



## Course Requirements and Written Assignments

- ◆ It is your responsibility to adhere to the due dates of written assignments as outlined in the syllabus. Late assignments are not an option. All written assignments must be typed, double spaced. Ask for help and resources for your writing especially around format for citations and bibliography, as well as overall mechanics.
- ◆ Reading assignments must be completed by the class period for which they were assigned. In-class activities and assignments will be based on the readings. The format for discussion and analysis of the readings will be varied and you will be expected to participate in group discussions, lead a discussion, and make short presentations. You must be prepared to participate in an intellectual discussion. Respect and thoughtfulness are vital in this classroom and will be observed at all times. Our differing perspectives and analyses must be productive and valuable contributions to the discourse and to increasing our world views. We will also try doing *community journals*, (guidelines will be discussed).
- ◆ Regular attendance is necessary for successful completion of this course. Two *unexcused* absences will affect your final grade by at least one letter grade. There will be many graded in-class assignments and activities which cannot be made up if you are absent. Be sure to inform me of Religious Observances and keep in mind that excused absences **do not** relieve you of due assignments. (20%).
- ◆ Two critical analysis papers, (2-3 pages). These papers are suggested as a way to promote critical thinking and to monitor comprehension of the readings. Choose two or three key points to help focus your response and critique, take risks and incorporate your ideas about the subject, but you **must** include content from the readings. Comment on the contributions of the author(s), critically examine the soundness of the arguments, discuss insights gained or limitations to the analysis. I want to know that you have read, understood, and analyzed the readings. Grades will be based on quality and clarity of your arguments as well as the organization of your ideas. See the guidelines below. (20%).
- ◆ Critical Autobiography. In the Third week of the semester, you will submit an autobiography (3 pages) that details how race, gender, class, and sexuality impact and shape your life and your perception of the social and cultural world. In particular, you should discuss your conceptions of the intersections of race, gender, class, and sexuality on the decisions that you make, would like to make, may or may not make regarding your personal and professional goals. The purpose of this paper is to get you thinking about who you are, what you believe, and why these things are seemingly “normal” or “natural”. These papers will be graded on how well they evidence critical thinking about these issues and how well you articulate this thinking. (10%).
- ◆ Generational Voices. You will be expected to interview or have conversations with a sampling of your peers as well as your parents’ generation, and write a reflection paper (3 pages) of your findings. We will discuss the guidelines in class. (5%).
- ◆ Reflection Paper on *Lucy* [Text by Jamaica Kincaid] in the context of “Different Similarities”. Guidelines will be discussed in class. (10%).
- ◆ There will be one final examination in this course. You will be given two questions to answer in which you will be expected to demonstrate your understanding and application of the course materials. The goal is for you to create your own ideas and to **do** something with them in relation to other theoretical facts. (20%).

### **Course Requirements and Written Assignments (Cont'd)**

- ◆ Group Project. This will be a collaborative effort in which you (in small groups) will create and execute a final project that relates to activism and social change. We will discuss the specific guidelines in class and we will work on this as a class throughout the semester. Each group will present its project at the end of the semester. Because it is a collaborative effort, you should expect to meet with your group outside of class on a regular basis but I will provide some in-class consult time to work on your projects. I will also be available to meet with groups as needed. Topics for these projects will be discussed early in the semester and will include a range of activities such as collective art work (paintings, sculptures, videos); a project for change of a contemporary political or social policy; a series of poetry, short stories or other creative writings; an organization and execution of an activist event on campus and/or in the community; or even a women's philanthropy project. Each of you will write an individual 3-5 page paper on your experience in and of this final project that will be due at the end of the semester. (15%).

### **Guidelines for Critical Analysis and Response Papers**

These papers are to promote critical thinking and to monitor comprehension of the readings. Suggestions for writing the papers include (a) choose two or three points to help focus your response or critique and (b) take risks and incorporate your ideas about the subject, but remember to include content from the readings. Feel free to comment on the contributions of the work, critically examine the "soundness" of the arguments. Discuss insights gained or limitations to the analysis. Essentially, I want to know that you have read, understood, and analyzed the readings. Grades will be based on the quality and clarity of your arguments as well as the organization of your ideas. Do not just summarize the readings.

### **Grading**

Attendance, participation, in-class assignments, and out of class assignment	20%
Critical Analysis Paper 1 (Due Thursday September 22 <sup>nd</sup> )	10%
Critical Analysis Paper 2 (Due Tuesday October 11 <sup>th</sup> )	10%
Critical Autobiography Paper (Due Thursday October 27 <sup>th</sup> )	10%
Generational Voices Paper (Due Tuesday November 08 <sup>th</sup> )	05%
Reflection Paper on <i>Lucy</i> (Due Tuesday November 15 <sup>th</sup> )	10%
Take Home Examination (Due Thursday December 01 <sup>st</sup> )	20%
Collaborative Group Project (Due Tuesday December 13 <sup>th</sup> )	15%

### **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](#). 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 Texts]:	Margaret Andersen & Patricia Hill Collins, <i>Race, Class, and Gender: An Anthology (5<sup>th</sup> edition)</i> . Wadsworth, 2004.
	Kelly Coate, Suki Ali, & Wanguyi Wa Goro, <i>Global Feminist Politics: Identities in a Changing World</i> . Taylor and Francis, 2000.
	Bell hooks, <i>Feminism is for Everybody</i> . South End Press, 2000.
	Jamaica Kincaid, <i>Lucy</i> . Farrar, Straus & Giroux. Paperback edition, 2002.
	Additional Handouts and E-Reserves

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

### Course Calendar

Thu September 08	<b><u>Introduction to Course</u></b> Syllabus, Introductory Exercises and Questions Why Feminism? Why Feminist Theories?
Tue September 13	<b><u>Making Sense of Life, Making Sense of our Selves</u></b> Readings: [Text]–bell hooks, “Feminism is for Everybody” pp. 1-54.
Thu September 15	<b><u>Imagining the Possibilities</u></b> Readings: [Text]–bell hooks, “Feminism is for Everybody” pp. 55-118.
<b>Historical and Contemporary Feminist Frameworks</b>	
Tue September 20	<b><u>Introducing Feminist Theorizing</u></b> Readings: [Handout/E-Reserve]–Stevi Jackson & Jacki Jones, “Thinking For Ourselves: An Introduction to Feminist Theorizing”. [Handout/E-Reserve]–Rosalind Delmar, “What is Feminism?” in Herrmann & Stewart, <i>Theorizing Feminism</i> , 1994, Westview Press.
Thu September 22	<b><u>Ideologies and Movements</u></b> Readings: [Web Assignment]–Students will be required to find and submit information on the various Ideologies and Movements (Liberal, Social, Radical, Marxist, Chicana, Black, Global, ...). *** <i>Critical Analysis Paper 1 due</i> ***
Tue September 27	<b><u>Identity Politics: Gender, Place, Race, Nation</u></b> <b>Video Screening: The Way Home</b> Discussions and Class Exercises.
<b>Intersectionalities, Different Similarities, Institutional Policies, Cultural Representations, Sexualities and Violence, Activism</b>	
Thu September 29	<b><u>Shifting the Center</u></b> Readings: [Text]–Andersen & Collins, pp. 1-12 & 15-71.
Tue October 04	<b><u>Race and Racism</u></b> Readings: [Text]–Andersen & Collins, pp. 75-126.
Thu October 06	<b><u>Class and Inequality</u></b> <b>Video Screening: People Like Us</b> Readings: [Text]–Andersen & Collins, pp. 127-165.
Tue October 11	<b><u>Gender and Sexism</u></b> Readings: [Text]–Andersen & Collins, pp. 166-212. *** <i>Critical Analysis paper 2 Due</i> ***

**Course Calendar (Cont'd)**

Thu October 13	<b><u>Work and Economic Institutions</u></b>
Readings:	[Text]–Andersen & Collins, pp. 215-265.
Tue October 18	<b><u>Families</u></b>
Readings:	[Text]–Andersen & Collins, pp. 266-309.
Thu October 20	<b><u>Cultural Institutions and the Production of Ideas</u></b>
Readings:	[Text]–Andersen & Collins, pp. 310-353.
Tue October 25	<b><u>State Institutions and Social Policy</u></b>
Readings:	[Text]–Andersen & Collins, pp. 354-392.
Thu October 27	<b><u>Ethnicity and Migration</u></b>
Readings:	[Text]–Andersen & Collins, pp. 395-447. *** <i>Critical Autobiography Due</i> ***
Tue November 01	<b><u>Sexuality</u></b> <b>Video Screening: bell hooks on Cultural Criticism, Part 2</b>
Readings:	[Text]–Andersen & Collins, pp. 448-482.
Thu November 03	<b><u>Violence</u></b>
Readings:	[Text]–Andersen & Collins, pp. 483-508.
Tue November 08	<b><u>Making a Difference</u></b> <b>Panel Presentation</b>
Readings:	[Text]–Andersen & Collins, pp. 511-559. *** <i>Generational Voices Paper Due</i> ***
<b>Feminist Literary Theory: Theorizing the Personal and the Political</b>	
Thu November 10	<b><u>Lucy</u></b>
Readings:	[Text]–Jamaica Kincaid, (Read up to page 83). [Web assignment will be given].
Tue November 15	<b><u>Lucy</u></b>
Readings:	[Text]–Jamaica Kincaid, (Finish book). *** <i>Reflection Paper on Lucy Due</i> ***
<b>Global Feminist Politics and Action</b>	
Thu November 17	<b><u>Points of Connection, Narrowing the Bridges</u></b>
Readings:	[Text]–Suki, Coate & Goro, pp. 1-48.
Tue November 22	<b><u>Multiple Identities, Politics of Gender and Space, Transforming Silences</u></b>
Readings:	[Text]–Suki, Coate, & Goro, pp. 49-106.

**Course Calendar (Cont'd)**

November 23-27	<b>Thanksgiving Break Recess</b>
Tue November 29	<b><u>Global Intersectionalities</u></b> [Text]–Suki, Coate, & Goro, pp. 107-175.
Thu December 01	<b><u>Student Roundtable Discussions</u></b> <b>Student Papers and Reflections</b> *** <i>Take Home Examination Due</i> ***
<b>Taking Action – Student Presentations, Analysis and Praxis</b>	
Tue December 06	<b><u>Class Presentations</u></b>
Thu December 08	<b><u>Class Presentations</u></b>
Tue December 13	<b><u>Closing Exercises: New Lenses</u></b> *** <i>Individual Project Assignment Due in Class</i> ***