-Colonial Cultures in France, pp. 59-83.

Class = 15:
Student research papers are due today.
Discussion of student papers.
Overall discussion of entire course.
WS 620: Comparative Constructions of Gender and Sexuality

Student Learning Outcomes

* introduces students to major theories and debates in the field of trans/national women’s movements, gender and sexuality.

* develops students in-depth understanding of theories and debates concerning women, gender and sexuality in three contexts: India, France, and South Africa. This includes an understanding of the contexts themselves (i.e. their histories, populations, legal systems, politics, culture, religions) in which the women’s movements and theories of gender and sexuality are embedded.

* develops students' ability to critically and creatively examine, evaluate, and compare reading materials.

* professionalizes students by developing skills in research and writing articles for publication in professional journals, or a thesis or dissertation chapter. (A main requirement is a paper making use of theory and other course materials, destined to be published or to serve as a chapter in thesis or dissertation).

* develops students' ability to critically and creatively apply or make use of trans/national theories of women, gender and sexuality in their own research.