WOST 187: GENDER, SEXUALITY, CULTURE
Fall 2013

Course Instructor: Banu Subramaniam
Office: Bartlett 231, banu@wost.umass.edu
Office Hours: Wed, 10-12 am and by appointment

Course Includes (each week):
Lectures: Monday & Wednesday 2:30-3:25 in Thomson 102
Discussion Sections: Fridays (see times below)

Discussion Section Instructors (all discussions on Friday):
You Must Attend the Discussion Section for Which You Are Registered
Martha Balaguera, Alix Olson, Josefa Scherer, Shakuntala Ray (Writing Instructor)

Course Writing Instructor: Shakuntala Ray (shakuntalaray5@gmail.com) is available as a resource to strengthen student writing in the course. She will work with students and TAs, provide guides to writing, tutorials and other writing resources. Office hours: W, Th, 11 a.m-1 pm in Bartlett 208 and by appointment.

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<tr>
<th>Time</th>
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<th>Discussion Section Instructor</th>
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<td>9:05 - 9:55</td>
<td>BD04 (75325)</td>
<td>Bartlett 3</td>
<td>Martha Balaguera</td>
<td><a href="mailto:mbalague@polsci.umass.edu">mbalague@polsci.umass.edu</a></td>
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<td>10:10-11:00</td>
<td>BD01 (75238)</td>
<td>Bartlett 3</td>
<td>Alix Olson</td>
<td><a href="mailto:alolson@polsci.umass.edu">alolson@polsci.umass.edu</a></td>
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<td>10:10-11:00</td>
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<td>Bartlett 310</td>
<td>Josefa Scherer</td>
<td><a href="mailto:jscherer@schoolph.umass.edu">jscherer@schoolph.umass.edu</a></td>
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<td>Bartlett 131</td>
<td>Martha Balaguera</td>
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<td>Alix Olson</td>
<td><a href="mailto:alolson@polsci.umass.edu">alolson@polsci.umass.edu</a></td>
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Course Description

Women, Gender, Sexuality Studies (WGSS) is a vibrant and interdisciplinary field, spanning the humanities, social, natural and physical sciences. Scholars in the field have developed frameworks, theories and methods used to study and understand ourselves and our natural and social worlds. Because Women, Gender, Sexuality Studies challenges traditional academic and cultural understandings on many issues, it is often viewed as “political.” We will argue that all knowledge is “political” and explore how academic knowledge and histories are both shaped by and shape our intellectual histories and knowledges. Placing women and gender at the center of analysis, this class introduces some basic concepts and perspectives in Women’s Studies. The central aim is to foster critical reading and thinking about gender and the ways in which the interlocking systems of colonialism, racism, sexism, ethnocentrism, ageism and heterosexism shape women’s and men’s lives; and how women have resisted these inequalities and worked to create new systems of change. One must remember that gender or any social category is always contingent – depending on the historical, political, cultural, economic and national contexts. What it means to be a woman or a man, black or white, poor or rich, what “rights” we have, how we understand “freedom” or “civil rights” always depends on who, when, where, and how we are talking about. The course is designed to highlight the similarities and differences across contexts, to have us appreciate how history has shaped who we are, and to understand how our current political, social and economic contexts also profoundly shape our realities and lives.

This is not only a challenging course, but it also has the potential to be transformative. We are interested not only in your understanding and command of the course material, but also in your ability to apply these frameworks to analyzing our current times, politics and to your own lives. Therefore, we have designed assignments that ask you to connect the course material to events outside the classroom and to your own lives. Some of this material may be new, and challenging. You may passionately agree or disagree with the ideas presented during the course. We welcome engaged responses and arguments, but insist that you are respectful of others in all conversations, written work, debates and discussions in class and online.

The Importance of General Education

This course fulfills two general education requirements (interdisciplinary, “I” and U.S. diversity, “U”). One goal of higher education is to nurture the potentials in all students. General Education aims at personal enrichment, cultural awareness, and breadth of knowledge. General education requirements will help to prepare you for a lifetime of learning and give you skills for community engagement and informed citizenship.

Women, Gender, Sexuality Studies is fundamentally an interdisciplinary field, i.e., you will be introduced to ideas, theories, methods, and concepts from many disciplines. Diversity is central to our conceptions of “women” and “gender” – there is no generic, universal “man” or “woman.” Instead, we are always located in networks of other social variables of race, ethnicity, sexuality, class, nationality, ability etc. We will stress the intersectional nature of our identities both in our theoretical and experiential explorations. While the course will introduce you to the philosophical, theoretical and methodological diversities within the field of women’s studies, we will constantly engage and apply these ideas to our lived experiences. We will not only encourage you to bring your college experiences and your questions about professional life and training, but also challenge you to hone your critical thinking and writing skills which will be essential for you to function productively in a diverse and rapidly changing world.
Thirty years ago, there were only a few universities and colleges across the country with women’s or gender studies departments or programs. Today the majority of institutions offer courses in women’s and gender studies as well as majors and minors. This scholarship spans academic disciplines across the humanities, social sciences, physical and natural sciences. The importance of gender has been mainstreamed – whether it be the United Nations in its development training, business corporations or law firms in producing a workforce that can work effectively in diverse groups and across nations, hospitals in training doctors and nurses, or government officials in developing social and public policy, gender has become critically important in all these venues. Our main objectives are to want you to begin:

- to think critically and creatively and to conduct self-directed learning projects
- to work effectively and collaboratively with diverse groups
- to understand diverse perspectives, different philosophies, and how different cultures and groups relate
- to integrate and synthesize knowledge and to use quantitative and symbolic reasoning
- to communicate clearly, concisely and effectively both in writing and speaking tasks
- to demonstrate knowledge of self in diverse cultural contexts
- to acquire knowledge in a variety of scholarly modes and contexts
- to recognize diverse disciplinary viewpoints and methods
- to understand the intersectionalities of our lives, their similarities and differences
- to bring an interdisciplinary and multidisciplinary focus to your scholarship, practice, community work, and your competencies

**Course Requirements**

- You must be registered for both the lecture and discussion section. Attendance at BOTH is required.
- Reading assignments must be completed by the class period for which they were assigned.
- This course fulfills a general education requirement (IU), and so, we will pay particular attention to your writing. Let us know (early in the semester) if you have special learning or writing needs.
- You are responsible for knowing when assignments are due and handing them in on time. Dates of major writing assignments are in this syllabus. Other assignments will be given in your discussion sections. Absence from class or section on the day the assignment is due is no excuse for not handing in the assignment on time. It is each student’s responsibility to find out about assignments from someone in your discussion group or from your Discussion Section Instructors. All sections may not always have the same assignments.
- Discussion sections will provide the opportunity to talk and write critically and analyze issues and topics. You will be expected to have completed and thought about all of the readings for each class. Discussion question will be posted each week. **Sections begin Friday September 4, 2013.**
- Films, videos and guest lectures are part of the class material. You are responsible for this material.
- We will follow all university policies on issues of Academic Honesty, Grading, Attendance, Examinations, and Absences due to Religious Observance.
Written Assignments and Exams

- **MIDTERM EXAM** in discussion section on **Friday, October 18, 2013** (includes material from Sections I & II)
- **FINAL EXAM** will be scheduled during finals week. *Do not make plane reservations or plans to leave before you check the final exam schedule.*
- **THREE WRITING ASSIGNMENTS (4 pages double spaced)** due at the start of discussion section on Oct. 4, Nov 8 and Dec. 6. Details of topics and assignments will be posted online and discussed in class. Assignments are due at the beginning of class on the due date. If you miss discussion on the day an assignment is due, it will be considered late. You must attend one mandatory writing workshop (5%).
- **FIELD NOTES (10%)**: Four times during the semester (two before the mid-term and two after), you are required to post a “field note” connecting the world outside the classroom to the course materials during that week on Moodle. Details are on Moodle. Each of these posts counts for 2% of your final grade. You should respond to someone else’s posting *at least* 4 times during the semester (two before the mid-term and two after), each of your postings counts for 0.5% of your final grade. More details on Moodle.
- **Unannounced in-class pop quizzes** in lecture or discussion section - 2% each (five highest grades considered).
- Discussion groups are an important and integral part of the class. *Attendance and participation in discussion sections* are factored into the final grade. **Two or more unexcused absences will result in your grade being marked down. Non-attendance will result in an “F” in the course.** For an excused absence you must: (i) provide an official note excusing your absence and (ii) submit a two page reflection paper based on the readings assigned for that week, due the next class day. Please see your section syllabus for details.
- Incompletes will not be given except in unusual circumstances. See your TA as soon as possible.
- **LATE PAPER POLICY** – papers will be marked down (5% for each day they are late). Papers will not be accepted after a week past the deadline. For any problems, please see your TA as soon as possible.
- **MAKEUP EXAM POLICY** - You cannot make up an exam unless you have extenuating circumstances. If you miss or cannot take the midterm or final on the designated day, you must provide documentation of a medical or family emergency. Please discuss your situation with your TA and/or professor at the earliest possible time.
- **Extra Credit** Assignments. You can earn extra credit by attending approved events (on topics relating to the course) and writing a 1-2 page summary of the event. Write ups are due the week after the event. Please check MOODLE for details on the events. Only approved events (listed in MOODLE) will count towards extra credit.
- **RESPONDING TO EMAIL**: We will aim to respond to questions sent by email within 72 hours on weekdays. Please do not expect a response on the weekend. Do try to meet with the instructors during office hours.

**Grading**

Your score on each assignment will be accessible on MOODLE at different points in the semester. However, your final letter grade is determined at the end of the course based on the grade distribution of the class.

*Final grades will be computed as follows:*
- Discussion group - includes attendance, class participation and section assignments
  (Details in discussion section syllabus)  
  15%
- Mandatory Writing Workshop
  5%
- Three Writing Assignments (10% each)
  30%
- Midterm Exam
  15%
- Final Exam
  15%
- Field Notes
  10%
- Pop Quizzes (in lecture or section – 2% each, highest 5 grades)
  10%
- Extra Credit (2% per event - check MOODLE for details)
  up to 6%

Syllabus Page 4

WS187 -Fall 2013
Discussion Sections

Discussions sections are NOT optional or add-ons. They are designed to be an integral part of the course and to provide an opportunity to clarify issues in your readings, films and lectures, as well as to debate and discuss various issues. In addition, there will be informal writing exercises during discussion sections as part of your learning on how to think critically about these given issues. We expect you to have completed and thought about all of the readings for that week before your section meets and to be ready to engage in meaningful dialogue and in class writing. In addition to their strictly academic function, sections are also places where students may talk about the ways in which the topics we address in this course may have touched their lives. Attendance and participation in discussion sections and assignments constitute 15% of the course grade. Three writing assignments (10% each) are due in discussion section.

Academic Honesty

Academic dishonesty, in any form, will not be tolerated and you are responsible for educating yourself about the University’s official policy on academic honesty. Following is a summary (you can read it in full at http://www.umass.edu/dean_students/code_conduct/acad_honest.htm): “If an instructor finds that a student has violated the University’s Academic Honesty Policy, the instructor has the right to lower the student’s grade, or even to fail the student for the course. Students have the right to appeal such a grade penalty by an instructor. The University Academic Honesty Board, which must be notified by instructors of any grade penalty, reviews all student appeals. The Board may sustain or recommend modification of the penalty given by the faculty member, or may recommend sanctions exceeding those originally given, such as suspension or expulsion from the University. The Board may also recommend sanctions for offenders who have committed multiple violations of the Academic Honesty Policy but who have not appealed the faculty members’ decisions.”

Ground Rules

The challenge in such a large class is faculty/student interaction. We invite you to stop by our office hours to discuss the course material, clarify readings, or just introduce yourself. We will try to foster as much active participation in the course as is possible. Discussion sections have been designed to continue the dialogue. Make use of office hours to continue class discussions, clarify confusions or to discuss any other problems you are having with the course. Because of the class size and the nature of the subject matter, it is necessary to set some ground rules:

- With over 100 people in one room is a difficult situation on many levels. One major concern is NOISE. Talking, even whispering is disruptive to both the instructor and other students. Please be courteous to everyone.
- Use of cell phones, Internet, texting etc. are also very disruptive and not allowed in the classroom. This holds both for lecture and section.
- This class is 50 minutes and we expect you to remain for the entire period. Late comers and those who pack up 5 minutes before the class ends disrupt the class for everyone.
- Make up exams or paper extensions will only be given to students who have a documented conflict, such as a medical or family emergency. Ignorance of this rule is not a valid excuse. See specifics above under section “Written Assignments and Exams.”
Required Books/Resources

READINGS: There is no textbook for the course. All readings are available on Moodle.

MOODLE: We will use Moodle throughout the course. Surprise extra credit assignments, news and information and discussion questions will be posted on Moodle throughout the course. Once you register for the course, you will automatically be added to the course on Moodle. You will use your OIT username and password to sign into the course Moodle and access course information. Please contact OIT if you have any problems. Many important announcements and assignments will be posted there and you are responsible for this information.

Course Outline

Scholarship in Women, Gender, Sexuality Studies spans academic disciplines across the humanities, social sciences, physical and natural sciences. Scholars have challenged traditional paradigms and knowledge within disciplines as well as developed new interdisciplinary frameworks, methods and theories. What is the field of Women, Gender, Sexuality Studies? Who are the scholars? What do they study? Why is it important? How have they transformed our knowledge about the natural and social worlds? What frameworks do feminist analyses bring to our discussions? This course introduces basic concepts in Women, Gender, Sexuality Studies by focusing on select topics.

The course material is organized into various topics that introduce how scholars in different disciplines incorporate gender as a critical tool in their analysis. Women, Gender, Sexuality Studies is an extraordinarily broad and diverse field. To give a sense of its diversity, the course includes guest lecturers from a variety of disciplines. We hope you will make connections with these professors and graduate students, and use them as resources in your academic interests. While we explore the different disciplinary and interdisciplinary approaches in Women’s Studies, several themes will be emphasized throughout the course. Please keep these themes in mind throughout the course:

- **Intersectional/Integrative Analysis:** We emphasize the need to understand “women” and “gender” as multiple and diverse, embedded in a complex network of interlocking variables of race, class, sexuality, ethnicity and nationality.
- **Levels of Analyses:** We will analyze the material using multiple levels – micro, meso, macro and global.
- **Feminism(s):** There is no unitary “feminism” but rather “feminisms.” We understand feminism(s) as multiple, shifting and contested movements – historically and in contemporary times.
- **Knowledge Construction:** We will explore feminist interventions in the politics of knowledge – disciplinary and interdisciplinary, as well as popular discourse.
- **Feminist Theory:** We emphasize a notion of feminist theorizing that includes theory as well as praxis, description and analysis as well as envisioning change.
- **History Matters:** Throughout the course we will examine the experiences of women and constructions of gender, race, class and sexuality across historical periods. Pay attention to the similarities and differences across contexts. How has our history shaped us? What are the similarities and differences across periods?
- **Activisms:** We emphasize women’s resistance to oppression and work for progressive change.
COURSE CALENDER
SECTION ONE- WOMEN, GENDER, SEXUALITY STUDIES: BACKGROUND AND FRAMEWORKS

Week One

Wed, Sept. 4  What You Need to Know
An Introduction to the course and the field of Women, Gender, Sexuality Studies. What can you expect? Tips on how you can best prepare for class - lectures and discussion sections.

Fri, Sept. 6  Discussion Sections begin: In preparation for this discussion:
Ask five people (friends, professors, family members) you know for their definition of feminism. Record their answers. In addition to their words, note their tone of voice and facial expressions. Please bring your observations and notes to discussion section.
Homework: Go to the course website on Moodle to make sure you can access course material.

Week Two

Mon, Sept. 9  Why Women, Gender, Sexuality Studies? Identity and the Politics of Knowledge
What is Women, Gender, Sexuality Studies? Who are the scholars? What do they study?

Wed, Sept. 11  Identities and Social Location: Theorizing Experience
Defining Sex/gender/race/ethnicity/class/sexuality

SECTION TWO: IDENTITY/CULTURE/REPRESENTATION/MEDIA

Week Three

Mon, Sept. 16  Conceptualizing Structures of Power – LAST DAY DROP/ADD
Defining Sex/gender/race/ethnicity/class/sexuality
**Wed, Sept 18**  
_Sexuality Studies: Politics of Queer Bodies_  
*Guest Lecture: Sonny Nordmarken, Sociology, UMass*

**Readings**
- *Susan Stryker,* “(De)Subjugated Knowledges,” Introduction, _The Transgender Studies Reader_
- *Caitlin Childs,* “What is Intersex?” http://caitlinpetrakischilds.com/what-is-intersex/

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**Week Four**

**Mon, Sept 23**  
_Women’s Bodies and Beauty Ideals_

**Readings**
- *Killing Us Softly 4*

**Wed, Sept 25**  
_The Gendered Media_  
*Guest Lecture: Dawn Lovegrove, Communications, UMass*

**Readings**

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**Week Five**

**Mon, Sept 30**  
_Why Identity Politics Matter: LGBTQI Movements, Theories and Politics_

**Readings**
- *Video: Diagnosing Difference*

**Wed, Oct 2**  
_Masculinity/Femininity, White/Black, Straight/Gay – The problem with Binary Thinking_

**Readings**
- *Latoya Peterson,* “Does Feminism Have to Address Race?” http://www.racialicious.com/2008/04/28/does-feminism-have-to-address-race/

**Fri, Oct 4**  
_Writing Assignment 1 Due – Check Moodle for details_
Week Six

Mon, Oct 7  
**Biopolitics: Biological Determinism/Social Construction - Terms of the Debate**

**Readings**
[Video] Unnatural Causes - Episode 1: In Sickness and in Wealth

Wed, Oct 9  
**Asian American Women, Tiger Moms and Racialized mothering**  
*Guest Lecture: Miliann Kang, WGSS*

**Readings**
- *Amy Chua, Hymns of the Tiger Mother, Read only - Chapter 1*

SECTION III: PERSONAL/POLITICAL/INSTITUTIONAL

Week Seven

Mon, Oct 14  
**Columbus Day – Holiday**

Tues, Oct 15  
**Women and Work**  
*Guest Lecture: Laura Briggs, WGSS*

**Readings**
- *Pat Mainardi, “The Politics of Housework”:  
  http://www.uic.edu/orgs/cwluherstory/CWLUArchive/polhousework.html*

Wed, Oct 16  
**The Problem with Global Sisterhood**  
*Guest Lecture: Martha Balaguera, Political Science, UMass*

**Readings**
- *Chandra Mohanty, “Under Western Eyes”*

Fri, Oct 18  
**MID TERM EXAM (Includes content from Sections I and II – up to Oct 9)**

Week Eight

Mon, Oct 21  
**From Reproductive Rights to Reproductive Justice**  
*Guest Lecture; Marlene Fried, Hampshire College*

**Readings**
- *Dorothy Roberts, Killing the Black Body: Race, Reproduction and the Meaning of Liberty, Introduction (excerpts)*
- *Marlene Fried, “10 Reasons to Rethink Reproductive Choice,”  
Wed, Oct. 23  
**Reproductive Rights – Global Issues**  
*Guest Lecture: Anne Hendrixson, Population and Development, Hampshire College*

*Barbara B Crane, Jennifer Dusenberry, “Power and Politics in International Funding for Reproductive Health: the US Global Gag Rule”*  

**Week Nine**

Mon, Oct 28  
**Women’s Health: The Medicalization of Women’s Bodies**

*Readings*  
*The Use of Race Variables in Genetic Studies of Complex Traits and the Goal of Reducing Health Disparities”*

Wed, Oct 30  
**Body Politics – Personal, Political and Institutional.**  
*Guest Lecture: Josefa Scherer, College of Public Health*

*[Video] Unnatural Causes - Episode 2 : When the Bough Breaks*

**SECTION IV: FEMINIST SOCIAL MOVEMENTS AND SOCIAL CHANGE**

Week Ten

Mon, Nov. 4  
**Colonization: The Shaping of Nations and Empire**  
*Guest Lecture: Prof. Alice Nash, History Department*

*Readings*  

Wed, Nov. 6  
**The Bonds of Slavery and Freedom: Women’s Experiences in the Founding of the U. S.**  
*Guest Lecture: Manisha Sinha, Afro American Studies, UMass*

*Readings*  
*Angela Davis, “The Legacy of Slavery,” pp. 3-29.*  
Fri, Nov 8  Writing Assignment 2 Due – See Moodle for details

Week Eleven

Mon, Nov. 11  Veteran’s Day Holiday

Wed. Nov. 13  *Movements and Ideologies of the 19th Century: Abolition & the First Wave of the Women’s Movement*
*Guest Lecture: Alex Deschamps, WGS Studies, UMass*

*Readings*  
*Angela Davis, “Working Women, Black Women and the History of the Suffrage Movement,” pp 73-78*  
*Barbara Welter, “The Cult of True Womanhood 1820-1860:”*  
*Sarah Grimke, “Legal Disabilities of Women”*  
[http://www.civics-online.org/library/formatted/texts/grimke.html](http://www.civics-online.org/library/formatted/texts/grimke.html)  
*The Seneca Falls Declaration of Sentiments and Resolutions*  
*Sojourner Truth, “Ain’t I a Woman?”*  

Week Twelve

Mon, Nov 18  *Ida B. Wells, Post-Reconstruction and A Women’s Era, 1880-1920*

*Readings:*  
*[Video:] A Passion for Justice—Ida B. Wells*

Wed, Nov 20  *“Revolution in the Air:” The Civil Rights Movement/Second Wave Women’s Movement.*
*Guest Lecture: Tanisha Ford, WGSS Studies, UMass*

*Readings*  
*Ellen DuBois, “Beyond the Feminine Mystique,” pp. 574-592’*  
*Mary King, “Sex and Caste: A Kind of Memo”*  
*NOW’s Statement of Purpose*  
[http://www.cwluherstory.com/CWLUArchive/now.html](http://www.cwluherstory.com/CWLUArchive/now.html)

Week Thirteen

Mon, Nov 25  *Towards a Fourth Wave?*
*Guest Lecture: Alix Olson, Political Science, UMass*

*Readings*  
*“Is the Fourth Wave of Feminism Digital?” Jonsson Ragnar*  
*“Slutwalks and the Future of Feminism,” Jessica Valenti, Washington Post, June 3, 2011*  
*“Is There a Fourth Wave? Does It Matter?” excerpted from F’em Goo Goo, Gaga and Some Thoughts on Balls by Jennifer Baumgardner (Berkeley: Seal Press, 2011).*  
*“Lean In” [TED Talk], Sheryl Sandberg*  
[http://www.youtube.com/watch?v=n_8k3CX_ZuQ](http://www.youtube.com/watch?v=n_8k3CX_ZuQ)  
*“All Oppression is Connected,” spoken word poem by Stacey Ann Chin*  
[http://www.youtube.com/watch?v=n_8k3CX_ZuQ](http://www.youtube.com/watch?v=n_8k3CX_ZuQ)
"Blue Blanket," spoken word poem by Andrea Gibson
http://www.youtube.com/watch?v=2cEc3aQOP-o
*excerpt from A Transexual Woman and the Scapegoating of Femininity by Julia Serano
*Please take some time (20 minutes) to peruse the website http://www.feministing.com

Wed, Nov 27 THANKSGIVING

Week Fourteen

Mon, Dec. 2 Activism at Umass Amherst
Student Activist Panel

Readings *Daisy Hernandez and Bushra Rehman, Introduction: "Colonize This! Young
*Becky Thompson, “Multiracial Feminism,” pp. 337-346 (at least)

Wed, Dec. 4 Conclusion: Creating Change

Readings *Jennifer Pozner, “How to reclaim, Reframe, and Reform the Media,” Bitchfest, Lisa Jervis and
Andi Zeisler, 2006, 344-352
*Hernandez & Leong “Feminism’s Future: Young Feminists of color take the mic”
http://www.inthesetimes.com/article/724/feminism_future/
*Mark Anthony Neal, New Black Man., In Men’s Lives 8th edition, Michael S. Kimmel and
Michael A. Messner eds., 591-595.
Allan Johnson, Unraveling the Gender Knot, In Men’s Lives 8th edition, Michael S. Kimmel and
*Michael A. Messner eds., 613-621.

Fri, Dec 6 Writing Assignment 3 Due – See Moodle for details

Finals Week Final Exam (as scheduled by the university)

I change myself, I change the world”
-Gloria Anzaldúa

“Sentences that begin with ‘all women’ are never, never true.”
- Margaret Culkin Banning

“Don’t compromise yourself. You are all you’ve got.”
- Janis Joplin

“It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.”
- Audre Lorde

“I myself have never been able to find out precisely what feminism is; I only know that people call me a feminist whenever I express sentiments that differentiate me from a doormat.”
-Rebecca West

We’ve begun to raise daughters more like sons… but few have the courage to raise their sons more like daughters.
Gloria Steinem

It's important to remember that feminism is no longer a group of organizations or leaders. It's the expectations that parents have for their daughters, and their sons, too. It's the way we talk about and treat one another. It's who makes the money and who makes the compromises and who makes the dinner. It's a state of mind. It's the way we live now.
- Anna Quindlen