

VIOLENCE + GENDER

INTS 310-001
Austin Gallas, Graduate Lecturer
Fridays, 10:30 am–1:10 pm
ENGR 1110
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INTRODUCTION

What is the relationship between gender and violence, both historically and theoretically? How are configurations of gender shaped by structures of violence, and, conversely, how does gender give shape to violent processes? How are violence and gender embedded in legal, social, political economic, and cultural institutions and practices?

Rather than assuming 'gender' to name a natural category that can travel easily across time and space, we will instead interrogate gender as a mutable, historical, and geographically situated artifice of human society. In the process we will disturb normalized and normalizing models of ahistorical binary gender difference, drawing from a variety of rich and ongoing scholarly traditions including radical feminism, indigenous studies, critical race theory, queer of color theory, and materialist feminism.

COURSE GOALS

This is a challenging course that will require you to wrestle with some complex ideas and critiques. In exchange for your thoughtful engagement with all aspects of the course, you will:

- ≠ gain a deeper knowledge of some contemporary theories, methods, and frameworks related to the critical study of violence and gender
- ≠ walk away with a more refined understanding of how gender, sexuality, race, and class have operated historically as mutually reinforcing categories of difference, and how these dynamics of difference persist unevenly into the present
- ≠ explore at length a topic of your own interest related to violence and gender
- ≠ hone your writing, editing, and critical reading skills

This course is Writing Intensive (WI), which means it counts towards part or all of the WI credits required for a degree in Integrative Studies. You will complete one research paper (5-7 pages double spaced) and three critical response papers (3 double-spaced pages each). We will spend significant class time discussing writing technique, effective research strategies, and best practices for editing. Be prepared to spend a significant amount of time developing your writing craft by reviewing your own work, conversing with your peers, and, whenever possible, discussing your work with me in and out of the classroom.

The course is divided into three units:

I. History of Gender

- i. Labor, Reproduction & Primitive Accumulation*
- ii. The Great Witch-Hunt & Gender as Historical Method*
- iii. Colonization and Sexual Violence*
- iv. Race, Womanhood & the Middle Passage*

The readings in this unit will help us explore the historical meaning of gender in Europe and the New World during the long transition from feudalism to capitalism. Can the concept of gender "travel" across time and space? Put differently, to what extent can we deploy gender as a unitary historical context, given the uneven global history of gender? Why historical analysis? How should we understand the history of the Great Witch-Hunt? How can history be useful for understanding the present? Historically speaking, how have the scientific and social concepts of racial, sexual, class, and gender difference been co-productive? What is the historical relationship between gender oppression and capitalism?

II. Troubling Nature

- i. Black Feminist Interventions*
- ii. Love, S.C.U.M. & Patriarchy*
- iii. Performativity & Precarity*
- iv. Critical Trans Politics*

This section emphasizes critical material that brings the stability of the concept of gender itself into question. How does the history of anti-Black racism in the US reframe understanding of the category of 'woman'? How is gender 'performed,' and how should we understand the concept of gender given the persistence of gender-based violence in the contemporary world? What should be done about male society? Given the heightened, overlapping forms of violence experienced by trans people, especially trans women of color, what kinds of liberatory politics should we be advocating for?

III. Neoliberal Insecurities

- i. Knowledge, Sexuality & Disciplinary Institutions*
- ii. Motherhood, Housing Insecurity & the New Genetic Regimes*
- iii. Prisons, Homonormativity and Empire*
- iv. Sexual Politics, Rights & Violent States*

The third and final unit of the course focuses on the function of gender within neoliberal institutions at home and abroad. What is neoliberalism, historically and theoretically? How do feminist politics and queer politics function within global circuits of warfare, human rights discourse, and incarceration? In what ways do forms of neoliberal austerity, insecurity, imperialism, policing, and surveillance enlist, reshape and/or reproduce gender inequalities across an uneven, globalized field of society and political economic activity? What kinds of anti-violence, queer-liberatory and anti-capitalist frameworks are needed in response to the crises of the present?

ASSIGNMENTS

* *Participation - 25%*

Your regular participation in this course is expected. Prepare for class discussions each week by actively reading the required readings. To be clear, active reading involves taking notes, formulating questions in relation to the texts, and thinking about connections between various course materials. Spend time breaking down difficult or confusing passages before arriving to the classroom. Bring the required reading materials into class with you so that you can reference them during class discussions. Come ready to listen to your peers, take notes during lectures, and take active part in discussions and in-class activities with your peers each week. There may be in-class quizzes, group activities, or reflective writing assignments throughout the semester that will also count toward your participation grade. Your participation grade will reflect your overall degree of engagement in class discussions and activities.

* *3 Reading Responses - 30%*

You will complete three formal, short (3-page double-spaced) reading responses during the course of the semester. You will complete one response paper for each of the course's three units.

- (i) Select a week of required readings to write about. You must discuss all of the required readings for the chosen week in your response, except in cases where more than one pairing of readings is listed as an option for your response. See the weekly schedule below for more information.
- (ii) Reflect critically on the assigned readings. Identify and define the central concepts and theories at work in the readings. Locate important arguments and use evidence from the readings to engage with these arguments to demonstrate that you fully understand them. Draw connections across the required readings, and, if possible, make the effort to relate the readings to previous materials discussed in class. Part of what I am assessing in these papers is the extent to which you are able to distinguish the wheat from the chaff, so to speak, which is to say I'll be evaluating your ability to separate out the really crucial aspects of the analysis from those aspects that are less important.
- (iii) Conclude the response by considering some of the broader implications of these readings. Do they impact your understanding of ongoing social, cultural and political conditions? In other words, use the conclusion segment of the response to point to things going on in world outside of the classroom (current events, popular media like films and TV, material from another course, personal experience, etc).
- (iv) You may complete the **optional museum trip assignment** in place of one of these three response papers. More information on this option will be provided at a later date.

* *Research Paper - 40%*

The culminating project of this course is a short but critical research paper in which you will explore a topic of your choosing related to the theme of the course. This is a scholarly synthesis assignment that asks you to assemble and evaluate a number of scholarly texts around a particular topic of interest. The finished product will resemble a brief literature review. Alternatively, you may undertake an original research project on a topic of your choosing. Creative, artistic & nontraditional approaches to study are also encouraged. You will submit a proposal for approval before completing two drafts of the paper. You will receive a more detailed breakdown of this multi-stage assignment at a later point in the semester. The percentage breakdown is as follows:

Proposal- 10%

First Draft- 10%

Final Draft- 20%

* *Final Presentation- 5%*

On our final class session you will give a brief oral presentation (<5 minutes in length) to the class in which you will reflect on what you have learned throughout the course. What aspects of the course were especially interesting, impactful, or challenging for you throughout the semester? How did you arrive at your research topic and what did you learn in the process of writing the final draft of the paper? This is an open-ended assignment. You may choose to discuss any aspects of your learning to discuss in this final address, and creativity is encouraged.

Grade Breakdown

<u>A+</u>	<u>97-100%</u>	<u>B</u>	<u>82-86.9%</u>
<u>A</u>	<u>92-96.9</u>	<u>B-</u>	<u>80-81.9%</u>
<u>A-</u>	<u>90-91.9%</u>	<u>C+</u>	<u>77-79.9%</u>
<u>B+</u>	<u>87-89.9%</u>	<u>C</u>	<u>72-76.9%</u>

...and so on

COURSE POLICIES & ACADEMIC INTEGRITY

All required readings will be available via the course Blackboard site. **There are no textbooks for this course.** Attendance is mandatory. This is a discussion-based seminar course that meets only once a week, so any absences must be excused in advance via email. Unless otherwise noted, assignments are to be turned in on the Blackboard site before class on the day they are marked as due on the weekly schedule provided below. Office Hours are available by appointment only. Please email me at agallas@gmu.edu to set up a meeting time if you have something you would like to discuss.

Inclement weather or other issues

Occasionally Mason will close due to inclement weather or building problems. Should this occur during a scheduled meeting time, look for an email announcement from the professor with updates on assignment or other requirements. You may be expected to participate in online discussions or other equivalent classroom activities so as not to lose momentum.

Format for assignments & Citation Style

All written assignments must be typed, double spaced, and use 12-point standard font, one-inch margins. All papers should include a title and your name. Accurate spelling, clarity, and correct use of grammar and punctuation are expected and their absence can negatively affect your grade. When citing sources, you also must correctly and consistently use APA citation style.

Late Work

Late assignments will not be accepted without prior approval.

Honor Code and Citing Sources

When you enrolled in this course you agreed to abide by the university's Honor Code. The Honor Code does not preclude collaborative work, such as informal discussions and studying in communities. Nor does it preclude assigned group work. The Honor Code does require that the work that a student, as an individual, turns in is ultimately the product of his/her own individual synthesis or integration of ideas, and that the work a group turns in is ultimately the product of the group's collective ideas. If you are uncertain of the line between collaboration and cheating, you should see me before turning in an assignment.

You must always cite your sources - if you do not, it is plagiarism. Plagiarism means taking someone else's ideas or words and presenting them as your own without proper attribution of the source. You must correctly and consistently use the APA citation style. This includes copying materials directly from the

Internet. If you feel uncertain about any aspect of the Honor Code, you should discuss your concerns with me proactively (i.e., before turning in a piece of work).

SIS Commitment to Diversity

School of Integrative Studies, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age and disability.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in

communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

For more information about SIS's diversity commitment go to: <http://integrative.gmu.edu/about/diversity>

Religious or Cultural Observances

Some class times are in close proximity to religious or cultural observances. If a class date or assignment creates a conflict, please let us know in advance so we can make appropriate arrangements.

Respect and Professionalism

We are each other's teachers and, as such, it is expected that we treat each other with respect and professionalism at all times even though opinions may differ.

Email Policy

In compliance with a University-wide initiative, GMU faculty and staff can correspond electronically with students only through their official university assigned email accounts. Student emails sent from other types of email accounts will not be answered.

Sexual Misconduct and Interpersonal Violence

George Mason University is committed to providing a safe learning, living and working environment free from discrimination. The University's environment is meant to be experienced as vibrant and dynamic, and one that includes ample opportunities for exploration of self, identity and independence. Sexual misconduct and incidents of interpersonal violence deeply interrupt that experience, and George Mason University is committed to a campus that is free of these types of incidents in order to promote community well-being and student success.

George Mason University encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202 Sexual Harassment and Misconduct speak to the specifics of our process, our resources, and options available to you.

Confidential resources are available on campus at the Student Support and Advocacy Center (ssac.gmu.edu), Counseling and Psychological Services (caps.gmu.edu), Student Health Services (shs.gmu.edu), and the University Ombudsperson (ombudsman.gmu.edu).

All faculty, staff and administrators of the University community (except those noted above) are not considered confidential resources and are required to report incidents of sexual misconduct to the University Title IX Coordinator. For a full list of resources, support opportunities, and reporting options, contact Dr. Jennifer Hammat, the University Title IX Coordinator at 703-993-8730, jhammat@gmu.edu, diversity.gmu.edu or stop by Aquia room 373.

STUDENT LEARNING RESOURCES

Writing Center

Writing is an important component of this learning community and represents one facet of effective communication. You may wish to use the Writing Center to assist you with an assignment. Tutors at the Writing Center can help you brainstorm, structure, and revise your written work. The Writing Center is located in Robinson A 114; 703-993-1200. Website: <https://writingcenter.gmu.edu>

Office of Disability Services

The staff members of ODS assist students with learning differences or any other conditions that may impact academic performance. ODS is located in SUB I, Room 2500; 703-993-2474.

Counseling Services

CAPS provides a wide range of services to students, faculty, and staff. Services are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. The Center provides individual and group counseling, and outreach. CAPS is located in SUB I, Room 3129; 703-993-2380. Website: <http://caps.gmu.edu>.

Star-Multimedia Lab

The STAR-Multimedia lab is available to help students with technology needs, such as video, multimedia, desktop publishing, and web skills. The STAR Center is located in Johnson Center, Room 229; 703993-8990. Website: <https://doit.gmu.edu/students/computer-labs/star-lab/>

Student Support and Advocacy Center

The Student Support and Advocacy Center is committed to providing an empowering environment for all Mason students to seek support services and to explore healthy life choices. SSAC offers educational programming, one-on-one consultations, and resources in the areas of interpersonal violence, personal wellness, and alcohol and drug use. SSAC assists students encountering barriers to personal success. SSAC is located in SUB I 3200; 703-993-3686. Website: <https://ssac.gmu.edu>

Learning Services:

The Learning Services Program offers academic skill-building workshops as well as a tutor referral service. Learning Services is located in SUB I, Room 3129; 703-993-2999. Website: <https://learningservices.gmu.edu>

DATE	CLASS TOPICS	REQUIRED READINGS	ASSIGNMENTS DUE
1/25	Introduction	✘	✘
2/1	<p><u>I. History of Gender</u></p> <p></p> <p>i. Locating Gender in History</p>	<p>Maria Mies, Chapter 3, "Colonization and Housewifization," in <i>Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour</i> (1986): 74-111.</p> <p style="text-align: center;">+</p> <p>Afsaneh Najmabadi, "Beyond the Americas: Are Gender and Sexuality Useful Categories of Historical Analysis?" <i>Journal of Women's History</i>, Vol. 18, No. 1 (2006): 11-21.</p> <p style="text-align: center;">↓ Recommended ↓</p> <p>"All the Work We Do As Women: Feminist Manifestos on Prostitution and the State, 1977," <i>LIES</i>, Vol. 1 (2012).</p>	Reading Response [Mies & Najmabadi]
2/8	<p><u>I. History of Gender</u></p> <p></p> <p>ii. The Great Witch-Hunt</p>	<p>Sylvia Federici, "The Great Witch-Hunt in Europe," in <i>Caliban and the Witch: Women, the Body and Primitive Accumulation</i>, (2004): 163-218.</p> <p style="text-align: center;">+</p> <p>Sadiya Hartman, "An Excerpt from: <i>Lose Your Mother</i>." <i>Black Renaissance</i>, Vol. 7, No. 2 (2007): 85-91.</p>	Reading Response [Federici & Hartman OR Najmabadi & Hartman]
2/15	<p><u>I. History of Gender</u></p> <p></p> <p>iii. Colonization and Sexual Violence</p>	<p>Sarah Deer, "Relocation Revisited: The Sex Trafficking of Native Women" in <i>The Beginning and End of Rape</i> (2015): 59-79.</p> <p style="text-align: center;">+</p> <p>Andrea Smith, Chapter 1, "Sexual Violence as a Tool of Genocide," in <i>Conquest: Sexual Violence and American Indian Genocide</i> (2005): 7-33.</p>	Reading Response [Deer & Smith]
2/22	<p><u>I. History of Gender</u></p> <p></p> <p>iv. Race, Womanhood & the Middle Passage</p>	<p>Joanne Chassot, "'Voyage Through Death/to Life Upon These Shores:' The Living Dead of the Middle Passage." <i>Atlantic Studies</i>, Vol. 12, No. 1 (2015): 90-108.</p> <p style="text-align: center;">+</p> <p>E. Frances White, "The Dark Continent of Our Bodies: Constructing Science, Race, and Womanhood in the Nineteenth Century," in <i>Dark Continent of Our Bodies: Black Feminism & the Politics of Respectability</i> (2001): 81-116.</p> <p style="text-align: center;">↓ Recommended ↓</p> <p>Leslie A. Schwalm. "US Slavery, Civil War, and the Emancipation of Enslaved Mothers." <i>Slavery and Abolition</i>, Vol. 38, No. 2 (2017): 392-407.</p>	Reading Response [Chassot & White OR Federici & White OR Hartman & Chassot]
3/1	<p><u>II. Troubling the Natural</u></p> <p></p> <p>ii. Love & Patriarchy</p>	<p>Clémence X. Clementine and Associates from the Infinite Venom Girl Gang, "Against the Couple-Form," <i>LIES</i>, Vol. 1 (2012).</p> <p style="text-align: center;">+</p> <p>Valerie Solanas, <i>S.C.U.M. Manifesto</i> (1971).</p>	Reading Response [Clémence X. Clementine and Associates & Solanas]
3/8	<p><u>II. Troubling the Natural</u></p> <p></p> <p>i. Black Feminist Interventions</p>	<p>"The Combahee River Collective Statement" (1974).</p> <p style="text-align: center;">+</p> <p>Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House," in <i>Sister Outsider: Essays and Speeches</i> (1984): 110-114</p> <p style="text-align: center;">+</p> <p>Dorothy E. Roberts, "Black Women and the Pill," <i>Family Planning Perspectives</i>, Vol. 32, No. 2 (March-April 2000): 92-93.</p>	Précis - Topic Proposal
3/15	 Spring Break 	 Spring Break 	 Spring Break 

DATE	CLASS TOPICS	REQUIRED READINGS	ASSIGNMENTS DUE
3/22	<p>II. Troubling the Natural</p>  <p>iii. <i>Performativity & Precarity</i></p>	<p>Judith Butler, "Performativity, Precarity and Sexual Politics," <i>Journal of Iboamerican Anthropology</i>, Vol. 4, No. 3 (September-December 2009): i-xiii.</p> <p style="text-align: center;">+</p> <p>Judith Butler, "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory," <i>Theatre Journal</i>, Vol. 40, No. 4 (December 1988): 519-531.</p>	<p>Reading Response [Butler (x 2)]</p>
3/29	<p>II. Troubling the Natural</p>  <p>iv. <i>Critical Trans Politics</i></p>	<p>Julia Serano, "Trans Woman Manifesto," in <i>Whipping Girl: A Transsexual Woman on Sexism and the Scapegoating of Femininity</i>, Seal Press (2009).</p> <p style="text-align: center;">+</p> <p>Dean Spade, Chapter 1, "Trans Law and Politics on a Neoliberal Landscape," <i>Normal Life: Administrative Violence</i>, Critical Trans Politics, & the Limits of Law, (2011): 21-37.</p> <p style="text-align: center;">↓ Recommended ↓</p> <p>Christina B. Hanhardt, "Butterflies, Whistles, and Fists: Gay Safe Street Patrols and the New Gay Ghetto, 1976-1981." <i>Radical History Review</i>, No. 100 (Winter 2008), p. 61-85.</p>	<p>Reading Response [Serano & Spade OR Serano & Butler]</p>
4/5	<p>III. Neoliberal Insecurities</p>  <p>i. <i>Knowledge, Sexuality & Disciplinary Institutions</i></p>	<p>Roderick A. Ferguson, "Administering Sexuality; or, The Will to Institutionality." <i>Radical History Review</i>, No. 100 (Winter 2008): 158-169.</p> <p style="text-align: center;">+</p> <p>Michel Foucault, "Docile Bodies" in <i>Discipline and Punish: The Birth of the Prison</i> (1977):135-141.</p> <p style="text-align: center;">↓ Recommended ↓</p> <p>Grace Hong, "'The Future of Our Worlds': Black Feminism and the Politics of Knowledge under Globalization," <i>Meridians</i>, Vol. 8, No. 2 (2008): 95-115.</p>	<p>Reading Response [Ferguson & Foucault OR Lorde & Ferguson]</p>
4/12	<p>III. Neoliberal Insecurities</p>  <p>ii. <i>Motherhood, Housing Insecurity & the New Genetic Regimes</i></p>	<p>Marcella Catherine Gemelli, "Motherwork on the Margins: Homeless Single Mothers," in <i>New Maternalisms: Tales of Motherwork</i> (2016): 130-146.</p> <p style="text-align: center;">+</p> <p>Dorothy E. Roberts, "Race, Gender, and Genetic Technologies: A New Reproductive Utopia?" <i>Signs: A Journal of Women in Culture and Society</i>. Vol. 39, No. 4 (2009): 783-804.</p>	<p>Précis - First Draft</p>
4/19	<p>III. Neoliberal Insecurities</p>  <p>iii. <i>Prisons, Carceral Feminism & Empire</i></p>	<p>Anna M. Agathangelou, D. Morgan Bassichis, and Tamara L. Spira, "Intimate Investments: Homonormativity, Global Lockdown, and the Seductions of Empire," <i>Radical History Review</i> 120, no. 100 (Winter 2008): 120-143</p> <p style="text-align: center;">+</p> <p>Elizabeth Bernstein, "Carceral Politics as Gender Justice? The 'Traffic in Women' and Neoliberal Circuits of Crime, Sex, and Rights." <i>Theory and Society</i>, Vol. 41 (2012): 233-259.</p> <p style="text-align: center;">↓ Recommended ↓</p> <p>Angela Y. Davis and Cassandra Shaylor, "Race, Gender, and the Prison Industrial Complex: California and Beyond," <i>Meridians</i>, Vol. 2, No. 1 (2001): 1-25.</p>	<p>Reading Response [Agathangelou/Bassichis/Spira & Bernstein]</p>
4/26	<p>III. Neoliberal Insecurities</p>  <p>iv. <i>Sexual Politics, Rights & Violent States</i></p>	<p>Jasbir Puar, "Citation and Censorship: The Politics of Talking About the Sexual Politics of Israel," <i>Feminist Legal Studies</i>, Vol. 19, No. 2 (August 2011): 133-142.</p> <p style="text-align: center;">+</p> <p>Dean Spade and Craig Willse, "Sex, Gender, and War in an Age of Multicultural Imperialism." <i>QED: A Journal in LGBTQ Worldmaking</i>, Vol. 1, No.1 (2014): 5-29.</p>	<p>Reading Response [Puar & Spade/Willse]</p>
5/3	<p>Final Meeting</p>	✘	<p>Final Presentations</p>
5/10	✘	✘	<p>Précis - Final Draft</p>