



**WS187:  
INTRODUCTION TO WOMEN'S STUDIES  
FALL 2005**

**Instructor: Banu Subramaniam**

**Lectures: M,W 10:10-11:00 at Bartlett 65**

**Fri: Discussion Section**

**Course Instructors**

**Module I:  
Sept 7 – Oct 7  
Banu Subramaniam**

Office: Bartlett 229;  
email: banu@wost.umass.edu  
Office Hours: M, W: 2-3 pm  
& by appointment

**Module II:  
Oct 12 – Nov 11  
Dayo Gore**

Office : Bartlett 261  
email: dfgore@wost.umass.edu  
Office Hours: M, W: 12-1 pm  
& by appointment

**Module III:  
Nov 14 –Dec 14  
Miliann Kang**

Office: Bartlett 71  
email: mkang@wost.umass.edu  
Office Hours: M: 11-12 pm  
W: 12-1 pm & by appointment

**Discussion Section Instructors** (all discussions on Friday)  
**Mitch Boucher, Mirangela Buggs, Shelly Perdomo, Chizu Sato, Beverly Weber**

**Course Description**

Women's Studies is a vibrant interdisciplinary field today, spanning the humanities, social, natural and physical sciences. Scholars in women's studies have developed frameworks, theories and methods used to study and understand ourselves and our natural and social worlds. Because women's 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. Focusing on both historical and contemporary women's issues, we will examine women's lives with a particular emphasis on the intersections of gender and race, class, sexuality and ethnicity. 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.

This is a challenging course. It 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 your own lives. Therefore, throughout the course, we have assignments that ask you to connect the course material to events outside the classroom and your own lives. Some of this material may be new to some of you, and challenging to others. You may agree passionately with the ideas presented, or passionately disagree. We welcome engaged responses and arguments, but insist that you are respectful of others in all conversations, debates and discussions.

**Course Requirements**

This course is structured into three modules: Module I – Feminisms and the Sciences (Instructor: Banu Subramaniam) Module II - Feminisms and History (Instructor: Dayo Gore); Feminisms and Society (Instructor: Miliann Kang). While the exams focus primarily on the material for the individual module, each module builds on key concepts of earlier modules. There is an exam at the end of each module.

- ❖ 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. But other assignments will be given in your discussion sections. Absence from these sections 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 Teaching Assistant. All sections *may not* have the same assignments.
- ❖ Discussion sections 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. **Sections begin this Friday, September 9.**
- ❖ 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

- ❖ Two **MIDTERM EXAMS** (one at the end of Module I and II)
- ❖ Three 2 – 3 page **ESSAYS** due (not more than 3 pages or less than 2 pages). Guidelines will be given out. Papers must always be typewritten and double spaced. No handwritten or papers via email will be accepted. Papers must be handed in on the due date. Late papers will be graded down.
- ❖ A **FINAL EXAM** scheduled during finals week. ***Do not make plane reservations or plans to leave before you check the final exam schedule.*** Note: While the final exam will primarily focus on Module III, you will be responsible for incorporating key concepts and frameworks from Modules I and II.
- ❖ Unannounced pop quizzes in lecture or discussion section 1% 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 unexcused absences will result in your grade being marked down. Non-attendance will result in an "F."* If you have an excused absence, in addition to an official note excusing you from absence, you must submit a two page reflection paper based on the readings assigned for that week. The paper is due the next class day.
- ❖ Incompletes will not be given except in unusual circumstances. See your TA as soon as possible

### Grading

*Final grades will be computed as follows:*

Discussion group (attendance, class participation and assignments)	20%
Mid-term Exam I	15%
Mid-term Exam II	15%
Three short essays (10% each)	30%
Final Exam	15%
Pop Quizzes (In Lecture or Section – highest 5 grades)	5%

### Discussion Groups

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 debate and discuss these issues. We expect you to have **completed and thought about** all of the readings for that week and to be ready to engage in meaningful dialogue. 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 groups will be 20% of the course grade.**

### 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/rights/acad\\_honest.htm](http://www.umass.edu/dean_students/rights/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 to 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:

- ❖ 300 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.
- ❖ This class is **50 minutes** and we expect you to remain for the entire period. Late comers and those who begin to pack 5 minutes before the class period disrupt the class for everyone.
- ❖ Make up exams will only be given to students who have an exam conflict, a medical or unavoidable excuse. Ignorance of this rule will not constitute a valid excuse.

### Required Books

Gwyn Kirk, and Margo Okazawa-Rey, *Women's Lives: Multicultural Perspectives*. 3rd edition. McGraw Hill, 2004. *Available at Food for Thought Book-shop, North Pleasant Street, Amherst*  
E-Reserves: Articles available online through e-reserves and the web as indicated.

### COURSE OUTLINE

Thirty years ago, there were only a few universities and colleges across the country that had women's studies departments or programs. Today the majority of institutions offer courses in women's studies. Feminist scholarship 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's 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's studies by focusing on select topics.

The course material is organized into three modules – Feminisms and the Sciences, Feminisms and History and Feminisms and Society. While these modules will 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 as you read the course material:

- **Integrative analysis:** Throughout this course 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 levels.
- **Feminism(s):** There is no unitary “feminism” but rather “feminisms.” We understand feminism(s) as a multiple, shifting and contested movements – historically and in contemporary times.
- **Knowledge construction:** Throughout this course 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 *description* and *analysis* as well as thinking for *vision* and *change*.
- **Activisms:** We emphasize women's resistance to oppression and work for progressive change.

## MODULE I (September 7 – November 9)

### FEMINISMS AND THE SCIENCES

Instructor: Banu Subramaniam

- |                    |  |
|--------------------|--|
| <b>Wed, Sep 7</b>  | <b><i>What is Women's Studies: Why should we care?</i></b><br>What is Women's Studies? Who are the scholars? What do they study?<br><i>Readings</i> [Text] - Kirk & Okazawa-Rey, Introduction, pp. 1-7   |
| <b>Fri, Sep 9</b>  | <b><u>Discussion Sections begin:</u></b> In preparation for this discussion:<br>Ask five people you know for their definition of feminism. Record their answers. In addition to their words, note their tone of voice and facial expressions.  |
| <b>Mon, Sep 12</b> | <b><i>Who Knows? Theories, Theorizing and the Politics of Knowledge</i></b><br><i>Readings</i> [Text] - Kirk & Okazawa-Rey, Chapter One, pp. 9-20  |
| <b>Wed, Sep 14</b> | <b><i>Biological Determinism/Social Construction: Terms of the Debate</i></b><br><i>Readings</i> [Text] - Kirk & Okazawa-Rey, Chapter One, Readings 1-7; pp. 21- 57<br>[Web] – Eugenics Archive: <a href="http://www.eugenicsarchive.org/eugenics/">http://www.eugenicsarchive.org/eugenics/</a> |
| <b>Mon, Sep 19</b> | <b><i>Identities/Social Location: Theorizing Experience</i></b>  |

*Defining Sex/gender/race/ethnicity/class/sexuality*

**Guest Speaker: Mitch Boucher**

*Readings*

[Text] - Kirk & Okazawa-Rey, Chapter Two, pp. 60 – 69

[E-Reserves] - Lois Gould, "X: A Fabulous Child's Story," In *Women's voices, Feminist Visions*, Susan M. Shaw and Janet Lee, eds. Mayfield 2001. 119-12

[Web] – Loren Cameron, "Portrait of a Man,"

[http://www.findarticles.com/p/articles/mi\\_m1589/is\\_1999\\_May\\_25/ai\\_54775066/print](http://www.findarticles.com/p/articles/mi_m1589/is_1999_May_25/ai_54775066/print)

[E-Reserves] - Teresa L. Arnott & Julie A. Matthaei, "Race, Class, Gender and Women's Works: A Conceptual Framework" in *Race, Gender and Work*, 11-28.

**Wed, Sep 21**

*Readings*

***Intersectionality: Integrative Frameworks for Analysis***

[Text] - Kirk & Okazawa-Rey, Chapter Two, pp.70 –109.

**Fri, Sep 23**

**WRITING ASSIGNMENT #1 DUE IN DISCUSSION SECTION**

**Mon, Sep 26**

*Readings*

***Politics of the Body***

[Web] Gloria Steinem, "If Men Could Menstruate." *Ms. Magazine*, Oct. 1978

<http://www.haverford.edu/psych/ddavis/p109g/steinem.menstruate.html>

[E-Reserves] - Sandra Bem "Transforming the Debate on Sexual Inequality: From Biological Difference to Institutionalized Androcentrism," In *Lectures on the Psychology of Women*, Joan C. Chrisler, Carla Golden, Patricia D. Rozee eds., McGraw Hill, 3<sup>rd</sup> edition, 3-15.

[E-Reserves] – Rhoda Unger, "Biology, Sex, Gender," 136-171

[Web] Stephen Jay Gould, "The Geometer of Race," *Discover*, 1994

<http://www.greeninformation.org/The%20Geometer%20of%20Race.htm>

**Wed, Sep 28**

*Readings*

***Body Politics – contd.***

[Web] Anne Fausto-Sterling, "The Five Sexes: Why males and females are not enough." *The Sciences* 33(2): 20-25, 1994.

<http://www.neiu.edu/~lsfuller/fivesexes.htm>

[Web] – Emily Martin, "The Egg and the Sperm,"

<http://www.dac.neu.edu/womens.studies/egg&sperm.htm>

[Ereserves] Alan Goodman, "Bred in the Bone," *The Sciences*, March 1997.

[Web] – Jonathan Marks, "A Feckless Quest for the Basketball Gene," NYT, April 8, 2000, <http://www.uncc.edu/jmarks/pubs/feckless.html>

[Web]: Eugenics Archive: <http://www.eugenicsarchive.org/eugenics/>

**Mon, Oct 3**

*Readings*

***Medicalization of Women's Bodies***

[Text] - Kirk & Okazawa-Rey, Chapter 5, pp. 187-219.

[Ereserves] – Angela Davis, "Sick and Tired of Being Sick and Tired: The Politics of Black Women's Health," In *The Black Women's Health Book*, Seal, 1994. (18-26)

[Ereserves] Nancy Krieger and Mary Bassett, 1993. "The Health of Black Folk: Disease, Class, and Ideology in Science." In *Racial Economy of Science*, Sandra Harding ed., Indiana Univ. Press, 1993.

**Wed, Oct 5**

*Readings*

***The New Genetic Determinism***

[Web] Larry Adelman, "Race and Gene Studies: What Differences make a difference?" [http://www.pbs.org/race/000\\_About/002\\_04-background-01-02.htm](http://www.pbs.org/race/000_About/002_04-background-01-02.htm)

[Web] Ruth Hubbard & Sturat Newman, "Yuppie Eugenics," *Z Mag* 2002

<http://www.zmag.org/ZMag/articles/march02hubbard-newman.htm>

[Web] Dorothy Roberts, "Race, and the New Reproduction," In *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*, Pantheon Books, 1997.

<http://www.hsph.harvard.edu/rt21/race/ROBERTS6.html>

[E-reserves] Judith Levine, "What Human Genetic Modification Means for Women," *World Watch*, July/August 2002.

[Web] Richard Lewontin, "The DNA Era," *GeneWatch: Council for Responsible Genetics*,

<http://www.mindfully.org/GE/2003/DNA-Era-Lewontin1jul03.htm>

Wed, Oct 5  
Fri, Oct 7

**Exam Review: 6.30-7.30 p.m in Bartlett 65**  
**MIDTERM EXAM #1**

## MODULE II (October 12 – November 9)

### FEMINISMS AND HISTORIES

Instructor: Dayo Gore

Mon, Oct. 10

NO CLASS, HOLIDAY

Wed, Oct. 12  
Readings

*U.S Women's Multiple Histories: Intersections and Historical Context*  
[E-Reserves] Elsa Barkley Brown, "What's Happened Here" p. 272-285

Mon, Oct. 17  
Readings

*Colonization: The Shaping of Nations and Empire*  
[E-Reserves] Howard Zinn, Chapter 1, "Columbus, The Indians and Human Progress" p. 1-22  
[Text] Daly, "Perspectives of Native American Women," p. 70-78

Wed, Oct. 19  
Readings

*The Bonds of Slavery and Freedom: Women's Experiences in the Founding of the United States*  
[E-Reserves] Angela Davis, "The Legacy of Slavery," p. 3-29.  
[Web] Barbara Welter, "Cult of True Womanhood 1820-1860"  
[www.pinzler.com/ushistory/cultwo.html](http://www.pinzler.com/ushistory/cultwo.html)  
[Web] "Coverture," [http://college.hmco.com/history/readerscomp/women/html/wh\\_00\\_8900\\_coverture.htm](http://college.hmco.com/history/readerscomp/women/html/wh_00_8900_coverture.htm)  
[Web] Sarah Grimke, "Legal Disabilities of Women, 1937"  
<http://www.civics-online.org/library/formatted/texts/grimke.html>

Mon, Oct 24  
Readings

*Contested Freedoms: Abolitionism and the Emergence of First Wave Feminism*  
[E-Reserves] Angela Davis, "Working Women, Black Women and the History of the Suffrage Movement" p. 73-78  
[E-Reserves] Mankiller, Navarro and Steinem, "Feminism and Feminisms"  
[E-Reserves] Maria Miller Stewart, in *Words of Fire*, p.25-29  
[Web] "Seneca Falls Declaration of Sentiments and Resolutions"  
[www.pbs.org/stantonanthony/resources/index.html?body=dec\\_sentiments.htm](http://www.pbs.org/stantonanthony/resources/index.html?body=dec_sentiments.htm)

Wed, Oct 26  
Readings

*Ida B. Wells, Post-Reconstruction and A Women's Era, 1880-1920*  
[E-Reserves] Sara Evans, "Women and Modernity," *Born For Liberty*, p. 145-173  
[E-Reserves] Gertude Stuart Baillie, "Should Professional Women Marry"  
[E-Reserves] Ida B. Wells, "Lynch Law in America," p. 70-76  
[Video:] A Passion for Justice—Ida B. Wells

Fri, Oct 28

**WRITING ASSIGNMENT #2 DUE IN DISCUSSION SECTION**

- Mon, Oct 31**  
*Readings* ***World War II and Women in the Postwar Years, 1941-1955***  
[E-Reserve] Nancy Woloch, *Women and the American Experience*, p. 471-485  
[E-Reserves] Beulah Richardson, "A Black Woman Speaks of White Womanhood, of White Supremacy, of Peace" (1951), p. 1-10  
[Text] Takahashi, "U.S. Concentration Camps," Chapter 10, p. 442-448  
[Web] Rosie the Riveter  
[http://www.archives.gov/exhibits/powers\\_of\\_persuasion/its\\_a\\_womans\\_war\\_too/its\\_a\\_womans\\_war\\_too.html](http://www.archives.gov/exhibits/powers_of_persuasion/its_a_womans_war_too/its_a_womans_war_too.html)  
<http://www.clarityfilms.org/rosie/story.html>  
[Web] Anti-Japanese World War II Poster <http://bss/sfsu.edu/internment/posters.html>
- Wed, Nov 2**  
*Readings* ***"Revolution in the Air:" The Civil Rights Movement and Social Change***  
[E-Reserves] William Chafe, "The Revival of Feminism," p. 121-133  
[E-Reserves] SNCC, "Statement of Purpose" and Ella Baker, "More Than a Hamburger," *The Eyes on the Prize Reader*, p. 119-122  
[Text] Thompson, "Multiracial Feminism," Chapter 13, p. 545-556
- Mon, Nov. 7**  
*Readings* ***The Many Voices of Feminism and the Post-Feminist Backlash***  
[Web] National Organization For Women Statement of Purpose  
<http://www.cwluherstory.org/CWLUArchive/now.html>  
[Text] Omolade, "Ella's Daughter," Chapter 13, p. 534-545  
[E-Reserves] Sara Faludi, "Introduction: Blame it on Feminism"
- Mon, Nov 7.** **Exam Review: 6:30-7:30 in Bartlett 65**
- Wed, Nov 9** **MID TERM EXAM #2 - In-Class Exam**

**MODULE III (November 14 – December 14)**

**FEMINISMS AND SOCIETIES**

**Instructor: Miliann Kang**

- Mon, Nov 14**  
*Readings* ***Women's Bodies and Representation***  
**Guest Speaker: Beverly Weber**  
[Text] - Kirk & Okazawa-Rey, Chapter 3, Readings #15, 16, 18, 20, pp. 111-129, 135-137.
- Wed, Nov 16**  
*Readings* ***Beauty and Beauty Work: Case Study of Asian-owned Nail Salons***  
[E-reserves] - Miliann Kang, "The Managed Hand: The Commercialization of Bodies and Emotions in Korean-owned Nail Salons," *Gender and Society*  
[Text] - Kirk & Okazawa-Rey, Reading #52, pp. 359-366.
- Mon, Nov 21**  
*Readings* ***Violence Against Women***  
[Text] - Kirk & Okazawa-Rey, Chap. 6 and Readings #37-40, p. 225-39, 249-251
- Wed, Nov 23** **No Class**
- Mon, Nov 28**  
*Readings* ***Sexuality, Relationships, Families and Households***  
[Text] - Kirk & Okazawa-Rey, Chapter Seven, pp. 273-286, Readings #23-25, 28, 43,

pp. 153-162, 168-171, 294-300,

**Wed, Nov 30**

***The Struggle for Reproductive Rights***

**Guest Speaker: Prof. Marlene Fried, Hampshire College**

*Readings*

[E-reserves] - Jael Silliman, Marlene Gerber Fried, Loretta Ross, and Elena Gutierrez, *Undivided Rights: Women of Color Organize for Reproductive Justice*, Chapter 2, 25-43.

**Fri, Dec 2**

**WRITING ASSIGNMENT #3 DUE**

**Mon, Dec 5**

***Women in the Global Economy***

*Readings*

[Text] - Kirk & Okazawa-Rey, Chap. Nine, Readings #53, 54, 56, pp. 371-406, 410.  
[Film] – *Maid in America*

**Wed, Dec 7**

***Women and Work***

*Readings*

[Text] - Kirk & Okazawa-Rey, Chapter Eight, Readings #47, 49, pp. 317-333, 347.  
[E-reserves] – Sharon Hays, *Flat Broke with Children: Women in the Age of Welfare Reform*, Chapter 4, pp. 95-120.

**Mon, Dec 12**

***Militarization and War***

*Readings*

[Text] - Kirk & Okazawa-Rey, Chapter Eleven, Readings # 66-69, pp.454-467, 478-488.

**Wed, Dec 14**

***Creating Change: Women and Activism***

*Readings*

[Text] - Kirk & Okazawa-Rey, Chapter 13, Readings 80-82, pp. 522-534, 563-580.

**Wed, Dec 14**

**Exam Review: 6.30-7.30 in Bartlett 65**

**FINAL EXAM (Date and Location TBA)**

*"It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences."*

*-Audre Lorde*

*"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*

*"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*