Scotland Summer 2019
Dr. Lisa Comparini
WGST 3301: Intro to WGST

I. Abstract/Summary/Program History:
This class will be seminar format with an emphasis on reading from several different popular and academic sources, discussion, and writing that makes connections between course material and relevant historical, cultural, and artistic materials available at our study site (e.g. various museums, public library and university archives, etc.). The course topics begin with the question of feminist identity, historical examination of women’s rights, sexual orientation, and gender performance, in week 1, intersectionality and workplace issues in week 2, body image and identity in week 3, and economic, educational and reproductive rights in week 4. We will explore how equality intersects with class, gender identity, race, and nationality, how these intersectional roles of women in patriarchal society contribute to the oppression of women, and ways they can be challenged through feminist critical practices. We will take an interdisciplinary approach to such questions, making use of the rich cultural, artistic, and archival resources available to us at various sites in Edinburgh, including the Scottish National Gallery, The National Library of Scotland, and other cultural sites which provide a foundation for understanding historical connections and debates regarding patriarchal structures and the critiques/challenges to these.

II. Recommendations from Past Programs:
Though this course has not been offered before as part of this program, one of the recommendations from the group that went last year was to carefully plan relevant field trips to nearby locales that would help students to engage more fully with course material. Dr Sorensen and I have been in consultation with Dr. Santos who suggested that we tailor our outings to the course topics. Following such advice, we will make use of some of the permanent exhibits at the Scottish National Gallery to explore how Scottish realists (in their role as political activists) in the visual arts illuminate some of the gender issues of interest.

III. Purpose for this program and location:
As part of our exploration of patriarchal structures, feminist thinking and methodology and its critiques, we will explore some of the very early (pre-enlightenment and enlightenment) work of women (e.g. the Fair Intellectual Club, Women of Enlightenment Science), largely from Europe, but some specifically from Scotland, whose work has generally not been included in the cannon, but which is noteworthy as a more complete record of scientific history that has challenged the power structures defined by patriarchal systems in art and science.

IV. Program Preparation of faculty/leaders:
The preparation of this course as part of the catalog offerings in Women’s, Gender, & Sexuality Studies has increasingly incorporated activities outside of class that help students locate theory and methodology in praxis. The most recent sections of this course have made extensive use of not only popular media alongside academic/scholarly sources traditionally
used in this class, but of out of class activities (particularly campus events organized for Womens’ History Month) as well. In an attempt to continue to enrich this course in not only interdisciplinary and media-rich ways, a cultural lens on the topics and issues covered in this course will greatly benefit our students. Research on early Scottish and British feminists (e.g. the Fair Intellectual Club, Harriet Taylor Mill) supports the extension of the on-campus version of this course to exploration of feminist critiques of social and scientific structures in a new context.

V. Course Syllabus (See Attachment)
COURSE DESCRIPTION
Beyoncé has sampled her definition of “Feminist” in “Flawless”: “Feminist: the person who believes in the social, political, and economic equality of the sexes.” Are you a feminist? Does that word terrify you or strike you as alien, unclear, or old school? This course is an introduction to the basic concepts that guide our study of women and gender. We will examine historical connections as well as contemporary topics and debates. Because the issue of women’s rights has never existed in a vacuum, we will explore how equality intersects with class, gender identity, race, and nationality, how these intersectional roles of women in patriarchal society contribute to the oppression of women, and ways they can be challenged through feminist critical praxis.

LEARNING OBJECTIVES
Throughout this course, we will take an interdisciplinary approach to a number of feminist issues, making use of the rich cultural, artistic, and archival resources available to us at our study site in Scotland. We will read from several different popular and academic sources, and engage in ongoing discussion and writing that makes connections between course readings and course outings in and around Edinburgh. Group expeditions to archival collections at the National Museum of Scotland to research a group of young Scottish women who called themselves “The Fair Intellectuals,” as well as to the National Gallery of Scotland, The Palace of Holyroodhouse (home of Mary Queen of Scots), and the Edinburgh Castle (where the famous writer J.K. Rowling took inspiration) will serve as locations for hands-on exploration of course-related topics that we would not be able to have on our TAMUCC campus. These group outings, our group excursion, and other optional outings will provide a foundation for understanding cultural and historical contexts and debates regarding patriarchal structures and the critiques/challenges to these.

Throughout the course, you should become better and better at the following:
1. Accurately describe foundational concepts in Women’s, Gender, and Sexuality Studies, including the roles that class, race, gender, sexuality, age, ability, and other axes of difference play in our culture and society
2. Explain ways that feminist social and political action will benefit all people
3. Apply knowledge and understanding of foundational concepts, theory, and criticism in collaborative work and dialog with others
4. Critically analyze seminal works in feminist theory and criticism and use these materials to deepen your engagement with cultural texts and lived experiences
5. Critically analyze unequal power structures and oppressive systems from a cultural perspective, from a historical perspective, in popular culture, in institutions, and in your lived experiences.

➢ Our course materials this semester will explore subjects you may find controversial. You are not obligated to agree with the material, and in fact, I expect we will have some very informative diversity of views. I will expect, however, that you will actively engage in course

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1 This topics course counts towards the minor in Women and Gender studies.
readings and discussions, demonstrating comprehension and thoughtful/respectful consideration of materials in all your writings and in class discussions. Thoughtfulness and respect for classmates’ responses is also expected and in order to foster a safe space for discussions where we can fully explore the material, it is imperative that each of us maintain confidentiality of group discussions. This course at its best will build on our various perspectives, enrich our understanding and our writing skills. You will be required to work with others on a regular basis in this course.

COURSE REQUIREMENTS:

Reading: The schedule of reading assignments is listed at the end of this syllabus. Assigned readings must be read prior to the class meeting under which they are listed as they will provide you with a foundation for class discussion and exercises. I urge you to take notes, perhaps outline the articles prior to class, particularly when you are not part of the group that is presenting that day. The following are the main texts we will use for the course and the abbreviations used in the course schedule. Other materials listed on the schedule will also be used and can be found online.

- Chimamanda Ngozi Adichie, *We Should All Be Feminists* (Anchor Books: 2015) [WSBF]
- Jessica Valenti, *Full Frontal Feminism* (Seal Press: 2014) [FFF]
- Julie Zeilinger, *A Little F’d Up: Why Feminism is not a Dirty Word* (Seal Press: 2012) [F’edU]
- bell hooks’s “Feminism is for everybody” (online: https://libcom.org/files/hooks%20-%20Feminism%20is%20for%20Everybody.pdf) [FIFE]

Attendance and Participation (40 points): Attendance is required at all class meetings for several reasons. This course will be largely discussion based. Therefore, your interpretations, insights, experiences, and point of view will be an integral and necessary part of the class. Because of this, it is expected that you come to class prepared to discuss the readings in great detail. One good way to do this is to write down a question you have about the reading, an idea about the author’s intentions, an idea about how this reading relates to another one in the class or to something else in your life, etc. and then share aloud what you wrote with the class by bringing it up in discussion. What makes reading for this class even more necessary is that the nature of our readings will often require a slow, thoughtful reading style with note-taking, and as mentioned before, the controversial nature of some of our material may also require more time with the readings than you might expect. Having read carefully and with purpose will ensure you are prepared to contribute in a meaningful way and secure your participation points for the day. While personal reflections at the moment we are discussing, or personal experiences may sometimes be valuable contributions to discussion, please do not rely on these kinds of comments exclusively. Your contributions to class will reveal the level of effort you put into the readings and will subsequently be reflected in your participation grades.

We will occasionally do written assignments in class or go on field trips that will have written assignments associated with them. These assignments cannot be made up if you are absent
on the day they are assigned, therefore, missed in-class work will also be reflected in your participation grade.

Please always have a copy of the assigned readings in class, either by saving them onto your computer (in-case internet goes out) or by printing them for class.

In-class Group Presentations (15 points each X 4 = 60 points): Throughout the course of the semester, you (as part of a small group of students in the class) will prepare a short presentation (about 15 minutes) that will serve as a starting point for leading class discussions on the assigned readings. You will be assigned to four groups who will be scheduled to lead discussion on 4 separate occasions throughout the course.

Critical précis (35 points each X 4 = 140 points): In connection with your group presentations, group members will prepare a "critical précis" of the readings for the discussion you will lead (specific instructions on how to do a précis will be provided).

Field Trip Reflection Paper (30 points): Each student will write two short papers (around 3-4 pages) reflecting on two of the field trips in such a way that connects the experience with material from the course. Specific instructions will be given in a separate handout.

Final Presentation for Student Symposium (30 points): The last day of the course will be devoted to final presentations based on the group excursion we will take.

GRADING:

1. In-class Participation 40 points (13.3%)
2. Group Presentations, 15 points each (X4) 60 points total (20%)
3. Critical Précis, 35 points each (X4) 140 points total (47%)
4. Field Trip reflection papers, 15 points each (X2) 30 points (10%)
5. Post Excursion Interdisciplinary Presentation 30 points (10%)

TOTAL 300 points

Course Letter Grades will be determined as follows:

A (270 – 300 points) 90-100% Excellent
B (240 – 269 points) 80-89% Very Good
C (210 – 239 points) 70-79% Satisfactory
D (180 – 209 points) 60-69% Pass but unsatisfactory
F (Below 180 points) Below 60% Failure
## SCHEDULE of READINGS, WRITTEN ASSIGNMENTS, & OUTINGS

### Week 1: Women’s Rights, Sexual Orientation, Gender Performance

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<th>Day</th>
<th>Readings</th>
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<th>Outings</th>
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<tr>
<td>M, 7/1</td>
<td>Introductions, <strong>F’d U</strong> Intro and Part 1, <strong>EFR</strong> #49 Lorde’s “The Master’s Tools will Never Dismantle the Master’s House,” <strong>FFF</strong> Chapter 1, <strong>FIFE</strong> chapter 15 &amp; 17</td>
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<td>T, 7/2</td>
<td><strong>F’d U</strong> Parts 3 &amp; 6, <strong>EFR</strong> #59 Walker “Becoming the Third Wave”, #40 Friedan “The Feminine Mystique,” <strong>EFR</strong> #58 Hanna “Riot Grrl Manifesto”</td>
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<td>W, 7/3</td>
<td><strong>FIFE</strong> introduction, chapters 1 – 4, 16</td>
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<td>Th, 7/4</td>
<td><strong>F’d U</strong> Part 5, <strong>EFR</strong> #62, Gokova “Challenging Men to Reject Gender Stereotypes”</td>
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| Th, 7/4 | Afternoon (3:00 – 7:00) **Field Trip #1** to Scottish National Gallery in Edinburgh to explore Scottish Realist works, representations of gender in art, (paintings, sculptures, and photographs)  
*Optional: Join Dr. Sorensen’s class at Writer’s Museum to explore printing and famous Scottish writers* |  |  |
| F, 7/5 | Long weekend July 5-7 |  |  |

### Week 2: Intersectionality, Workplace

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<th>Readings</th>
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<tr>
<td>M, 7/8</td>
<td><strong>Reflection paper #1 on Scottish Realists due in class</strong></td>
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<td><strong>FIFE</strong> chapter 7</td>
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| T, 7/9 | Barnett’s “Ageism and Sexism in the Workplace” ([http://www.brandeis.edu/barnett/docs/ageism.pdf](http://www.brandeis.edu/barnett/docs/ageism.pdf)),  
Olenka Frenkiel’s tell-all on BBC policy ([http://www.theguardian.com/media/2014/nov/07/bbc-journalist-olenka-frenkiel-reject-gaggingclause](http://www.theguardian.com/media/2014/nov/07/bbc-journalist-olenka-frenkiel-reject-gaggingclause)), |  |
| | **F’ed U** Part 2 |  |
| W, 7/10 | **EFR** #43 Mainardi “Politics of Housework,” #57 Guerilla Girls |  |
Nicki Minaj on Double Standards in Professionalism
(https://www.youtube.com/watch?v=qmj5uVbM-RA),

Cherise Charleswell “Feminism is Not Just for Academics…”
(http://www.hamptoninstitution.org/fourth-wave-feminism.html#.WxTOHkqvzs0)

**FIFE** chapters 9 & 10

Th, 7/11  (we will watch this in class),

**WSBF** - read all of this short book adapted from Kimberlé Crenshaw's TEDtalk,
(https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality),
which we will watch in class.

**EFR** #48, Combahee River Collective “A Black Feminist Statement”

F, 7/12  **Field Trip #2** to Palace of Holyroodhouse (morning, Mary Queen of Scots, garden tour) and Arthur’s Seat (afternoon, picnic lunch), Optional visit to Print Museum w/Dr. Sorensen’s class

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<th>Week 3: Body Image, Identity</th>
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<td><strong>M, 7/15</strong> Reflection Paper #2 on women at home and at work due</td>
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| Melissa A. Fabello’s “Let’s Talk About Thin Privilege”
  http://everydayfeminism.com/2013/10/lets-talk-about-thin-privilege/ |  |
| **FIFE** chapters 5 & 6 |  |
| **T, 7/16** Field Trip #3 (all day) to National Library of Scotland (focus on researching the “Fair Intellectual Club” pamphlet and related documents) and National Museum of Scotland |  |
| **W, 7/17** Claire Mysko’s “Feminists, Meet the Next Wave: Don’t Take Body Image Activism Lightly”
  (https://www.the-broad-side.com/feminists-meet-the-next-wave-don%E2%80%99t-take-body-image-activism-lightly)
  Liz Henry’s “You'll Remember Leonard Nemoy…”
  Courtney Martin’s “Love Your Fat Self”
  (https://www.utne.com/politics/love-your-fat-self) |  |
| **Th, 7/18** EFR #52 Association of African Women for Research and Development “A Statement on Genital Mutilation (Senegal 1980)” |  |
| **FIFE** chapter 11 |  |
**Excursion to Loch Ness, Isle of Skye, Ft. William**

7/19 – 7/21

**Week 4: Economic, Educational & Reproductive Rights, Title IX**

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<td>T, 7/23</td>
<td><strong>Program wide Field Trip to Edinburgh Castle (9:00 – 1:00)</strong></td>
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<td>W, 7/24</td>
<td>Afternoon prep for final presentations (Interdisciplinary Collaborative Student Symposium)</td>
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<td>Th, 7/25</td>
<td>Final Presentations for Interdisciplinary Collaborative Student Symposium</td>
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**ACADEMIC HONESTY**

As a member of the professional community here at TAMUCC, I expect you to fulfill your academic obligations through honest and independent effort. In a community of scholars committed to truth, honesty in our academic efforts supports the code of ethics by which we live and is considered the standard by which all students and faculty are held accountable. Dishonesty in academic work is grounds for being dropped from the course with a failing grade. Don’t hesitate to ask me if you have questions about what is right and what is wrong.

Make sure you are familiar with all the information on TAMUCC’s Academic Honesty Policy at [http://www.tamucc.edu/catalog/archives/Catalog03/Undergraduate/general/generic.html](http://www.tamucc.edu/catalog/archives/Catalog03/Undergraduate/general/generic.html) and if you have any questions or are unclear about anything, by all means please talk with me or contact someone at the Tutoring and Learning center [http://falcon.tamucc.edu/~tlcweb/si.htm](http://falcon.tamucc.edu/~tlcweb/si.htm) before engaging in any questionable behavior. We will make use of APA style for all citations, references, etc. so I encourage you familiarize yourself with how this is done ([check here](http://owl.english.purdue.edu/workshops/hypertext/apa/introduction.html) for a nice summary and introduction to using APA style in your writing).
ACADEMIC ADVISING

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

DISABILITY SERVICES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

GRADE APPEALS PROCESS

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamu.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf).

For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamu.edu/about/student-resources.html.

For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean's Office.