



**WOST 187: INTRODUCTION TO WOMEN'S STUDIES**  
**Fall 2006**  
**Instructor: Banu Subramaniam**

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

**Course Instructors**

**Module I and IV:**  
**Banu Subramaniam**

Office: Bartlett 229  
 email: banu@wost.umass.edu  
 Office Hours: W: 1-2 pm  
 & by appointment

**Module II:**  
**Dayo Gore**

Office : Bartlett 261  
 email: dfgore@wost.umass.edu  
 Office Hours: W: 9-10 am  
 & by appointment

**Module III:**  
**Mirangela Buggs**

Office: Bartlett 208C  
 email:  
 wost187lecture@yahoo.com  
 Office Hours: M: 11:30-1:30  
 & by appointment

**Discussion Section Instructors (all discussions on Friday)**

| <u>Time</u> | <u>Section#</u> | <u>Location</u> | <u>TA</u>  |
|-------------|-----------------|-----------------|--|
| 9.05        | AD10            | Bartlett 127    | Mitch Boucher <a href="mailto:mboucher@english.umass.edu">mboucher@english.umass.edu</a> |
| 9.05        | BD01            | Moore 108       | Kat Jones <a href="mailto:kjones@soc.umass.edu">kjones@soc.umass.edu</a>                 |
| 10.10       | AD03            | Dickinson 214   | Mirangela Buggs <a href="mailto:wost187seminar@yahoo.com">wost187seminar@yahoo.com</a>   |
| 10.10       | AD04            | Bartlett 201    | Mitch Boucher <a href="mailto:mboucher@english.umass.edu">mboucher@english.umass.edu</a> |
| 10.10       | AD09            | Dickinson 216   | Rani Varghese <a href="mailto:varghese@educ.umass.edu">varghese@educ.umass.edu</a>       |
| 10.10       | CD01            | Butterfield 7   | Allia Matta <a href="mailto:amatta@froam.umass.edu">amatta@froam.umass.edu</a>           |
| 10.10       | DD01            | Moore 108       | Kat Jones <a href="mailto:kjones@soc.umass.edu">kjones@soc.umass.edu</a>                 |
| 11.15       | AD07            | Dickinson 209   | Mirangela Buggs <a href="mailto:wost187seminar@yahoo.com">wost187seminar@yahoo.com</a>   |
| 11.15       | AD08            | Bartlett 207    | Rani Varghese <a href="mailto:varghese@educ.umass.edu">varghese@educ.umass.edu</a>       |
| 11.15       | ED01            | Van Meter       | Allia Matta <a href="mailto:amatta@froam.umass.edu">amatta@froam.umass.edu</a>           |

Please Attend the Discussion Section You Are Registered For

## Course Description

Women's Studies is a vibrant interdisciplinary field, 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 four modules: Module I and IV– Feminisms and Theory and Feminisms and the Sciences (Instructor: Banu Subramaniam) Module II - Feminisms and History (Instructor: Dayo Gore); Feminisms, Society and Activism (Instructor: Mirangela Buggs). While the exams focus primarily on the material for specific modules, each module builds on key concepts of earlier modules. There are exams at the end of module I, II and a final exam covering modules III and IV.

- ❖ You must be registered for both the lecture and discussion section. Attendance at BOTH is required.
- ❖ We will use WebCT. Once you registered in the course, you will automatically be added to the course on WebCT. You will use your OIT username and password to sign into the course WebCT and access course information. Please contact OIT if you have any problems.
- ❖ 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 8th**
- ❖ 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

- ❖ **2 MIDTERM EXAMS** (at the end of Module I and II)
- ❖ **ONE ANALYTICAL PAPER** due during Module III (5-6 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 and IV, you will be responsible for incorporating key concepts and frameworks from Modules I - II.
- ❖ Unannounced 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 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. Once during the semester, each student will sign up to be a **discussion leader** for discussion section. A **two page essay** on the theme and readings for that week is due in discussion section on the same day. Please check with your section syllabus for more details.
- ❖ 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 (includes attendance, class participation assignments, discussion leader and essay- details in section syllabus) | 25% |
| Mid-term Exam #1  | 10% |
| Mid-term Exam #2  | 20% |
| Analytical Paper (5-6 pages)  | 15% |
| Final Exam  | 20% |
| Pop Quizzes (In Lecture or Section – highest 5 grades)  | 10% |

### 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 and assignments constitute 25% 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

**Text:** Gwyn Kirk, and Margo Okazawa-Rey, *Women's Lives: Multicultural Perspectives*. 4th ed.,

2007. Available at Food for Thought Book-shop, North Pleasant Street, Amherst

**E-Reserves:** Articles available online through library reserves, password: 187fall.

### 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 four modules – Feminisms and Theory, Feminisms and Histories, Feminisms, Society, and Activism, and Feminisms and the Sciences. 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 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.

### COURSE INTRODUCTION

Wed, Sep. 6

**What You Need to Know**

How to prepare for class/Module Structure /Resources /Discussion Sections

Fri, Sep. 8

**Discussion Sections begin:** In preparation for this discussion:

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.

### MODULE I

**FEMINISMS AND THEORY**  
**Instructor: Banu Subramaniam**

- Mon, Sep. 11**      ***Who Knows? Theories, Theorizing and the Politics of Knowledge***  
What is Women's Studies? Who are the scholars? What do they study?  
*Readings*      [Text] - Kirk & Okazawa-Rey, Chapter One, Pages 11-23  
[Text] - Kirk & Okazawa-Rey, Chapter One, Reading 2 (Johnson)
- Wed, Sep. 13**      **Sex/Gender/Class/Race/Sexuality: What do we do with Difference?**  
**Guest Lecture: Mitch Boucher**  
*Readings*      [Text] - Kirk & Okazawa-Rey, Chapter Four, Reading 27 (Feinberg)  
[E-Reserves] – Julie A. Greenberg, “Definitional Dilemmas, male or female? Black or white? The Law’s Failure to Recognize Intersexuals and Multiracials.”  
[E-Reserves] – Transliberation: Beyond Pink and Blue: Boston, Beacon Press, 1998. Pages 63-67, 88-93, 106-109.
- Fri, Sep. 15**      **Discussion Section**
- Mon, Sep. 18**      ***Biological Determinism/Social Construction: Terms of the Debate***  
*Readings*      [Text] - Kirk & Okazawa-Rey, Chapter One, Reading 1 (Lorber)  
[E-Reserves] - Carole Vance, “Social Construction Theory: Problems in the History of Sexuality” In *An Introduction to women’s Studies: Gender in a Transnational World*, Inderpal Grewal and Caren Kaplan eds., McGraw Hill, 2002, 28-31.  
[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>
- Wed, Sep. 20**      **Intersectional Identities/Social Location: Theorizing Experience**  
*Defining Sex/gender/race/ethnicity/class/sexuality*  
*Readings*      [Text] - Kirk & Okazawa-Rey, Chapter Two, pp. 61 – 68.  
[E-Reserves] - Teresa L. Amott & Julie A. Matthaei, “Race, Class, Gender and Women’s Works: A Conceptual Framework” in *Race, Gender and Work: A Multi-cultural Economic History of Women in the United States.*, Teresa Amott & Julie Matthaei eds., 1996, Boston: South End Press. 11-28.  
[Text] - Kirk & Okazawa-Rey, Chapter One, Readings 5 (Yee), Chapter 2, Reading 9 (Allison) and 10 (Pough)
- Fri, Sep. 22**      **Discussion Section**

**MODULE II**  
**FEMINISMS AND HISTORIES**  
**Instructor: Dayo Gore**

- Mon, Sep. 25**      ***U.S Women’s Multiple Histories: Intersections and Historical Context***  
*Readings*      [E-Reserves] - Elsa Barkley Brown, “What’s Happened Here” p. 272-285
- Wed, Sep. 27**      ***Colonization: The Shaping of Nations and Empire***  
**Guest Speaker: Alice Nash**  
*Readings*      [E-Reserves] - Howard Zinn, Chapter 1, “Columbus, The Indians and Human

Progress” p. 1-22

[Text] - Daly, “Perspectives of Native American Women,” p. 72- 81.

**Fri, Sep. 29**

**Discussion Section – Midterm Exam I in discussion sections**

**Mon, Oct. 2**

***The Bonds of Slavery and Freedom: Women’s Experiences in the Founding of the United States***

*Readings*

[E-Reserves] - Angela Davis, “The Legacy of Slavery,” p. 3-29.

[Web] - Barbara Welter, “Cult of True Womanhood 1820-1860”

[www.pinzler.com/ushistory/culttwo.html](http://www.pinzler.com/ushistory/culttwo.html)

[Web] - “Coverture,” <http://dictionary.laborlawtalk.com/coverture>

**Wed, Oct. 4**

***Contested Freedoms: Abolitionism and the Emergence of First Wave Feminism***

*Readings*

[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”

[Web] - Sarah Grimke, “Legal Disabilities of Women, 1837”

<http://www.civics-online.org/library/formatted/texts/grimke.html>

[Web] - “Seneca Falls Declaration of Sentiments and Resolutions” Click on Historic Documents and then “Declaration of Sentiments” at:

[http://www.pbs.org/stantonanthony/resources/index.html?body=dec\\_sentiments.htm](http://www.pbs.org/stantonanthony/resources/index.html?body=dec_sentiments.htm)

**Fri, Oct. 6**

**Discussion Section**

**Mon, Oct 9**

**Columbus Day - Holiday**

**Wed, Oct. 11**

***Movement, Migration and Immigration at the Turn of the Century***

*Readings*

[E-Reserves] - Ellen Dubois, Chp. 6 “Women in the Expanding Nation,” p. 340-361

[E-Reserves] - Ida B. Wells, “Lynch Law in America,” p. 70-76

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

**Fri, Oct. 13**

**Discussion Section**

**Mon, Oct. 16**

***A Women’s Era, 1880-1920s***

*Readings*

[E-Reserves] - Sara Evans, “Women and Modernity,” *Born For Liberty*, p. 145-173

[E-Reserves] - Gertude Stuart Baillie, “Should Professional Women Marry”

**Wed, Oct. 18**

***World War II and Women in the Postwar Years, 1941-1955***

*Readings*

[E-Reserve] - Nancy Woloch, Chp. 18 “The Impact of World War II” and “Postwar Prospects, 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, Chapter 10, “U.S. Concentration Camps,” p. 457- 468

[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) and <http://www.clarityfilms.org/rosie/story.html>

**Fri, Oct. 20**

**Discussion Section**

**Mon, Oct. 23**  
*Readings*      **“Revolution in the Air:” *The Civil Rights Movement and Social Change***  
[E-Reserves] - Ellen DuBois, Chp 9 “Beyond the Feminine Mystique,” p. 574-592  
[E-Reserves] - Omolade, Chapter 13, “Ella’s Daughter,” p. 534-545

**Wed, Oct. 25**  
*Readings*      ***The Many Voices of Feminism***  
[Web] - National Organization For Women Statement of Purpose  
<http://www.cwluherstory.org/CWLUArchive/now.html>  
[E-Reserves] - Thompson, “Multiracial Feminism,” p. 545-556

**MID-TERM EXAM REVIEW 6:00-7:00pm in Bartlett 65**

**Fri, Oct 27**      **MID-TERM EXAM II - In-Discussion Sections**

**MODULE III**  
**FEMINISMS , SOCIETY AND ACTIVISM**  
**Instructor: Mirangela Buggs**

**Mon, Oct. 30**  
*Readings*      ***Creating Change: Women and Activism***  
[Text] - Kirk & Okazawa-Rey, Chapter 13 Reading 83, pp. 569-610.  
[E-Reserve] - Hernandez & Rehman, "Introduction" from *Colonize This! Young Women of Color on Today's Feminism* (2002)  
[E-Reserve] - Haywood & Drake, "Introduction" from *Third Wave Agenda: Being Feminist, Doing Feminism* (1997)

**Wed, Nov. 1**  
*Readings*      ***The Struggle to End Violence Against Women***  
[Text] - Kirk & Okazawa-Rey, Chap. 6 and Readings #35-39, pp. 249-289  
[Web] Crenshaw, “Mapping the Margins . . .”  
<http://www.hsph.harvard.edu/grhf/WoC/feminisms/crenshaw.html>  
[Web] Kaufman, “The Seven P’s of Men’s Violence”  
<http://www.michaelkaufman.com/articles/pdf/7ps.pdf>  
[ER] Martin & Hummer, “Fraternities and Rape on Campus”

**Fri. Nov. 3**      **Discussion Section**

**Mon, Nov. 6**  
*Readings*      ***Cultures of Violence: Militarization, Policing, and Cults of Masculinity***  
[Text] - Kirk & Okazawa-Rey, Chapter 11 pp.483-501, Reading # 65, 66 (pp. 501-512), Reading # 68 (pp. 518-519), Reading # 62 (pp. 464-468), Reading #82 (pp. 599-602),  
[Web] Browse Amnesty International’s website regarding police brutality and contemporary problems in the U.S. military, be sure to look at latest news and annual reports -- <http://www.amnestyusa.org/countries/usa/index.do>

**Wed, Nov. 8**  
*Readings*      ***Women in the Global Economy***  
[Text] - Kirk & Okazawa-Rey, Chap. 9, pp. 387-405, Readings #54 & 57 pp. 407-416 & pp. 429-434 , Reading #63, pp. 469-479, Reading #77, pp. 561-567, Reading #83, pp. 603-610

**Fri, Nov. 10**      **Discussion Section**

**Mon, Nov. 13**      ***Women and Work***

*Readings* [Text] - Kirk & Okazawa-Rey, Chapter 8, Readings #48 -53, pp. 339-385  
[Web] Boynston, [http://www.anb.org/cush\\_wlabor.html](http://www.anb.org/cush_wlabor.html)  
[E-reserves] – Sharon Hays, *Flat Broke with Children: Women in the Age of Welfare Reform*, Chapter 4, pp. 95-120.

**Wed, Nov. 15** *Women's Health and Reproductive Justice*

**Guest Speaker: M. Angela Moreno**

*Readings* [Text] Chapter 5 pp. 203-216, Readings # 29, 30, 31, 32, pp. 218-231  
[on WebCT] Davis, *Racism, Birth Control and Reproductive Rights*

**Fri, Nov 17** **ANALYTICAL PAPER DUE AT THE START OF DISCUSSION SECTION**

**Mon, Nov. 20** *Sexuality, Relationships, and Families*

*Readings* [Text] - Kirk & Okazawa-Rey, Chapter 7, pp. 291-304, Reading #41, pp. 305-308; #46, pp. 324-334; Chapter 4 pp. 165-174, Readings #23 & 24, pp. 178-183, Reading # 26, pp. 191-193; Reading # 55 pp. 416-425  
[Web] ATMP, *Let Them Eat Wedding Rings* , <http://www.unmarried.org/rings.pdf>

**Wed, Nov 22** *Beauty Work: Intersectionality and Social Location*

*Readings* [E-reserves] - Miliann Kang, "The Managed Hand: The Commercialization of Bodies and Emotions in Korean-owned Nail Salons," *Gender and Society*  
[E-reserves] – Lawson, "Working on Hair"

**Fri, Nov. 24** **Thanksgiving Break – No Discussion Section**

**Mon, Nov. 27** *Women's Bodies and Representation*

*Readings* [Text] - Kirk & Okazawa-Rey, Chapter 3, pp. 121-130, Readings #15, 16, 18 & 21 (pp. 132-144; pp. 149-154; pp. 156-163)

**MODULE IV**  
**FEMINISMS AND THE SCIENCES**  
**Instructor: Banu Subramaniam**

**Wed. Nov 29** *Politics of the Body*

*Readings* [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*, Chrisler, Golden, Rozee eds., Mc-Graw Hill, 3<sup>rd</sup> edition, 3-15.

**Fri, Dec. 1** **Discussion Section**

**Mon, Dec 4** *Body Politics – contd.*

*Readings* [Web] - Emily Martin, "The Egg and the Sperm,"  
<http://www.dac.neu.edu/womens.studies/egg&sperm.htm>  
[E-Reserves] - Alan Goodman, "Bred in the Bone," *The Sciences*, March 1997.  
[E-Reserves] - Garland Allen, "Science Misapplied: The Eugenics Age Revisited." *Technology Review* 29, Aug/Sep 1996.  
[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] - Eugenics Archive: <http://www.eugenicsarchive.org/eugenics/>

**Wed, Dec 6**  
Readings

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

[Text] - Kirk & Okazawa-Rey, Chapter 5, pp. 173-187.

[E-Reserves] - 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)

[E-Reserves] - Krieger and 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.

**Fri, Dec. 8**

**Discussion Section**

**Mon, Dec 11**  
Reading

***The New Genetic Determinism***

[Web] - Ruth Hubbard & Stuart 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>

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

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

**Wed, Dec 13**

**Wrap up of course and tips for the final exam**

**Thur, May 18**

**FINAL EXAM REVIEW 10:00-11:00am in Bartlett 65**

*"I change myself, I change the world"*  
-Gloria Anzaldúa

*Sentences that begin with "all women" are never, never true.*  
- Margaret Culkin Banning

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

-Audre Lorde

*"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