

**Dr. Namita Goswami**

WS 301: Gender, Nation, and Class

Fall 2013

Tuesday, Thursday 9:30-10:45 (Science 0061)

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**Course Description**

This course will examine the complex inter-relationships between race, class, gender, and nationalism. Conceptions of race, class, and gender are an integral means for modern nations to constitute themselves and maintain distinct boundaries. They are also historical scripts developed for establishing personal identity and community belonging, often in opposition to grave injustice. This course argues that conceptions of race, class, and gender (along with religion and sexuality, for example) are a critical but often neglected prism with which to gain a nuanced understanding of the grand narrative of nationalism. At issue, therefore, is the complex relationship between nation and history. How do race, class, and gender as conceptual categories allow us to glean the bases upon which we construct “history” or the “proper” historical subject? How do race, class, and gender as conceptual categories allow us to understand the bases upon which we construct “nation” of the “proper” national subject?

**Learning Objectives: Global Perspectives and Cultural Diversity**

As a Foundational Studies course, the course satisfies the following learning objectives (<http://www.indstate.edu/gened/>):

- Demonstrate knowledge of cultures and worldviews.
- Identify social, economic, political, and environmental inter-relationships between cultures and worldviews.
- Use multiple lenses such as race and ethnicity, gender, social class, regional culture, and religion to evaluate one’s culture in comparison to those studied, and
- Articulate how the social construction of culture and worldviews shapes contemporary social and political issues.

The course satisfies the following learning outcomes (<http://www.indstate.edu/gened/>):

- Locate, critically read, and evaluate information to solve problems.
- Critically evaluate the ideas of others.
- Demonstrate the skills for effective citizenship and stewardship.
- Demonstrate an understanding of diverse cultures within and across societies.
- Demonstrate the skills to place their current and local experience in a global, cultural, and historical context.
- Express themselves effectively, professionally, and persuasively both orally and in writing.

Interdisciplinary scholarship discerns conceptual continuities between disparate fields. Such research provides exemplary opportunities to create intersections that countenance and respect our world's overarching complexity. As a result, discrete disciplines are not delimited merely to conventional ways of being structured or understood. To this end, we will learn the value of close reading. We will foster attentiveness to logical and rhetorical structures, and historical and intellectual contexts. Sensitive reading skills lead to lucid and powerful writing. The writing assignments (exegetical, analytical, and responsive) draw on authors and concepts as well as our own personal experiences. Class discussion is designed to enhance critical and analytical thinking as well as oral and written communication skills. We will learn to engage patiently and self-consciously the difficulty of a given concept, forming in the process a personal relationship to the work. With enthusiasm and respect for our subject matter, we will aim to create a safe and stimulating classroom environment that honors the creativity and discipline integral to reading, writing, and communicating effectively.

### **Required Texts**

Shirley Abbott, *Womenfolks: Growing Up Down South*  
 Julie Bettie, *Women without Class: Girls, Race, and Identity*  
 Doris Pilkington, *Follow the Rabbit Proof Fence*  
 Freidune Sahebjam, *The Stoning of Soraya M.: A Story of Injustice in Iran*  
 Marjane Satrapi, *The Complete Persepolis*  
 Ritu Menon and Kamla Bhasin, *Borders and Boundaries: Women in India's Partition*

All other readings will be available on Blackboard (BB).

### **Screenings**

*Silent Waters*  
*Persepolis*  
*Follow the Rabbit Proof Fence*  
*The Stoning of Soraya M.*

### **Course Requirements**

#### **1. Attendance (10%)**

- Students are expected to attend all classes. Consistent attendance will be rewarded as follows:

0 – 1 total absences:	A/A-
2 – 3 total absences:	B+/B-
4 – 5 total absences:	C+/C-
6 total absences:	D
7+ total absences:	F
10+ total absences:	F <i>for the course</i>

- While I do not maintain a list of “excused” or “unexcused” absences, students should keep me abreast of personal emergencies and severe illnesses that necessitate

extensive absence. However, it is your responsibility to keep track of the number of absences you have accrued over the semester. In the unfortunate circumstance that a student misses 10 class sessions or more, that student will **fail** the course.

- If absent from class, please do not email me asking if you missed anything important. Each class session is important. The professor cannot conduct a personal class session for you. It is your responsibility to contact your peers to get class notes and to remain on schedule with the course readings and assignments.
- If you are absent during the class session when there is a quiz, I cannot provide a make-up quiz. I will accept homework assignments even if you were absent during the class session when the homework was assigned. Again, if absent, be sure to find out what was missed and make up any work by contacting your peers.

## 2. Participation (15%)

- **Reading:** You are expected to come to class with the scheduled reading and/or text in your possession.
- **Tardiness:** Excessive tardiness will adversely affect your final grade. If you are just a couple minutes (5, not 15) late, that's okay. Please enter the classroom quietly and discretely. Considerable tardiness (more than 5 minutes) may be considered as an absence, particularly if you missed the quiz because of it.
- **Packing Up:** The class meets for a fixed time. Please do not pack up your things until the class is over.
- **Littering:** Please make sure you clean up after yourself when you leave the class and place all materials in the appropriate recycling bins provided by the university. I expect respect for the educational process and for this institution.
- **Professional Etiquette:** You are expected to be professional in all communication with the professor. All email communication should be in complete sentences with a proper salutation and conclusion. Please do not write to the professor in a casual manner. This will guarantee that you will not receive a response. Please allow at least 24 hours for me to respond to your email. In other words, it will be important for you to email me questions and concerns in a timely fashion rather than at the last minute with the expectation of an immediate response. The university is an excellent place to learn the professionalism that will be invaluable later on in one's chosen field.
- **Cell Phones and Text Messages:** Please turn off your cell phones and other beeping devices before you enter the classroom. Text messaging is prohibited; if I catch you doing it during the quizzes, I will consider this academic dishonesty.

- **Laptop Computers:** Laptop Usage Forbidden: While the University has chosen to require laptops of its students, the University also recognizes and respects the right of faculty to conduct their classes as they deem appropriate. In this course, no laptop may be used in class. Failure to comply with this direction is a violation of the “Code of Student Conduct.”
- **Participation:** As this is a reading intensive course, active, thoughtful and consistent class participation is required. You will be expected to conduct yourself professionally and as a scholar in all situations.

3. **Assignments** (Note: all essay assignments will be available on Blackboard.)

**Essay One** (3 pages). Due **September 26, 2013** (20%).

**Essay Two** (5 pages). Due **November 5, 2013** (25%).

**Essay Three** (7-8 pages). Due **December 13, 2013** (30%).

4. **Additional Assignments:** Short writing exercises will be assigned, and occasional quizzes will be given at the discretion of the professor. **These are a part of your “Participation” grade.**

5. **Policies**

- **Revisions:** Since writing requires practice, I will allow you to revise Essay One and Essay Two for a higher grade.
- **Late Assignments:** Each assignment must be turned in on time. For each class-period late, the grade will be lowered by a full letter-grade unless you have made prior arrangements. Course Assignments and Email
- **Emailed Assignments:** Written assignments must be turned in to the professor in class. Assignments submitted by email will not be accepted.
- **Proofreading and Editing:** The professor is neither your editor nor your secretary. Please note: if you do not proofread and edit your papers, they will be returned to you un-graded and you will receive a failing grade for the assignment. If you are unsure about how to edit and proofread, please do not hesitate to contact the writing center (information below) or feel free to set up an appointment with the professor.
- **Stapling:** Please do not turn in an unstapled paper. It will not be graded and you will receive a failing grade for the assignment. By not stapling your paper you are conveying to me that you are lazy, a person who waits until the last minute to do things, and someone who has no qualms about making the professor perform duties that you should be performing.

- **Grading:** I will use a standard 100-point *un-curved* scale to assign you a letter grade (i.e. 100-93=A, 92-90=A-, 89-87=B+, 86-83=B; 82-80=B-; 79-77=C+; 76-73=C; 72-70=C-; 69-65=D+; 64-60=D; 59 and less =F).
- **Paper Formatting:** All papers should be word-processed. Double-spaced essays should be printed on standard letter-sized paper, with 1 inch margins. Please use Times New Roman 12 point font. Note that one page is approximately equivalent to 285 words. Please do not try to fiddle with margins, font size, etc. I will notice.
- **Writing Center:** Their website address: <http://isu.indstate.edu/writing/>

## 6. Honor Code

For the official policy regarding cases of academic misconduct, please see the university's Student Guide to Academic Integrity and the Student Code of Conduct. Students are expected to have read both documents (<http://indstate.edu/academicintegrity/>).

You are expected to uphold Indiana State University's Academic Integrity Policy. This course has a zero-tolerance plagiarism policy. Plagiarism will lead to an automatic failure for the course. Although we will discuss and practice proper citation throughout the course, please do not hesitate to set up an appointment with the professor should you have any questions or concerns.

## 7. Schedule Adjustments

Minor adjustments to the Course Schedule may become necessary during the semester. I reserve the right to make such minor adjustments but will never do so without first announcing them to the class.

## 8. Incompletes

A course grade of 'I' (an incomplete) is given only in very special circumstances and must be formally requested by the student.

## 9. Documented Disabilities

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers.

If you will require assistance during an emergency evacuation, please notify the professor immediately. Look for evacuation procedures posted in your classrooms.

ISU Link: <http://www.indstate.edu/sasc/programs/dss/services.htm>

## 10. “The Sycamore Standard”

Students at Indiana State University are expected to accept certain personal responsibilities that constitute the “standard” for behavior in a community of scholars:

“As a student at Indiana State University:

I will practice personal and academic integrity; I will commit my energies to the pursuit of truth, learning, and scholarship; I will foster an environment conducive to the personal and academic accomplishment of all students; I will avoid activities that promote bigotry or intolerance; I will choose associations and define my relationships with others based on respect for individual rights and human dignity; I will conduct my life as a student in a manner that brings honor to me and to the University Community; I will discourage actions or behaviors by others that are contrary to these standards.”

–Adopted by the Indiana State University Student Government Association  
April 17, 2002

## 11. Academic Freedom.

“Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.”

The preceding comes from the American Association of University Professors statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty.

(<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>)

## Course Schedule

### Week 1

August 20 (T): Introduction

August 22 (Th) Ann McClintock, “The Lay of the Land: Genealogies of Imperialism”  
(BB)

**Week 2**

August 27 (T): Ann McClintock, "The Lay of the Land" (Cont'd)

August 29 (Th): Ann McClintock, "The Lay of the Land" (Cont'd)

**Week 3**

September 3 (T): Ann McClintock, "The Lay of the Land" (Cont'd)

September 5 (Th): In Class Screening: *Silent Waters*

**Week 4**

September 10 (T): In Class Screening: *Silent Waters*

September 12 (Th): Menon & Bhasin, *Border and Boundaries*: "Preface," "Speaking for Themselves"

**Week 5**

September 17 (T): Menon & Bhasin, *Border and Boundaries*: "Honorably Dead"

September 19 (Th): Menon & Bhasin, *Borders and Boundaries*: "Borders and Bodies"

**Week 6**

September 24 (T): Menon & Bhasin, *Borders and Boundaries*: "A Community of Widows," "Picking Up the Pieces"

September 26 (Th): **Essay One Due**  
Menon & Bhasin, *Borders and Boundaries*: "Belonging"

**Week 7**

October 1 (T): Bettie, *Women without Class*: "Portraying Waretown High"

October 3 (Th): Bettie, *Women without Class*: "Women without Class," "How Working-Class Chicas Get Working-Class Lives"

**Week 8**

October 8 (T): Bettie, *Women without Class*: "Hard-Living Habitus, Settled-Living Resentment"

October 10 (Th): Bettie, *Women without Class*: "Border Work between Classes," "Sameness, Difference, and Alliance"

**Week 9**

October 15 (T): In Class Screening: *Persepolis*

October 17 (Th): In Class Screening: *Persepolis*  
Satrapi, *Persepolis*: “Introduction,” 3-71

### **Week 10**

October 22 (T): Satrapi, *Persepolis*: 72-222

October 24 (Th): Satrapi, *Persepolis*: 223-341

### **Week 11**

October 29 (T): Abbott, *Womenfolks*: “Introduction,” “Daughters of Time”

October 31 (Th): Abbott, *Womenfolks*: “Good Country People”

### **Week 12**

November 5 (T): **Essay Two Due**  
Abbott, *Womenfolks*: “Drowned Women,” “The Servant Problem”

November 7 (Th): Abbott, *Womenfolks*: “The Importance of Dissimulation,” “That Old-time Religion”

### **Week 13**

November 12 (T): Aboriginal Australia, “Aboriginal Australians’ Culture” (Key Terms).  
The Australian Museum:  
<http://www.dreamtime.net.au/indigenous/culture.cfm>

In Class Screening: *Follow the Rabbit Proof Fence*

November 14 (Th): In Class Screening: *Follow Rabbit Proof Fence* (cont’d)

Pilkington, *Follow the Rabbit Proof Fence*, xi-74

### **Week 14**

November 19 (T): Pilkington, *Follow the Rabbit Proof Fence*, 75-133

November 21 (Th): In Class Screening: Kevin Rudd, Prime Minister, Australia, February 13, 2008: Apology to the Stolen Generations of Australia.

Transcript:

<http://www.smh.com.au/articles/2008/02/13/1202760379056.html>

See also: Reconciliation Australia:

<http://www.reconciliation.org.au/home/resources/school-resources/apology-resources>



In Class Screening: "From Little Things Big Things Grow," The Story of Vincent Lingiari and The Gurindji Strike, A Song by Paul Kelly and Kev Carmody ©1992. (Length: 3 minutes). Lyrics: <http://unionsong.com/u036.html>

**Week 15**

November 26 (T): FALL BREAK

November 28 (Th): FALL BREAK

**Week 16**

December 3 (T): In Class Screening: *The Stoning of Soraya M.*

December 5 (Th): Sahebjam: *The Stoning of Soraya M.* (vii-141).