



## WOST 187: INTRODUCTION TO WOMEN'S STUDIES SPRING 2009

**Professor: Dayo F. Gore**

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Office Hours: Mon 11:30 -12:30 pm and Wed 9-10 am  
and by appointment

**Lectures: Monday and Wednesday 10:10-11:00 in Bartlett 65**

**Discussion Sections: Fridays (see times below)**

**Discussion Section Instructors (all discussions on Friday)**  
**You Must Attend the Discussion Section For Which You Are Registered**

Time	Section #	Location	TA	TA's Email
9:05-9:55	D01 (16788)	Patterson 230	Jessica Montagna	<a href="mailto:jmontagn@educ.umass.edu">jmontagn@educ.umass.edu</a>
9:05-9:55	D02 (16789)	TBA	Jolane Flanigan	<a href="mailto:flanigan@comm.umass.edu">flanigan@comm.umass.edu</a>
10:10-11:00	D03 (16790)	Patterson 230	Jessica Montagna	<a href="mailto:jmontagn@educ.umass.edu">jmontagn@educ.umass.edu</a>
10:10-11:00	D04 (16791)	Bartlett 125	Ben Johnson	<a href="mailto:bajohnso@soc.umass.edu">bajohnso@soc.umass.edu</a>
10:10-11:00	D05 (16792)	TBA	Kat Jones	<a href="mailto:kjones@soc.umass.edu">kjones@soc.umass.edu</a>
10:10-11:00	D06 (16793)	TBA	Jolane Flanigan	<a href="mailto:flanigan@comm.umass.edu">flanigan@comm.umass.edu</a>
10:10-11:00	D07 (16794)	TBA	Rani Varghese	<a href="mailto:varghese@educ.umass.edu">varghese@educ.umass.edu</a>
11:15-12:05	D08 (16795)	Bartlett 125	Ben Johnshon	<a href="mailto:bajohnso@soc.umass.edu">bajohnso@soc.umass.edu</a>
11:15-12:05	D09 (16796)	TBA	Rani Varghese	<a href="mailto:varghese@educ.umass.edu">varghese@educ.umass.edu</a>
11:15-12:05	D10 (16797)	TBA	Kat Jones	<a href="mailto:kjones@soc.umass.edu">kjones@soc.umass.edu</a>

### 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 to study and understand ourselves and our natural and social worlds. Placing gender and women at the center of analysis, this class introduces some basic concepts and perspectives in Women's Studies. Focusing on both historical and contemporary conceptions of gender, 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. 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 knowledge.

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.

### **Importance of General Education**

This course fulfills two general education requirements (interdisciplinary, “I” and domestic 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.

Diversity is central to our conceptions of “women” and “gender” – there is no generic, universal “man” or “woman.” Individuals are always located in networks of other social variables including race, ethnicity, sexuality, class, nationality, ability etc. We will stress the intersectional nature of all identities both in our theoretical and experiential explorations. Women’s studies is also fundamentally an interdisciplinary field. While the course will introduce you to a variety philosophical, theoretical and methodological practices within the field of women’s studies, we will also engage and apply these ideas to lived experiences and encourage you to share your own college experiences and questions about professional life and training. In this course we will challenge you to hone your critical thinking skills, which will be essential for you to function productively in a diverse and rapidly changing world.

### **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. Readings marked “recommended” are not required but are useful in offering additional perspectives. They may be referred to in lectures and discussion sections, but they will not be included on tests or quizzes.
- ❖ Since this course fulfills a general education requirement (IU), 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 January 30th.***
- ❖ 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

- ❖ **A SUMMARY ESSAY of a Class Reading (instructions forthcoming) due on Friday Feb. 20<sup>th</sup>.**
- ❖ **A MIDTERM EXAM due on Friday March 13<sup>th</sup> in Discussion Section.**
- ❖ **ONE 5-6 page ANALYTICAL PAPER due on Friday April 24<sup>th</sup>.** Guidelines will be given out. *Papers must always be typewritten and double spaced. No handwritten or papers via email will be accepted.*
- ❖ **A FINAL EXAM** scheduled during finals week. *Do not make plane reservations or plans to leave before you check the final exam schedule.* Note: The final exam will primarily focus on material covered after Spring Break, but you will be responsible for key concepts and frameworks from the entire class.
- ❖ 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, 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 have to complete a presentation in discussion sections on their analytic paper topic. Please check with your section syllabus and forthcoming handouts for more details.
- ❖ Incompletes will not be given except in unusual circumstances. See your TA as soon as possible.
- ❖ **LATE PAPER POLICY:** Papers will be marked down 10 pts for each day they are late and will not be accepted after a week past the deadline. Do not assume you can hand in a paper late. In some cases, with a documented excuse of a medical or family emergency, you can submit a paper late, but you need to discuss this first with your TA.
- ❖ **MAKEUP EXAM POLICY:** If you miss or cannot take the midterm or final on the designated day, you must provide documentation of a medical or family emergency, and discuss your situation with your TA. Again, do not assume you can make up the exam(s) – you must document and discuss this with your TA and if necessary the professor.

### Grading

Your score on each assignment will be accessible on Spark at different points in the semester, and you are responsible for checking to make sure the posted scores are accurate. However, your final letter grade is determined at the end of the course based on class distribution.

#### ***Final grades will be computed as follows:***

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|--|-----|
| ❖ Discussion group (includes attendance, class participation assignments, in-class presentation and essay outline-details in section syllabus) | 25% |
| ❖ 1-2-page Summary Essay   | 10% |
| ❖ Mid-Term Exam  | 15% |
| ❖ Analytical Paper (5-6 pages)   | 20% |
| ❖ Final Exam   | 20% |
| ❖ Pop Quizzes (In Lecture or Section – highest 5 grades)   | 10% |
| ❖ Extra Credit (as available)  |     |

## 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 debate and discuss these 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. 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. If you miss section for any reason, you must still inform your section leader and arrange how to make up the work (see written assignments above).**

## 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/codeofconduct/acadhonesty/](http://www.umass.edu/dean_students/codeofconduct/acadhonesty/)): "Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty."

## 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 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.
- ❖ **Use of cell phones, Internet, texting etc. are also very disruptive and not allowed in the classroom.** This holds both for lecture and section.
- ❖ This class is **50 minutes** and we expect you to remain for the entire period. Late comers and those who pack up 5 minutes before the class ends disrupt the class for everyone.
- ❖ Make up exams or paper extensions will only be given to students who have **a documented** conflict, such as a medical or family emergency. Ignorance of this rule is not a valid excuse. See specifics above under section on written assignments and exams.

### Required Books/Resources

**Text:** Gwyn Kirk, and Margo Okazawa-Rey, *Women's Lives: Multicultural Perspectives*, 4th ed., 2007. Available at Food for Thought Books, North Pleasant St, Amherst (across from Bart's)

**E-Reserves:** Articles available online through library [electronic reserves](#). Enter Gore as instructor or WOST187 in listed courses and enter the password: "wost187s."

**SPARK:** We will use SPARK throughout the course. Once you registered in the course, you will automatically be added to the course on SPARK. You will use your OIT username and password to sign into the course SPARK and access course information. Please contact OIT if you have any problems. Every student needs to be familiar with the site and check it regularly (<https://spark.oit.umass.edu/webct/entryPageIns.dowebct>). **Many important announcements and assignments will be posted there and you are responsible for this information.**

### 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 several sections— Feminisms and Theories, U.S. Women's Histories, Social Change and Social Movements and Gender and Politics in Contemporary Society. While these sections 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 throughout the course:

- ❖ **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 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:** 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 envisioning change.
- ❖ **Activisms:** We emphasize women's resistance to oppression and work for progressive change.

## Course Calendar

### Course Introduction

**Mon, Jan. 26**      ***What You Need to Know:*** How to prepare for Class /Resources /Discussion Sections  
**Homework:** Begin class readings for Wed and go to the course website on SPARK.

### Feminisms and Theories

**Wed, Jan. 28**      ***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 1, Reading 2 (Johnson), pp. 11-23 and 28-37.

**Fri, Jan. 30**      ***Discussion Sections Begin:*** In preparation for your section: Ask five people you know for their definition of feminism. Record their answers. Also note their tone of voice and facial expressions.

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**Mon, Feb. 2**      ***Sex/Gender/Class/Race/Sexuality: What do we do with Difference?***  
*Readings*      [Text] Kirk & Okazawa-Rey, Chapter 4, Reading 27 (Feinberg), pp. 193-197.  
[E-Reserves] Julie Greenberg, "Definitional Dilemmas, male or female? Black or white?"  
[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>  
[E-Reserves] Taylor and Rupp, "Learning from Drag Queens," *Context Reader*.

**Wed, Feb. 4**      ***Sexualities and Relationships***  
**Guest Lecture: Kat Jones, Sociology, UMass**  
*Readings*      [Text] Kirk & Okazawa-Rey, Chapter 4, Readings 24 (Jordan), 26 (Khan), 28 (Lorde), pp. 165-174, 181-183, 191-193, 198-201.  
[E-Reserves] Stephen T. Russell, "Conceptualizing Positive Adolescent Sexuality Development," in *Sexuality Research and Social Policy*, 2005.  
*Recommended:* [E-Reserves] Amy Schalet, "Must We Fear Adolescent Sexuality?"

**Fri, Feb. 6**      ***Discussion Section***

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**Mon, Feb. 9**      **Note: LAST DAY TO DROP/ADD)**  
***Biological Determinism/Social Construction: Terms of the Debate***  
*Readings*      [Text] Kirk & Okazawa-Rey, Chapter 1, Reading 1 (Lorber), pp. 24-27 and Re-read (Johnson), pp. 28-37.  
[E-Reserves] Carole Vance, "Social Construction Theory: Problems in the History of Sexuality" In *An Introduction to Women's Studies*, pp. 28-31.  
[E-Reserves] Krieger and Bassett, "The Health of Black Folk," pp. 161-169.

**Wed, Feb. 11**      ***Intersectional Identities/Social Location: Theorizing Experience***  
***Defining Sex/gender/race/ethnicity/class/sexuality***  
*Readings*      [Text] Kirk & Okazawa-Rey, Reading 5 (Lee) and Chapter 2, Reading 9 (Allison), pp. 46-49, 61- 71, 81-88.  
[E-Reserves] Teresa L. Amott & Julie A. Matthaei, "Race, Class, Gender and Women's Works: A Conceptual Framework" in *Race, Gender and Work*, 1996, pp. 11-28.

Fri, Feb 13      *Discussion Section*

**U.S. Women's Histories**

Mon, Feb 16      **PRESIDENT'S DAY - NO CLASS**

Wed, Feb. 18      *U.S. Women's Multiple Histories: Intersections and Historical Context*  
*Readings*      [[E-Reserves](#)] Elsa Barkley Brown, "What's Happened Here" pp. 272-285.

Fri, Feb. 20      *Discussion Section: SUMMARY ESSAY DUE AT THE START OF SECTION*

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Mon, Feb 23      *Colonization: The Shaping of Nations and Empire*

**Guest Lecture: Prof. Alice Nash, History Department**

*Readings*      [[E-Reserves](#)] Howard Zinn, Chp 1, "Columbus, The Indians & Human Progress" pp. 1-22.  
[Text] Kirk & Okazawa-Rey, Reading 8 (Daly), pp. 72- 80.

Wed, Feb. 24      *In Bonds of Slavery & Freedom: Women's Experiences in the Founding of the U.S.*

*Readings*      [[E-Reserves](#)] Angela Davis, "The Legacy of Slavery," pp. 3-29.  
[Web] "Coverture," [http://www.uslaw.com/us\\_law\\_dictionary/c/Coverture](http://www.uslaw.com/us_law_dictionary/c/Coverture)  
[[E-Reserves](#)] Richardson, "A Black Woman Speaks of White Womanhood," pp. 1-10.

Fri, Feb. 27      *Discussion Section*

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Mon, March 2      *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," pp. 73-78.  
[[E-Reserves](#)] Mankiller, Navarro and Steinem, "Feminism and Feminisms"  
[Web] B. Welter, "Cult of True Womanhood," [www.pinzler.com/ushistory/culttwo.html](http://www.pinzler.com/ushistory/culttwo.html).  
[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" at  
[http://www.pbs.org/stantonanthony/resources/index.html?body=dec\\_sentiments.html](http://www.pbs.org/stantonanthony/resources/index.html?body=dec_sentiments.html)

Wed, March 4      *Movement, Migration and Immigration at the Turn of the Century*

*Readings*      [[E-Reserves](#)] E. Dubois, "Women in the Expanding Nation," in *Through Women's Eyes* pp. 340-361.  
[Web] Emma Goldman read at least "Early Years thru Anarchist"  
<http://jwa.org/exhibits/wov/goldman/early.html>

Fri, March 6      *Discussion Section*

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- Mon, March 9**      *A Women's Era, 1880-1920s*  
*Readings*      [[E-Reserves](#)] Sara Evans, "Women and Modernity," *Born For Liberty*, pp. 145-173.  
                           [[E-Reserves](#)] Gertude Stuart Baillie, "Should Professional Women Marry"
- Wed, March 11**      *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," pp. 471-485  
                           [Text] Kirk & Okazawa-Rey, Chapter 10, Reading 61 (Takahashi), pp. 457-68.  
                           [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)

**Fri, March 13**      **Discussion Sections: MID-TERM EXAM**

**Social Change and Social Movements**

- Mon, March 23**      **"Revolution in the Air:" The Civil Rights Movement and Social Change**  
*Readings*      [[E-Reserves](#)] Ellen DuBois, "Beyond the Feminine Mystique," pp. 574-592.  
                           [[E-Reserves](#)] Barbara Omolade, "Ella's Daughter," pp. 534-545.
- Tues, March 24**      **Note: LAST DAY to WITHDRAW with a "W"**
- Wed, March 25**      **The Many Voices of Feminism**  
*Readings*      [Text] Kirk & Okazawa-Rey, Chapter 2, Reading 10 (Pough), pp. 88-91.  
                           [[E-Reserves](#)] Becky Thompson, "Multiracial Feminism," pp. 545-556.  
                           [Web] National Organization For Women Statement of Purpose  
                           <http://www.cwluherstory.org/CWLUArchive/now.html>  
                           [Web] Documents from the Women's Liberation Movement, Duke University: Illustrated Satirical Poem, <http://scriptorium.lib.duke.edu/wlm/tax/>
- Fri. March 27**      *Discussion Section*

- Mon, March 30**      *The Lesbian and Gay Movement From Identity formation to Liberation to Rights*  
**Guest Lecture: Ben Johnson, Sociology, UMass**  
*Readings*      [[E-Reserves](#)] George Chauncey, "Gay Rights, Civil Rights," *Why Marriage*, pp. 23-58.
- Wed, Apr. 1**      *Creating Change: Women, Cultural Politics, and Cultural Activism*  
*Readings*      [Text] Kirk & Okazawa-Rey, Chapter 13, pp. 569-585.  
                           [Web] Renee Cox: Brooklyn Museum Sackler Center for Feminist Art  
                           [http://www.brooklynmuseum.org/eascfa/feminist\\_art\\_base/gallery/renee\\_cox.php](http://www.brooklynmuseum.org/eascfa/feminist_art_base/gallery/renee_cox.php)  
                           [Web] Women in the Media Group Blog, <http://www.wimnonline.org/WIMNsVoicesBlog/>  
                           and Grrrl zine network, <http://www.grrrlzines.net/about.htm>

**Fri, Apr. 3**      *Discussion Section*

## Gender Politics and Contemporary Society

- Mon, Apr. 6**      *Politics of the Body*  
*Readings*      [Text] Kirk & Okazawa-Rey, Chapter 3, Readings 16 (Chernik), 17 (Morrison), 19 (Ka'ahumanu), 20 (Wade), and 21 (Thomson), pp. 121-130, 140-162.  
[Web] Gloria Steinem, "If Men Could Menstruate," *Ms. Magazine*, Oct. 1978  
<http://www.haverford.edu/psych/ddavis/p109g/steinem.menstruate.html>
- Wed, Apr. 8**      *From Reproductive Rights to Reproductive Justice*  
*Readings*      [Text] Kirk & Okazawa-Rey, Chapter 5, Readings 29 (Harjo), 30 (Saxton), 31 (Arcana), 32 (Asian Communities for Reproductive Justice), pp. 203-231.
- Fri, Apr. 10**      *Discussion Section*
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- Mon. Apr. 13**      *The Struggle to End Violence Against Women*  
**Guest Lecture: Rani Varghese, Social Justice Education, UMass??**  
*Readings*      [Text] Kirk & Okazawa-Rey, Chapter 6 and Readings 35 (Bridges) 36(Morales) 37(Stoltenberg) 39 (Smith) and 40 (Enslar), pp. 249-273 and 280-289.  
[Web] Michael Kaufman, "The Seven P's of Men's Violence"  
<http://www.michaelkaufman.com/wp-content/uploads/2009/01/kaufman-7-ps-of-mens-violence.pdf>  
*Recommended:* [\[E-Reserves\]](#) Martin & Hummer, "Fraternities and Rape on Campus"
- Wed, Apr. 15**      *The Politics of Families, Marriage, and Poverty*  
*Readings*      [Text] Kirk & Okazawa-Rey, Chapter 7, Readings 41 (Ettelbrick), 46 (Bendroth), 47 (Patel), Chapter 8, Reading 53 (Clark et al), pp. 291-308; pp. 324-337 and 383-385.
- Fri, Apr. 17**      *Discussion Section*
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- Mon, Apr. 20**      **PATRIOTS DAY – NO CLASS**
- Tues, April 21**      **MONDAY CLASS SCHEDULE: *Beauty Work: Intersectionality and Social Location***  
**Guest Lecture: Miliann Kang, Women's Studies, UMass**  
*Readings*      [\[E-Reserves\]](#) Miliann Kang, "The Managed Hand," *Gender and Society*  
[\[E-Reserves\]](#) Lawson, "Working on Hair" *Qualitative Sociology*
- Wed., Apr. 22**      *Women and Work*  
*Readings*      [Text] Kirk & Okazawa-Rey, Chapter 8, Readings 48 (Gossett), 49 (Josefowitz), 51 (Crittenden), 52 (Chambers), pp. 339-358 and 366-383.
- Fri, Apr. 24**      ***Discussion Section: ANALYTIC ESSAY DUE at START OF DISCUSSION SECTION***
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- Mon, Apr. 27**      *Women in the Global Economy*  
*Readings*      [Text] Kirk & Okazawa-Rey, Chapter 9, Readings 54 (Fernandez-Kelly), 55 (Parrenas), 77 (Hynes), pp. 387-425 and 561-567.

**Wed, Apr. 29** *Militarization, Gender, and Cultures of Violence*

*Readings* [Text] Kirk & Okazawa-Rey, Chapter 11, Reading 65 (Enloe), 66 (Henderson), 67 (Takazato), pp. 483-518.  
[Web] Alvarez and Frosch, "A Focus on Violence By Returning GI's, *New York Times* <http://www.nytimes.com/2009/01/02/us/02veterans.html?partner=rss>  
*Recommended:* [Web] Browse Amnesty International's website regarding police brutality and contemporary problems in the U.S. military, look at latest news and annual reports, <http://www.amnestyusa.org/countries/usa/index.do>

**Fri, May 1** *Discussion Section*

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**Mon, May 4** *Gender, Sexuality and Sports*

*Readings* [E-Reserves] Michael Messner, "Center of Attention: The Gender of Sports Media" in *Taking the Field*, pp. 91-111 and 123-133.  
[Web] Feminist Majority Foundation, <http://feminist.org/research/sports/sports2.html>

**Wed, May 6** *Gender and the Environment*

[Text] Kirk & Okazawa-Rey, Chapter 12, Readings 73 (Steingraber), 75 (First National People of Color), 76 (Trask), and 57 (Shiva), pp. 533-560 and 429-435.

**Fri, May 8** *Discussion Section*

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**Mon, May 11** *Movements for Change*

[Text] Kirk & Okazawa-Rey, Chapter 13, Reading 80 (Labaton and Martin), 81(Wellner) 82 (Bunch) pp. 592-610  
[Web] Hernandez & Leong "Feminism's Future: Young Feminists of color take the mic" [http://www.inthesetimes.com/comments.php?id=703\\_0\\_1\\_0\\_C](http://www.inthesetimes.com/comments.php?id=703_0_1_0_C)

**Wed, May 12** **LAST DAY OF CLASSES - Wrap-up/Reflect/Review**

"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*

"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*

"Don't compromise yourself. You are all you've got." - *Janis Joplin*