Discussion Section Instructors (all discussions on Friday):

Joy Jansen, Alix Olson, Juyeon Park

You Must Attend the Discussion Section for Which You Are Registered

<table>
<thead>
<tr>
<th>Time</th>
<th>Section #</th>
<th>Location</th>
<th>Discussion Section Instructor</th>
<th>Email Address</th>
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<tr>
<td>9:05 - 9:55</td>
<td>02AA (72576)</td>
<td>Bartlett 127</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>
<td>02AB (72536)</td>
<td>Bartlett 127</td>
<td>Alix Olson</td>
<td><a href="mailto:alolson@polsci.umass.edu">alolson@polsci.umass.edu</a></td>
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<td>02AC (72538)</td>
<td>Hasbrouck Lab 137</td>
<td>Juyeon Park</td>
<td><a href="mailto:juyeon@soc.umass.edu">juyeon@soc.umass.edu</a></td>
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<td>10:10-11:00</td>
<td>02AD (72540)</td>
<td>Bartlett 274</td>
<td>Joy Jansen</td>
<td><a href="mailto:jjansen@soc.umass.edu">jjansen@soc.umass.edu</a></td>
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<td>Hasbrouck Lab 137</td>
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<td>Bartlett 127</td>
<td>Joy Jansen</td>
<td><a href="mailto:jjansen@english.umass.edu">jjansen@english.umass.edu</a></td>
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Course Description

This course offers an introduction to some of the basic concepts and theoretical perspectives in Women, Gender and Sexuality Studies. Drawing on disciplinary, interdisciplinary and cross-cultural studies, students will engage critically with issues such as gender inequities, sexuality, families, work, media images, queer issues, masculinity, reproductive rights, and history. Throughout the course, students will explore how experiences of gender and sexuality intersect with other social constructs of difference, including race/ethnicity, class, and age. Special attention will be paid to various ways historical, cultural, social, political, and economical constructs have influenced the contexts of our lives; and the social movements at the local, national and some transnational levels which have led to key transformations.

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, an essential skill to function productively in a diverse and rapidly changing world.

Thirty years ago, few universities and colleges across the country had 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. Gender is now critically important – 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. 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 9, 2016.
- 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.

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 20% of the course grade. Three writing assignments (10% each) are due in discussion section.

COURSE POLICIES:

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.”

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), please notify me within the first two weeks of the semester so that we may make appropriate arrangements: http://www.umass.edu/disability/procedures.pdf

There is a long history of dialogue and activism around how we address one another, with respect to both names and pronouns. Students should be referred to by the name they prefer, and with the proper pronunciation, by faculty and other students. I will gladly honor your request to address you by the name and gender pronouns you prefer. Please advise me of your name’s proper pronunciation, and any name or pronoun preferences not reflected in Spire early in the semester so that I may make appropriate changes to my records.
Requirements, University Policies, Class Guidelines

• You must be registered for both the lecture and a discussion section. Attendance at both is required and mandatory.
• Attention will be paid to your writing (content, style, mechanics, and presentation). Please inform us early if you need assistance with writing.
• Regular attendance is mandatory. Attendances cannot be made up. After two unexcused absences in discussion section, your final grade will begin to be marked down. You will lose 1 (one) point for every unexcused absence. **Incomplete will not be given unless there are unusual circumstances. If you know that you must miss a class session, consult with me, or your discussion section instructor beforehand, but be clear about the difference between excused and unexcused absences. Take time to plan your semester, use office hours and talk to us.**
• UMass policy requires that all students have a UMass email account for University correspondence and for access to relevant course sites. Once you are registered in this course, you will automatically have access to MOODLE using your OIT username and password.
• We will discuss and negotiate guidelines together for our classroom community. Those below have served well in the past and are offered here as a point of departure. Remember that we are working for the most collaborative environment possible so your suggestions are welcome.
• Please come to class on time and be prepared for the discussion of the assigned material. Your attendance throughout the course is expected at all times and is an important factor in our ability to be successful individually and as a community. Feel free to contact me or your TA with any and all concerns, questions, and feedback throughout the course.
• We are invested in the quality of your experience so we will engage you in active participation as much as possible. Lectures will include time for questions as they arise, and 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 academic problems you are having with the course. We always look forward to hearing from you and not only about your problems.
• This is a large lecture and one of the most mundane but problematic issues is noise. Talking, even whispering, when there are so many people in the room is **very disruptive to both the lecturer and other students.** This class is **50 minutes** and we expect you to remain for the entire period. I will start on time and end on time so there is **no need to begin packing your things 5 minutes before the class is over.** Any kind of rustling can be very disturbing. In the same vein, using your computers will distract other students. Use of cell phones, internet, texting and other such related activities not directly related to the class are disruptive and disrespectful. These are applicable skills across disciplines and cross communication.
• Assignments are due at the start of class or as otherwise indicated. Make up or extensions for exams or papers will only be given to students who have an examination and **documented** conflict, such as a medical or family emergency. Late work is never acceptable and will result in a grade reduction unless prior arrangements have been made. Take this seriously and talk to me and/or your teaching assistant if you are experiencing difficulties with your assignments. This is not about being punitive.
• Each class participant is expected to treat the ideas, opinions and work of others with the utmost respect. Derogatory remarks of any kind are not acceptable. Active listening is highly encouraged.
• Using ‘door openers’ are always helpful – “Could you say more about that?” Sometimes it helps to jot down the essence of your ideas before you begin to speak.
• Avoid getting involved in a direct exchange with specific class members. Always speak to the group and be sure that your comments will relate to and involve the entire class.
• In person etiquette and online etiquette are expected to be used at all times – respecting one another’s confidentiality, and the absence of any libelous, or abusive remarks. All emails must be appropriately addressed and professional. Be respectfully attentive to the discussion at all times; monitor yourself to be sure that you don’t monopolize the discussion; encourage and invite more reserved class members to join the discussion.
Critical Analysis and Helpful Hints for Reading and Writing

Critical analysis means that you must apply thoughtful reasoning to the arguments presented in this course through readings, lectures and discussion. It means not only finding what you agree with, what’s new, what’s the basis for the assumptions, but also what the limitations are and what other questions you have, and so forth. When you write a critical analysis, all of your statements should be backed up with reasons or examples, and you must keep your fellow classmate and readers in mind. Are you giving the reader enough information? Ask the following:

• What is/are the main point(s) of the readings - both individually and collectively? Why does the author raise these particular points for discussion? How does the author answer them? Has the author succeeded? Why or why not? Be aware of how the author uses key terms and definitions. Why do you think the author wrote that article?

• What are the strengths and weaknesses of the ideas, theory, method of analysis presented? How are important new ideas presented? What does this text, essay, artwork, or film, contribute to our understanding of the issues of race, gender, class, ethnicity, sexual orientation or other key factors shaping our gendered lives? Are there any passages that you consider particularly significant, interesting, or confusing? Make notes or write questions. What is/are the author’s perspective (s) and underlying assumptions about the subject, the intended audience, people or culture in general? Are these issues pertinent or not in our lives and to whom? What are the limitations?

• What is your perspective on the themes? Where or how have you developed your opinions on this subject, and do you see them changing in any way? What comparisons can you make, if any, between this reading and other readings we have considered? What points can you make in response to the issues raised?

Where to go when you need help with organizing your ideas and writing

All writing must be proof-read, grammatically correct and well-organized. Sources must be properly cited, preferably using MLA or APA style. There are many online resources for checking citation styles. WGSS has a writing mentor (check with me or your TA for more information). The Writing Center in the Learning Commons at the Campus Library offers assistance with various writing skills and is a resource to be used for a range of assignments.

Written Assignments and Exams

• **MIDTERM EXAM** in discussion section on Friday, October 21, 2016 (includes material from Sections I & II)

• **FINAL EXAM** is scheduled for Tuesday, December 22, 8-10 am.

• **THREE WRITING ASSIGNMENTS (4 pages double spaced)** due at the start of discussion section on Oct. 7, Nov 4 and Dec. 9. Details of topics and assignments will be posted online and discussed in class. Assignments are due online and at the beginning of class on the due date.

• **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).

• 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.
Grading

Final grades will be computed as follows:

- Discussion group - includes attendance, class participation and section assignments (Details in discussion section syllabus) 20%
- 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%

Required Books/Resources

READINGS: There is no textbook for the course. All readings are available on Moodle. We will use the UMass common read for 2016 Make Your Home Among Strangers by Jennine Capó Crucet early in the semester.

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

Women and Gender Studies is an exciting and interdisciplinary field spanning the humanities, social, natural, and physical sciences. This class introduces basic concepts and perspectives in our gendered lives both historically and contemporaneously by placing gender, sexuality and culture at the center of analysis. It is an inter-disciplinary, multi-disciplinary, trans-disciplinary, and cultural overview and study of gender roles and the intersection of gender with other social constructs of difference (race/ethnicity, class, sexuality, disability, and age). The goal is to foster critical reading and thinking about the ways in which these interlocking systems have shaped and influenced the historical, cultural, social, political, and economical contexts of all our lives. Although the main focus is about gender in the United States, attention will be given to activism and resistance (nationally and globally) of these gendered inequalities, and the various ways they have worked to create new systems of transformative change. This course will be centered around the following themes:

- 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: Knowledge is political. 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.
- 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. 7  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?


Fri, Sept. 9  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. 12  Identities and Social Location: Theorizing Experience
Defining Sex/gender/race/ethnicity/class/sexuality

* Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack”:
http://www.isr.umich.edu/home/diversity/resources/white-privilege.pdf
* UMass 2016 Common Read, Make Your Home Among Strangers by Jennine Capó Crucet.

Wed, Sept. 14  Conceptualizing Structures of Power
Defining Sex/gender/race/ethnicity/class/sexuality

* UMass 2016 Common Read, Make Your Home Among Strangers (Chapters 1-12)

SECTION TWO: IDENTITY/CULTURE/REPRESENTATION/MEDIA

Week Three

Mon, Sept. 19  Masculinity/Femininity, White/Black, Straight/Gay – The problem with Binary Thinking

*Latoya Peterson, “Does Feminism Have to Address Race?” http://www.racialicious.com/2008/04/28/does-feminism-have-to-address-race/
* UMass 2016 Common Read, Make Your Home Among Strangers (Chapters 13-24)

**Wed, Sept 21**

**Mon Schedule**

**Biopolitics: Biological Determinism/Social Construction- Terms of the Debate**

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

**Week Four**

**Mon, Sept. 26**

**Making your Way in the World – Global Issues**

*Guest: Juyeon Park, Sociology*

*Readings*


**Wed, Sept 28**

**Making Your Way in the World: College life in the U. S.**

*Guest: Author Jennine Capó Crucet*

*Readings*

*Make Your Home Among Strangers* by Jennine Capó Crucet. (Chapters 25-36).

**Week Five**

**Mon, Oct 3**

**Sexuality Studies: The Politics of Queer Bodies**

*Guest Lecture: Angie Willey, Department of Women, Gender, Sexuality Studies*

*Readings*


**Wed, Oct 5**

**Performing Gender**

*Guest Lecture: Rachel Briggs, Communications, UMass*

*Readings*

*Kate Bornstein, “My Gender Workbook,”*

**Fri, Oct 7**

Writing Assignment 1 Due – See Moodle for details
**Week Six**

**Tues, Oct 11**  
*Introduction to Trans Studies*  
*Guest: Jeanine Ruhsam, Umass Amherst*

**Readings**  
*McCrory v. United States of America*  
*United States of America v. State of North Carolina*

**Wed, Oct. 12**  
*Why Identity Politics Matter: LGBTQI Movements, Theories and Politics*

**Mon Schedule**

**Readings**  
*Video: Diagnosing Difference*

**SECTION III: PERSONAL/POLITICAL/INSTITUTIONAL**

**Week Seven**

**Mon, Oct. 17**  
*Women’s Bodies and Beauty Ideals*

**Readings**  
*Susan Shaw and Janet Lee, “Inscribing Gender on the Body”*  
*Abra Fortune Chernik, “The Body Politic”*  
*[Video] Killing Us Softly 4*

**Wed, Oct. 19**  
*Health Guise: Men, Masculinity, and Health*  
*Guest Lecture: Tom Schiff, Department of Women, Gender, Sexuality Studies*

**Readings**  
*Anne Fausto Sterling, “How to Build a Man”*  

**Fri, Oct 21**  
*MID TERM EXAM (Includes content from Sections I and II –up to Oct 14)*
## Week Eight

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<th>Mon, Oct 24</th>
<th>Gender, Reproduction and Work</th>
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<td><em>Guest Lecture: Laura Briggs, WGSS</em></td>
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**Readings**
*Laura Briggs, ‘Radical Feminism’s Misogynistic Crusade or the Conservative Tax Revolt? Who Gave Us the Double Day?’*
*Laura Briggs, Welfare Reform: The Vicious Campaign to Reform 1% of the Budget*
*Laura Briggs, This is Not My Mother’s Generation’s Infertility: The Politics and Economy of Reproductive Technology and Black Infant Mortality*

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<th>Wed, Oct 26</th>
<th>Women and Work</th>
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<td><em>Guest Lecture: Miliann Kang, WGSS</em></td>
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**Readings**
*Miliann Kang, “What is a Manicure Worth?”*

## Week Nine

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<th>Mon, Oct 31</th>
<th>The Problem with Global Sisterhood</th>
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<td><em>Guest Lecture: Alex Deschamps, WGSS, UMass</em></td>
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**Readings**
*Chandra Mohanty, “Under Western Eyes”*

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<th>Wed, Nov 2</th>
<th>Women, Work and Globalization</th>
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<td><em>Video Screening: Behind The Labels or Maquilapolis: City of Factories</em></td>
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| Fri, Nov. 4 | Writing Assignment 2 Due – See Moodle for details |

## Week Ten

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<th>Mon, Nov 7</th>
<th>Body Politics – Personal, Political and Institutional.</th>
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**Readings**
*The Politics of Women’s Health:*

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<th>Wed, Nov 9</th>
<th>Women’s Health: The Medicalization of Women’s Bodies</th>
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**Readings**
*The Use of Race Variables in Genetic Studies of Complex Traits and the Goal of Reducing Health Disparities”*
*Unnatural Causes - Episode 2 : When the Bough Breaks*
Week Eleven

Mon, Nov. 14  Crip/Queer Cultural Production  
Guest Lecture: Lezlie Frye, UMass WGSS


Wed, Nov. 16  Discussion Section

Friday Schedule

****** THANKSGIVING BREAK, NOV 20-27 ******

SECTION IV: FEMINIST SOCIAL MOVEMENTS AND SOCIAL CHANGE

Week Twelve

Mon, Nov. 28  Why Place Matters: Feminist Radical Sanctuaries  
Guest Lecture: Stina Soderling, UMass WGSS

*Excerpts from oral history with “Bill” from Tennessee  
*Joyce Cheney, excerpts from Lesbian Land  
*Elvis Bakaitis and Stina Soderling, excerpt from Country Queers / City Queers  
*America ReCycled, episode on “Idyll Dandy Acres,” available online: https://vimeo.com/20793515

Wed, Nov. 30  Violence Against Women  
Guest Lecture: Jessica Dastruphe, Center for Women and Community


Week Thirteen

Mon, Dec 5  Art as Politics  
Guest Lecture: Alix Olson, Political Science, UMass

*Gloria Anzaldua, “How to Tame a Wild Tongue.”  
*Ursula LeGuin, “Mother Tongue.”

Wed, Dec 7  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)  
*Kalpana Wilson, “The ‘New’ Global Population Control Policies: Fueling India’s Sterilization Atrocities.” differenttakes
Fri, Dec 9  
Writing Assignment 3 Due – See Moodle for details

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**Week Fourteen**

**Mon, Dec 12**  
**Gender and the Environment**  
*Guest Lecture: Kiran Asher, WGSS, UMass*

**Readings**  
*“Women, Environment, and sustainable Development: Making the Links”*  
* Check out the following links:  
  - [http://popdev.hampshire.edu/different-takes](http://popdev.hampshire.edu/different-takes)  

**Wed, Dec 14**  
**Conclusion: Creating Change**

**Readings**  
*Jennifer Pozner, “How to reclaim, Reframe, and Reform the Media,” Bitchfest, Lisa Jervis and Andi Zeisler, 2006, 344-352*  
*Hernández & Leong “Feminism’s Future: Young Feminists of color take the mic”  
Allan Johnson, Unraveling the Gender Knot, In Men’s Lives 8th edition, Michael S. Kimmel and  
*Micheal A. Messner eds., 613-621.*

**Thurs, Dec 22**  
**Final Exam (8-10 am)**

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> 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