

## Summer 2018 – WGSS2350, Introduction to Women’s Studies Dr. Pegoda – Feminism and Women’s Studies for Everyone

Based on the readings due for class today, please answer the “all groups” question and the question that corresponds with your assigned group.

Please be sure to consider at least the following terms as you develop responses, as covered in class 7/9 or 7/10: binary, history and History, intersectionality and positionality, IWSC(H)P, “the Other”

1. When and why did women’s studies emerge? What did it look like in its first few decades? Who were Artemisia Gentileschi, Nannerl Mozart, Christine de Pizan, and Bayard Rustin, and why were they erased from History?
2. What are the implications of women’s studies for men?
3. What is the importance of “voice” and education when thinking about women and their life experiences?
4. How are the concerns of women’s studies different when looking at women of Color and trans or non-binary women? What does Audre Lorde’s—“the master’s tools will never dismantle the master’s house”—mean? How have Black women faced unique struggles?
5. How are the concerns of women's studies different when looking at women outside of the United States?
6. How should we define “feminist” and “feminism”? Is an all-inclusive definition possible? What are the consequences of various existing definitions? Have these definitions been successful? What does it mean to be a “bad feminist”? What is the “best” kind of feminist to be?

**All Groups:** What is the best way to further make feminism and women’s studies truly for everyone?

**Summer 2018 – WGSS2350, Introduction to Women’s Studies**  
**Dr. Pegoda – Sexuality Questions**

Please answer the question number that corresponds with your group number. Please also answer the all groups question.

1. What are sexual needs? How do these vary for by age, gender, sexuality, etc.? What is the difference between sexual attraction, sexual identity, sexual behavior, and sexual opportunity?
2. What problems exist with popular links between science/essentialism and being born with a sexuality? What does it mean when we say sexuality is fluid and exists on a spectrum? How is being “gay,” “lesbian,” “queer,” etc., sometimes more of a political identity?
3. How are gay men both oppressed and oppressors? Do you have any personal experience with sexist and racist gay men? How do queer people demonstrate horizontal hostility toward other queer people?
4. What is “slut-shaming”? How is the concept of “virginity” problematic? What even is “virginity”?
5. What is the difference between a really close friendship and a romantic relationship? Which is more important? Are concepts of the “incest taboo” and “lesbian continuum” helpful?
6. How does society police and politicize the sexuality of people, especially women and queer people? What is “normal” sexuality? What are the consequences of this? As robots “take over,” can humans ethically have sex with a robot?

**All groups question:** How do the forces at be create a state of “compulsory heterosexuality”? Can you think of other such “compulsory” forces?

**Summer 2018 – WGSS2350, Introduction to Women’s Studies  
Dr. Pegoda – Women/Gender and Healthcare**

Please answer the question number that corresponds with your group number. Please also answer the all groups question.

With these questions, I’m really wanting to hear about your experiences and thoughts!

1. What are the healthcare needs of women and non-binary or genderqueer people? How do these differ from men? How do these vary by age? by race? by class? How available/accessible is this healthcare, and what variables impact this?
2. What struggles do women (and men, especially disabled or gender non-conforming men) face when attempting to be treated fairly by the Medical Industrial Complex (i.e., doctors, nurses, insurance companies, pharmacies, etc.)? How are these complicated by race and sexuality?
3. What does it mean to be “pro-life”? What does it mean to be “pro-choice”? What are your thoughts about these positions as they are discussed in everyday life? Do people who say they are “pro-life” or “pro-choice” truly hold these positions? What might a more effective middle ground be between this binary?
4. Why is abortion an important right for women to have? Why is abortion so controversial?
5. What kind of self-care are women told to do vs. what they do vs. what they can do? Is self-care important to you or something you strive to do? Is self-care just one more thing we’re told to do but can’t really do because of “all of the above”?
6. How is healthcare, especially for women, politicized? What kind of activism have women and their allies participated in? What kind of activism is needed? Do you have any experience in healthcare activism?

**All groups:** Are there any questions or particular concerns you have about women, gender, and sexuality and healthcare?

## Summer 2018 – WGSS2350, Introduction to Women’s Studies Dr. Pegoda – Body Image and Eating Disorders

Please answer the question number that corresponds with your group number. Each set also has some additional short articles to read.

1. What are eating disorders? What are the various types? What are the causes and warning signs? How are eating disorders gendered? See Readings 38 and 39. Please also take a look at <https://www.nationaleatingdisorders.org/warning-signs-and-symptoms> & <https://psychcentral.com/quizzes/eating-disorders-quiz/> & <https://www.statnews.com/2016/12/28/male-eating-disorders/> before answering.
2. What are the consequences of eating disorders? What do narratives about eating disorders look like? What can we do to help people with eating disorders and help others avoid them? See Readings 38 and 39. Please also look at <https://www.statnews.com/2016/12/28/male-eating-disorders/> & <https://www.allure.com/story/eating-disorder-training-medical-professionals> & <https://ravishly.com/2017/03/21/im-scared-recovering-my-eating-disorder>.
3. What does it mean to be body positive? fat positive? How do we have a productive body image for ourselves and for others? How are female and male breast treated, and why? See Reading 40, 41, 42. Please also take a look at [https://www.allure.com/story/couples-swimsuit-photo-goes-viral-for-body-positive-reason?mbid\\_relatedlink](https://www.allure.com/story/couples-swimsuit-photo-goes-viral-for-body-positive-reason?mbid_relatedlink) & <https://www.romper.com/p/what-i-mean-when-i-say-i-want-to-raise-fat-positive-kids-9659273> & <https://www.vox.com/2018/5/15/17345144/college-student-protest-letitia-chai-cornell-university-stripping-dress-code> & <https://mic.com/articles/185380/5-fat-activists-sound-off-on-how-thin-people-can-become-real-allies#.C5dERTXmr>.
4. What kind of influence have Barbies, Dawns, Princesses, and other stereotypes/tropes had on people? How does race and class factor in? Reading See Reading 20 and BB Article. Please also take a look at <http://www.naacpldf.org/brown-at-60-the-doll-test> & <https://www.theroot.com/the-doll-test-for-racial-self-hate-did-it-ever-make-se-1790875716> & <https://www.usatoday.com/story/money/nation-now/2016/01/28/barbies-new-shapes-tall-petite-and-curvy/79449784/> & <https://www.vox.com/first-person/2018/6/29/17515192/maxine-waters-sarah-sanders-red-hen-restaurant-trump>.
5. What is the “beauty myth”? How could this be updated for 2018? Where do Western standards and ideals and fetishes originate? How have people resisted such mores? See Reading 33, 34, 35, 36. Please also take a look at <https://www.bbc.com/news/magazine-35240987> & <https://www.nytimes.com/2007/01/14/books/review/Elkins.t.html> & <http://www.whizzpast.com/10-intriguing-female-revolutionaries-never-history-class/>.
6. What kinds of everyday microaggressions (or worse) work toward comprised self-images? What can people do to modify their behavior and the behavior of others/broader cultural institutions? See <https://www.youtube.com/watch?v=dLN1b2zfh3Q&frags=pl%2Cwn> & [https://www.huffingtonpost.com/2013/11/27/photoshop-survey-women\\_n\\_4350263.html](https://www.huffingtonpost.com/2013/11/27/photoshop-survey-women_n_4350263.html) & <https://tribune.com.pk/story/980534/kate-winslet-says-no-to-photoshop/> & <https://www.fatherly.com/news/why-movies-might-be-warping-your-sons-body-image-too/> & <https://www.theodysseyonline.com/personal-space-invaded> & [https://www.huffingtonpost.com/2013/06/26/leticia-van-de-putte\\_n\\_3500497.html](https://www.huffingtonpost.com/2013/06/26/leticia-van-de-putte_n_3500497.html).

## Summer 2018 – WGSS2350, Introduction to Women's Studies

### Dr. Pegoda – Gender, Sexuality, and Work

Each group will receive two of the following terms. Based on the readings, prior knowledge, and additional research, please prepare to share with the class what the term means and the importance to Women's, Gender, and Sexuality Studies.

Additionally, please consider the following as you work: What kind of work do people do, and how does this vary based on intersectionalities (especially, sex/gender, sexuality, and race)? How and why is this work valued and/or devalued?

- Crip Time
- Double Day / Second Shift
- Family and Medical Leave Act
- Glass Ceiling
- Industrialism
- Motherhood Penalty
- Pink Money / Pink Capitalism
- Pink Tax
- Public Housekeeping / Social Housekeeping
- Wage Gap
- “White Trash”
- “Women's Work”

Fall 2017 – Theology, 20th C. Social Movements, and the United States  
Dr. Pegoda – Discussion Questions for 9/13/2017

**Based on *Reading the Bible from the Margins*, please discuss the assigned question in your group:**

1. According to De La Torre, how have people historically justified oppression? How are different types justified? Why has the Bible had such power? How does hermeneutics influence all of this? What does he leave out by focusing almost only on race, class, and sex discrimination?

2. How well does De La Torre actually speak for those on the margins? Do we accept his ideas? What about the people we'll be studying and researching this semester?

3. What do we think of De La Torre's notions of a Black, Female, and Queer Christ? Of Jesus as "an old black Latina woman with AIDS"? (Is that really the *most oppressed* identity we can think of?) of Jesus being re-crucified when Matthew Sheppard was murdered? How relevant, inspiring, accurate, and/or appropriate are or aren't these ideas?

4. Are De La Torre's views at all oppressive to the minorities he claims to help or represent? He insists that the Christian God is in *all* places and *all* countries, even in North America pre-contact. What about Hinduism, Buddhism, etc., why are they omitted? For being so inclusive otherwise (and even taking a human's find "the God" in all kinds of different ways philosophy), why does he insist on the only correct way of finding this "the God" is through Christianity?

5. What would it look like if he had advocated atheism for minorities instead of Liberation Theology?

6. Hypothetically, if there was a Biblical commandment that unequivocally said don't discriminate, everyone is equally human, etc., would things be different? Think about this in terms, too, of the Satanic "Ten Commandments."

7. How can/will this book inform your semester projects? What are you going to pursue for the semester project?

Reflecting on both the assigned at-home readings (Carnegie, Summer, George, Trade Unionist, Alger, and Twain) and the music played at the beginning of class, please consider possible answers to the assigned question from the perspective of each primary source or cultural artifact. If groups have time, they are more than welcome to, and they are encouraged to, go beyond the specific questions listed here. These questions are intended to generate additional thought and informed conversation.

1. What views of wealth, business/industry and government, and alternatives to capitalism are presented?
2. What views of human agency, human nature, and available opportunities are presented?
3. What views do the authors present of themselves? What can we tell about them from what they say or do not say? Are the authors “good guys”? Do we believe them? What are the strengths and weakness in each source?
4. What views of inequality, be they economically or otherwise, are presented?
5. What worldviews--past, present, and future--are presented? How do the authors’ views indicate progress, stability, or decline?

WGSS2360, Introduction to Queer Studies  
Dr. Pegoda – “Born This Way?” Discussion Questions

Questions for the “Born This Way” Packet and *Not Gay* chapter 3.

**All Groups:** Have you generally heard, believed, and/or maybe told others that queer peoples are “born this way”? Why? On what specific grounds? What does pop-culture say about this notion? What were your initial reactions to the articles and their arguments against the “born this way” philosophies and rhetorics for queer peoples?

**Group 1:** What do we actually mean when we say queer peoples are “born this way”? What are the problems with this? What are the implications of saying people are “born gay” or “born straight”? What does this say about free will vs. biological determinism/essentialism? Are queer people sick? victims? Does it make sense to say people are born with sexual desires? What about asexual people?

**Group 2:** What problems exist with various scientific studies that point to biological roots for sexual orientations? Think about the social construction of sexuality, the difference between sexual attraction, sexual behavior, and sexual identity, and the birth of sexual orientations. What is the distinction between identity, desire, and behavior?

**Group 3:** Discuss strategic essentialism. When and why did the “born this way” argument first emerge? Is this “philosophy” good or bad politics? good or bad science? What kind of evidence would be needed to definitively say someone is born with a given sexuality and/or sex? Should rights hinge on politics, science, or something else?

**Group 4:** What does it mean when someone “chooses to be queer” or “chooses to be gay”? What “middle grounds” are there between choice and “born this way”? Why do people “choose” to be queer? How and why do some consider heterosexuality violent?

**Group 5:** Where does identity come from? Does sexual orientation come from nature or nurture? How does it evolve? Do we have control over this? How has the meaning of “born this way” changed over time? How has it been used by various groups?

**Group 6:** What reasons does Ward articulate in *Not Gay* (especially Ch. 3) for why “not gay” men have homosexual sex? Can you think of any other reasons? How do these relate to heteronormativity? What does this say about being “born this way”

Fall 2017 – Introduction to Queer Studies  
Dr. Pegoda – Discussion Questions for 9/11/2017

**Based on *Not Gay: Sex Between Straight White Men* Ch. 1-2 (especially chapter 2) and *Queer History of the United States* Ch. 5-7, please discuss the assigned question in your group for 15 minutes.**

1. When and why were homosexual and heterosexual categories created? Why is the context of the GAPE important? What is the difference between homosexual behavior and homosexual identity and homosexual attraction? How does this compare to heteroflexibility?
2. What is the relationship between Whiteness (and religion and the government) and heterosexuality (and “not gay” behavior)?
3. How have straight White men explained their homosexual behaviors? How has society explained it? How common is such behavior? Why are White men given more room to explore than others?
4. What is Jane Ward’s thesis about the relationship (and importance) of same-sex contact between White men? What does she say about homosexual sex and heterosexual identity, and what does it mean and why is it important? What would Havelock Ellis say about Ward’s work? What about Radclyffe Hall?
5. What is homosexuality? How has its definition changed over time? How does the notion of “reverse discourse” factor in?
6. How did cities make new spaces for different types of gender and sexual behavior? What did these genders and sexual behaviors look like? How did people respond to this?
7. What does it mean to say that attraction, gender, sex, sexuality, sexual behavior, identities, etc., are all social constructions and NOT based in essentialism? What, then, makes Queer identities unique, important, and “real”? What makes something “sexual”?

## WGSS2360, Introduction to Queer Studies

### Dr. Pegoda – Lesbian Feminism

#### **Discussion Questions:**

*Be sure to consider all of the readings above and those in the packet for this lesson. Use the terms above to help answer these questions.*

**Group one:** Why is lesbian feminism necessary? According to these authors, how do men, perhaps gay men the most, suppress women? Why is there so much horizontal hostility between queer peoples?

**Group two:** How do these authors challenge notions of the "born this way" philosophy? What does it mean to choose to be gay, lesbian, or even, homoerotic? What is the "lesbian continuum"? Discuss the notion that *all* people are more "gay" than "straight." What does it really mean to be heterosexual? What role do bodies "femaled" and "maled" actually serve?

**Group three:** How were members of the Radicalesbians and the Combahee River Collective similar and different? What did each group believe, and why? What context were they writing in? Why, how, and when are White lesbians racist?

**Group four:** How do the Black authors (e.g., hooks, Jordan, Lorde, the Combahee River Collective) differ from the White authors (e.g., Frye, Rich, Radicalesbians)? How do Black and White (lesbian) feminism differ? Do you think these writers would agree or disagree with Jane Ward's theories in *Not Gay*?

**Group five:** In what ways do these authors exclude trans people? Men of Color? Other people?? In what ways do they ignore intersectionality and positionality? How do these authors challenge hooks's notion of the Imperialist White Supremacist Capitalist Patriarchy? Is there anything else they omit?

**Group six:** Why the big deal about sex? Is *it* really all about sex? What about asexuality? What is "lesbian sex"?

## WGSS2360, Introduction to Queer Studies

### Dr. Pegoda – Marriage Discussion Questions

1. What does "Beyond Gay Marriage" (1999) say about marriage? Why is the author against gay people getting married? How have goals and hopes and fears held by queer peoples changed from 1999 to the late 2010s?

Each group should focus on their assigned pages when answering the question above

- Group one, Introduction, pages 81-86
  - Group two, Marriage-Why Not?, pages 87-95
  - Group three, Marriage Without Cost, pages 95-109
  - Group four, Stigma as Social Policy, page 109-116
  - Group five, What is Marriage?, page 117-126
  - Group six, Is Marriage a Step in the Right Direction, page 126-143
2. What does it mean when people say that marriage is not queer? How can we “queer” marriage?
  3. How is marriage a privilege? How does marriage idealize love?
  4. How did businesses, individuals, and institutions react to equal marriage in 2015?
  5. What does it mean to get married in our society (U.S. 2010s)?
  6. Do you want to get married? Why or why not?
  7. What do you think is the number one thing that determines whether a (monogamous? open?) marriage will be successful?
  8. Studies show that single people compared to married people have more friends, continue learning and growing as people, and are generally just as happy, if not happier. Does this surprise you?
  9. How is marriage both heteronormative and homonormative?
  10. How is monogamy an important aspect of marriage? How does marriage idealize love? How does polyamory complicate *everything*?
  11. How does “My Heart Will Go On,” for example, contribute to polly erasure?

**WGSS2360.03/.04, Introduction to Queer Studies**  
**Dr. Pegoda – Group Activity for *Queer History* Ch. 1-5**

**Answer the assigned question:**

1. Explain what Native American gender and sexuality looked like, how this compared to that of Europeans, and how the two groups responded to each other. How does Native American sexuality/gender compare to the “anarchy” of sexuality in the 20<sup>th</sup>-C. (Chapter 1 and 5).
2. Explain how religion in Europe, in colonial British North America, and in 20<sup>th</sup>-C. United States influenced early and later views of gender and sexuality (Chapter 1 and 5).
3. Explain how the institution of enslavement and systemic racism shaped gender and sexuality (Chapter 2, 3, and 5).
4. Explain the shift to Enlightenment thinking and its consequences for war (American Revolution and Civil War), individualism and masculinity, and friendship (Chapter 2 and 4).
5. Explain how “the West” as a place (real and imagined) and its cities created new spaces for new identities to emerge. How did these differ from what was happening in “the East” (Chapter 3 and 5).
6. Explain the role of various artists and writers in the creation of spaces for new and different sexualities and genders. Who were these people, and what they did (Chapter 3, 4, and 5)?
7. Explain the role of women, their rights, homosocial behavior, and the rise of new gender and sexual identities (Chapter 2, 3, and 4).
8. Explain the role of science, free love, capitalism, and problems/new paces in the city and how this all created new spaces for new identities and new responses to “deviant” genders and sexualities (Chapter 4 and 5).

Regardless of the question assigned to you group, keep the following questions in mind, please: **But always, explain how, why, and importance. And keep the difference between history and History in mind.**

What roles has society played in suppressing people we can broadly consider queer peoples (while also recognizing they would reject such a label, as it was an identity not yet created)? What is the “persecuting society”

What role have queer people played in shaping their life and the life of others?

What does being queer look like?

To what degree does this apply to life today and why?