

Office: Bartlett 7B » Tue & Thu 11:30 am–12:30 pm and by appointment

Telephone: 545-1958 ▪ Email: afd@wost.umass.edu ▪ Website: courses.umass.edu/alex/187h

Course Description

Placing women's experiences at the center of interpretation, this class introduces basic concepts and perspectives in Women's lives both historically and contemporaneously. It is an inter-disciplinary, trans-disciplinary, and cross-cultural study of women's roles and relations but it is also an overview of theoretical perspectives on gender and its intersection with other social constructs of difference, (race/ethnicity, class, sexuality, and age). The central aim is to foster critical reading and thinking about all our lives and the ways in which these interlocking systems have shaped and influenced the historical, cultural, social, political, and economical contexts of our lives. Specific attention will be given to women's resistance of these gendered inequalities, and the various ways they have worked to create new systems of change, by engaging in national and global transformational politics. PLEASE READ THE SYLLABUS CAREFULLY AND KEEP FOR REFERENCE DURING THE SEMESTER

Course Requirements

- ◆ Reading assignments must be *completed by the class period for which they are assigned*.
- ◆ In addition to fulfilling a general education requirement (IU), this course is an HONORS 4 Credit course and particular attention will be paid to your writing (content, style, mechanics, presentation). Let me know early if you need assistance with writing. Relevant resources are also available.
- ◆ You are responsible for knowing when assignments are due (dates are in the syllabus) and handing them in on time. Excused or religious absences **do not exonerate you from** assignments. Read the Booklet on Undergraduate Rights and Responsibilities. You must inform me of Religious observances and other excused absences.
- ◆ Regular attendance and occasional in class exercises are mandatory. Attendances cannot be made up. After *Two unexcused absences* your final grade will begin to be marked down. Class discussions will provide the opportunity to talk critically and analyze issues and topics. You will be expected to have completed and thought about all of the readings for each class.

Written assignments and exams

- ◆ Occasional in-class assignments including short Web Assignments will be part of the attendance and participation grade. (25%)
- ◆ Examination 1. *Thursday October 07th 2004*. (15%)
- ◆ Mid term Examination. Due *Tuesday October 19th 2004*. (20%)
- ◆ ONE 5 page written assignment based on the readings, lectures, class discussions and other presentations. Topics and detailed guidelines will be distributed and discussed. *Papers must be typewritten and double-spaced. Late papers will be graded down. Due Tuesday November 16th 2004*. (15%).
- ◆ An out of class assignment. Due no later than *Tuesday November 23rd 2004*. Detailed guidelines will be distributed. (10%)
- ◆ Learning Communities Activity (15%). Detailed guidelines will be distributed and discussed. Individual learning Summaries are due *Thursday December 09th 2004*.

Academic Honesty and Other Undergraduate Policies

My assumption is that students are generally honest. You are responsible for knowing and following the University of Massachusetts Academic Guidelines. *Please read and familiarize yourselves with the University Policy Statement on Academic Honesty, Course Requirements, Attendance, Religious Observances, and other relevant policies, in the Undergraduate Rights and Responsibilities Booklet or at website <http://www.umass.edu/umhome/policies/honesty.html>.* Necessary action, in compliance with official guidelines, will be taken against students who commit academic dishonesty. Plagiarism of any kind will be detrimental to your tenure at the University. Avoid using written papers from the internet. Caucus with me about resources for learning needs.

Books

[Required Text]: Gwyn Kirk & Margo Okazawa-Rey. (Third Edition). *Women's Lives: Multicultural Perspectives*. ISBN: 0072822449. McGraw-Hill, 2004.

Sara M. Evans, *Tidal Wave: How Women Changed America at Century's End*. ISBN: 074325502X. Free Press, 2003.

[E-Reserve]: Howard Zinn, *A People's History Of The United States 1492-Present*. (Twentieth Anniversary Edition). New York. Harper Perennial, 2001.

Available at Food For Thought Book-shop, North Pleasant Street, Amherst
and also on reserve in the library

Topics And Questions to be Covered for the Semester

The Social Construction of Gender, Race, Class & Sexuality, Diversity and Difference

What is “Women’s Studies” and who are the “women”? How is “woman” defined? Does “objective knowledge” exist? In what ways do social, cultural, political and economic forces determine knowledge? Is there a “woman’s perspective”? If there is, how do race, class and sexual orientation impact that perspective? How are women alike? How do women differ? Does the common experience of patriarchy unite us across our differences? As a concept, oppression has had a long history in contemporary feminist scholarship. What does it mean? Why is it important to think about it? What are some of the tensions today? Will the regular methods of scholarship and science be adequate for the task of understanding the diversity between women? Will new tools be necessary? How do we encourage women and men to relate at the points of their “different similarities” to promote growth, and social change?

What is the ideological foundation of the United States? What is the importance of history? How were European American women’s lives shaped by the social, legal, religious and economic forces of the time? How has our knowledge of American Indian women been limited? What are some of the contemporary fields of research of American Indian women? What is the economic foundation of slavery? What was the experience of African American women in slavery? What were the economic and political reasons for the internment of Japanese Americans? How did this affect the experiences of Asian American women?

Social and Political Movements: Abolition and Women’s Rights, The Civil Rights Movement, The Second and Third Waves of Feminism

What is abolition? Who were the people involved in the movement? What were the roles of men and women of different races? Was gender an issue? What was the relationship between African American and European women in the abolition movement and the women’s rights movement? What were the economic and political bases for lynching? How has lynching impacted and continues to impact gender and race relations? How do societal attitudes towards African American men and Caucasian women contribute to the justification for lynching? What were the goals of the civil rights Movement (CRM)? What were the Jim Crow laws? What was the role of women in the CRM? What did the CRM accomplish? Why was the CRM seen as the “Borning Struggle”? How was the women’s movement of the late 1960s and early 1970s shaped by social expectations for women? What can we learn from the successes and mistakes of the movement? What still needs to be done? Where shall we put our greatest efforts? What should be our priorities? How do we revitalize the energy, optimism, and power of the women’s movement, and where shall we take it into the future? How do we build allies across gender lines?

Institutions that Shape Women’s Lives — Work

How has women’s work been historically and traditionally defined? How is it related to societal expectations for women? How do race, class, age, and disability impact definitions of women’s work as well as access to wage work? Where are women in the economy today? Do education, individual talents, skills and effort determine women’s placement in the work force? Are there still obstacles to women in the work force? What are the consequences and remedial strategies? Are current economic

problems de-gendering definitions of work? What are some of the consequences of this phenomenon for women, men, families, children, and our society?

Institutions that Shape Women's Lives — The Family, Gender, violence, and Recurring Issues

How is family defined? What are cross-cultural and historical differences in family forms? What are the roles of women in the family? What has been and is the role of the state in maintaining family systems? How do economic, political, and social pressures impact families? What roles do racism and sexism play in shaping public policy on the family? What are the strategies women of color have developed to ensure survival of their families? What is the connection between women and poverty? Why is the current debate about single mothers, poverty, welfare, and marriage? Who are single mothers? What's wrong with current poverty policies and what's the unfinished agenda? What is heterosexism and how does it impact on same sex families? How are definitions of family related to cultural assumptions about sexuality, race, gender and class? What is the current debate and discourse about same sex relationships, same sex families, and same sex unions?

What is the societal basis of violence against women? What are some major contemporary issues in youth violence? How are gender and masculinity linked to violence? What significant changes have the women's movement made to change issues of gendered violence? Women in this culture live with the reality of rape, what are cultural myths about rape? What is the relationship between rape and cultural definitions of aggressive sexuality for males and passivity for females? How has the activism of feminists affected treatment of rape victims by police and the judicial system? How are men engaging in the national and global resistance of violence against women and the culture of violence?

Institutions that Shape Women's Lives — Health Care, Media, Public Policy, Legal System

What is the basis of our health care system? Who are the main beneficiaries? What are the ways in which gender, race and class impact the quality and kind of health care received? What changes in the health care system have resulted from the efforts of women activists? What are the major contemporary issues with our Health Care system? How is youth and gender tied into patriarchy, the media, and profit? What are the links between media representation and health issues? Why does abortion continue to be a major issue for women? Has abortion always been illegal? What are the consequences of denying women access to abortion? What do we mean by reproductive health and reproductive rights? Is sterilization justified? What are the connections between sterilization abuse and population control nationally and globally?

Resistance, Alliance and Coalition Building: Platforms for Action

What is resistance and how has this been impacted by gender, race, class, age, disability, and sexuality? How do we continue to organize for change that can begin to reverse the inequities and inconsistencies in this age of "Globalization" by challenging and transforming the way in which we look at ourselves in relation to each other and to the world? What is consciousness raising? How do we raise awareness and understanding, our own and others, for social action and change? How can alliances be built across all our differences?

Course Calendar

Thu September 09	<u>Introduction to Course: Implications for Women & Men</u> Syllabus, Requirements, Expectations, Guidelines, Introductory Questions
Tue September 14	<u>The Focus of Women's Studies, Key Concepts, Theories, Theorizing, and Ways of Knowing</u> Readings: [Text]–Kirk & Okazawa-Rey, pp.1-19.
Thu September 16	<u>Social Construction of Gender: Issues of Equality and Equity</u> Readings: [Text]–Kirk & Okazawa-Rey, pp. 21-56.
Tue September 21	<u>Social Identities and Social Locations: Micro, Meso, Macro Levels</u> Readings: [Text]–Kirk & Okazawa-Rey, pp. 59-109.
Social, Economic, Political Histories, & the First Wave of the Women's Movement – Suffrage and Feminism	
Thu September 23	<u>Women's Lives: Indigenous People and Foundations of U.S. Society</u> Video Screening: Wilma Mankiller Readings: [Handout]–Sally Roesch Wagner, <i>Is Equality Indigenous? The Untold Iroquois Influence on Early Radical Feminists</i> . 1996. [Handout]–Nancy Shoemaker, <i>Introduction</i> from <i>Negotiators of Change</i> . 1995 [E-Reserve]–Howard Zinn, Chapter 1.
Tue September 28	<u>European American Women's Lives: Colonial and Early National Periods, Republican Motherhood, Cult of True Womanhood.</u> Readings: [Handout]–Jeanne Boydston, <i>To Earn Her Daily Bread: Housework and Antebellum Working Class Subsistence</i> . <i>Radical History Review</i> , April 1986. [E-Reserve]–Howard Zinn, Chapter 6.
Thu September 30	<u>Movements and Ideologies in the 19th Century: Abolition and the First Wave of the Women's Movement</u> Readings: [Handout]–Angela Davis, <i>Working Women, Black Women and the History of the Suffrage Movement in Women, Race and Class</i> . 1981. [Web Resources]– http://www.pbs.org/stantonanthony/resources/resources.html & http://ecssba.rutgers.edu/ .
Tue October 05	<u>Black Women, Ida B. Wells, and Gender, Race, Class, Sexuality</u> Video Screening: Ida B. Wells – A Passion for Justice Readings: [Web Research Assignment].
Thu October 07	***Examination I***
Tue October 12	<u>Industrialization and Immigrant Women's Work: 1890-1924</u> Readings: [Handout]– <i>A Century of Women</i> , 1994, pp. 7-39. Turner Publishing Inc.
Thu October 14	<u>Industrialization & Women's Work: World War II</u>

	Video Screening: Rosie The Riveter
Readings:	[Web Resource]– http://www.rosietheriveter.org/ .
Social Change, Social Justice, Civil Rights & The Second Wave of the Women’s Movement	
Tue October 19	<u>Women in the Civil Rights Movement and the Second Wave of the Women’s Movement</u>
Readings:	[Text]–Sara Evans, Chapters 1, 2 & 3. [E-Reserve]–Howard Zinn, Chapter 17. ***Mid-Term Examination Due***
Thu October 21	<u>Women at the Forefront of the Second Wave: Alliances, Coalitions and Conflicts</u>
	Film Clips From A Century of Women
Readings:	[Text]–Sara Evans, Chapters 4, 5, & 6. [Web Assignment].
Contemporaneous Issues: The Ongoing Debates	
Tue October 26	<u>Women, Work, Wages, the Workforce</u>
Readings:	[Text]–Kirk & Okazawa-Rey, pp. 317-331. [Web Assignment]–Additional Web Resource: www.aauw.org (American Association of University Women Educational Foundation).
Thu October 28	<u>Women and Work: Feminization of Poverty, Solutions and Actions</u>
Readings:	[Text]–Kirk & Okazawa-Rey, pp. 333-366.
Tue November 02	<u>Women, Work, & Realities of the Global Economy</u>
	Video Screening: Made in Thailand or the City (La Ciudad)
Readings:	[Text]–Kirk & Okazawa-Rey, pp. 372-384 & 388 - 411.
Thu November 04	<u>Socio-Cultural Concepts of the Family 1: Public Policy and Motherhood</u>
Readings:	[Text]–Kirk & Okazawa-Rey, pp. 273-285. [Web Resource]– www.unmarried.org/rings.html . [Web Resource]– www.pbs.org/americanfamily/series.html .
Tue November 09	<u>Socio Cultural Concepts of the Family 2: Ongoing Issues</u>
Readings:	[Text]–Kirk & Okazawa-Rey, pp. 286-315.
Thu November 11	No Class – Columbus Day Holiday
Tue November 16	<u>Gender, Violence, and Masculinity</u>
	Video Excerpts From Tough Guise
	Written Assignment Due

Thu November 18	<u>Gender, Violence, Culture, Femicide, & Contemporaneous Issues</u> Readings: [Text]–Kirk & Okazawa-Rey, pp. 226-238 & 240-271. [Web Resource]–No Safe Place: http://www.pbs.org/kued/nosafeplace/ .
Mon November 22	<u>Gender, Violence, Sports, Sexuality</u> Documentary: It Takes a Team – making Sports Safe for Lesbian, Gay, Bisexual, and Transgender Athletes and Coaches Readings: [Web Assignment]–The Women’s Sports Foundation: www.womenssportsfoundaton.org .
Tue November 23	<u>Women and Medicalization, Reproductive Health, Reproductivte Freedom</u> Readings: [Text]–Kirk & Okazawa-Rey, pp. 173-186 & 187-223. ***Last Date to submit Out of Class Event Paper***
November 24-28	Thanksgiving Recess
Tue November 30	<u>Women’s Bodies: Representations, and the Cult of True Womanhood</u> Screening of Various Media Clips Readings: [Text]–kirk & Okazawa-Rey, pp. 111-119 & 121-141. [Web Research Assignment]
Thu December 02	<u>Women’s Sexuality: Contradictions and Double Standards</u> Readings: [Text]–Kirk & Okazawa-Rey, pp. 143-151 & 152-171.
Tue December 07	<u>A Platform for Action, Creating Change – Student Projects</u> Dialogues and Discussions
Thu December 09	<u>Summaries, Visions, Closing Exercises, Resources for Advocacy</u> ***Project Summaries Due***

WOMENSST 187H INTRO.TO WOMEN'S STUDIES SP' 2004 DESCHAMPS

THE FIRST WAVE OF THE WOMEN'S MOVEMENT, WOMEN'S SUFFRAGE

Web Research Assignment due on February 26th, 2004. Using available URLs and websites, do a search and write a biography of *Ida B. Wells and any one other* of the following people who were involved in the First Wave of the Women's Movement, the Seneca Falls Declaration, and the Women's Suffrage Movement. Your biography should be *one or two double spaced pages* and should include not only who they were but also what were their contributions and what did you learn. Be sure to include your sources. *Sarah Grimke, Angelina Grimke, Carrie Chapman Catt, Susan B. Anthony, Elizabeth Cady Stanton, Sojourner Truth, Lucretia Mott, Prudence Crandall, Frederick Douglas, Alice Paul, Charlotte Perkins Gillman, Mary McCleod Bethune, Catherine E. Beecher.*

WOMENSST 187H INTRO.TO WOMEN'S STUDIES SP' 2004 DESCHAMPS

THE FIRST WAVE OF THE WOMEN'S MOVEMENT, WOMEN'S SUFFRAGE

Web Research Assignment due on February 26th, 2004. Using available URLs and websites, do a search and write a biography of *Ida B. Wells and any one other* of the following people who were involved in the First Wave of the Women's Movement, the Seneca Falls Declaration, and the Women's Suffrage Movement. Your biography should be *one or two double spaced pages* and should include not only who they were but also what were their contributions and what did you learn. Be to include your sources. *Sarah Grimke, Angelina Grimke, Carrie Chapman Catt, Susan B. Anthony, Elizabeth Cady Stanton, Sojourner Truth, Lucretia Mott, Prudence Crandall, Frederick Douglas, Alice Paul, Charlotte Perkins Gillman, Mary McCleod Bethune, Catherine E. Beecher.*

WOMENSST 187H INTRO.TO WOMEN'S STUDIES SP' 2004 DESCHAMPS

THE FIRST WAVE OF THE WOMEN'S MOVEMENT, WOMEN'S SUFFRAGE

Web Research Assignment due on February 26th, 2004: Using available URLs and websites, do a search and write a biography of *Ida B. Wells and any one other* of the following people who were involved in the First Wave of the Women's Movement, the Seneca Falls Declaration, and the Women's Suffrage Movement. Your biography should be *one or two double spaced pages* and should include not only who they were but also what were their contributions and what did you learn. Be sure to include your sources. *Sarah Grimke, Angelina Grimke, Carrie Chapman Catt, Susan B. Anthony, Elizabeth Cady Stanton, Sojourner Truth, Lucretia Mott, Prudence Crandall, Frederick Douglas, Alice Paul, Charlotte Perkins Gillman, Mary McCleod Bethune, Catherine E. Beecher.*

INTRODUCTION TO WOMEN'S STUDIES PROF. DESCHAMPS
GUIDELINES FOR READING AND CRITICAL ANALYSIS

- What is or are the author (s) central themes?
- How is/are the author (s) perspectives similar or different from your own, or other perspectives that you have learned?
- What was new? What else would you have liked to know?
- What were the limitations, if any?
- What did you not understand?
- How might these perspectives inform your understanding, your personal, societal, and global thinking, your practice, your scholarship?
- Give examples (as necessary) to illustrate your understanding of the perspectives and concepts, and demonstrate applicability of these as best as you can.

INTRODUCTION TO WOMEN'S TUDIES PROF. DESCHAMPS
GUIDELINES FOR READING AND CRITICAL ANALYSIS

- What is or are the author (s) central themes?
- How is/are the author (s) perspectives similar or different from your own, or other perspectives that you have learned?
- What was new? What else would you have liked to know?
- What were the limitations, if any?
- How might these perspectives inform your understanding, your personal, societal, and global thinking, your practice, your scholarship?
- Give examples (as necessary) to illustrate your understanding of the perspectives and concepts, and demonstrate applicability of these as best as you can.

▪ **WOMENSST 187H GROUP LEARNING ACTIVITY PROJECTS SP'2004**

GUIDELINES FOR METHODOLOGY, PROCESS AND CLASS PRESENTATIONS

Methodology and Process: Keep a journal.

- Record your usage and meeting patterns, your learnings, and group communication, interaction, and process.
- Determine a methodology and a division of labor. Start early. NOW. Work out your timelines, Who does what? Shared responsibilities?
- Record your planning, strategies, leadership, individual process.
- Record your research methodology, research sites/engines, library resources, Your decision-making process, how you determine who to profile, diversity of selections to include race/ethnicity, age, range of lifestyles, disciplines, status,
- Why are your selections worthy of being highlighted? What audience do you want to reach?
- Determine your logistics (planning for writing bibliographies, interviewing, taking photographs, display, costs,....)
- List your outside resources, print resources, web sites,
- Evaluate your process.

Class Presentations

- Give a concise summary of recorded journal data.
- Be creative. Do not limit yourself. Create your own site or other communication medium.
- Include new learnings, new insights, new connections, any limitations, what would you have done differently, what recommendations do you have for further use.
- Make this project a combination of learning, teaching, creativity, and fun. Complement each other by using your various competencies and skills,

Evaluation

- The criteria for grading will be based on (a) content, the thoughtfulness of your selections to issues covered in the course; (b) the accuracy of your assessment and reliability of your sources and resources where applicable; (c) the cogency of your analysis; (d) the expressiveness, coherence, clarity, of your delivery and writing.
- We will also discuss and assess the group process. What did you learn? What would you have done differently? Why? How? How much effort did each of you put in? What was the group cohesiveness? How did you determine the sharing of responsibilities?

Individual Learning Paper

- This is YOUR INDIVIDUAL process and evaluation which should be 3-5 pages that presents your individual perspectives separate from the group.
- What have you learned? What could be done differently?
- What were the benefits of this project? What recommendations do you have?
- How does this link to the course themes and objectives?