



WOST 187: GENDER, SEXUALITY, CULTURE

Fall 2013

Course Instructor: Banu Subramaniam

Office: Bartlett 231, banu@wost.umass.edu

Office Hours: Wed, 10-12 am and by appointment

Course Includes (each week):

Lectures: Monday & Wednesday 2:30-3:25 in Thomson 102

Discussion Sections: Fridays (see times below)

Discussion Section Instructors (all discussions on Friday):
You Must Attend the Discussion Section for Which You Are Registered
Martha Balaguera, Alix Olson, Josefa Scherer, Shakuntala Ray (Writing Instructor)

Course Writing Instructor: Shakuntala Ray (shakuntalaray5@gmail.com) is available as a resource to strengthen student writing in the course. She will work with students and TAs, provide guides to writing, tutorials and other writing resources. Office hours: W, Th, 11 a.m-1 pm in Bartlett 208 and by appointment.

Time	Section #	Location	Discussion Section Instructor	Email Address:
9:05 - 9:55	BD04 (75325)	Bartlett 3	Martha Balaguera	mbalague@polsci.umass.edu
10:10-11:00	BD01 (75238)	Bartlett 3	Alix Olson	alolson@polsci.umass.edu
10:10-11:00	BD02 (75284)	Bartlett 310	Josefa Scherer	jscherer@schoolph.umass.edu
10:10-11:00	BD03 (75286)	Bartlett 131	Martha Balaguera	mbalague@polsci.umass.edu
11:15-12:05	BD05 (75330)	Bartlett 3	Josefa Scherer	jscherer@schoolph.umass.edu
11:15-12:05	BD08 (75321)	Bartlett 456	Alix Olson	alolson@polsci.umass.edu



THE LABOR MOVEMENT
 "The folks who brought you the weekend."

Course Description

Women, Gender, Sexuality Studies (WGSS) is a vibrant and interdisciplinary field, spanning the humanities, social, natural and physical sciences. Scholars in the field have developed frameworks, theories and methods used to study and understand ourselves and our natural and social worlds. Because Women, Gender, Sexuality 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. 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. One must remember that gender or any social category is always contingent – depending on the historical, political, cultural, economic and national contexts. What it means to be a woman or a man, black or white, poor or rich, what “rights” we have, how we understand “freedom” or “civil rights” always depends on who, when, where, and how we are talking about. The course is designed to highlight the similarities and differences across contexts, to have us appreciate how history has shaped who we are, and to understand how our current political, social and economic contexts also profoundly shape our realities and lives.

This is not only a challenging course, but it also 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 to your own lives. Therefore, we have designed assignments that ask you to connect the course material to events outside the classroom and to your own lives. Some of this material may be new, and challenging. You may passionately agree or disagree with the ideas presented during the course. We welcome engaged responses and arguments, but insist that you are respectful of others in all conversations, written work, debates and discussions in class and online.

The Importance of General Education

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

Women, Gender, Sexuality Studies is fundamentally an interdisciplinary field, i.e., you will be introduced to ideas, theories, methods, and concepts from many disciplines. Diversity is central to our conceptions of “women” and “gender” – there is no generic, universal “man” or “woman.” Instead, we are always located in networks of other social variables of race, ethnicity, sexuality, class, nationality, ability etc. We will stress the intersectional nature of our identities both in our theoretical and experiential explorations. While the course will introduce you to the philosophical, theoretical and methodological diversities within the field of women’s studies, we will constantly engage and apply these ideas to our lived experiences. We will not only encourage you to bring your college experiences and your questions about professional life and training, but also challenge you to hone your critical thinking and writing skills which will be essential for you to function productively in a diverse and rapidly changing world.

Thirty years ago, there were only a few universities and colleges across the country with women's or gender studies departments or programs. Today the majority of institutions offer courses in women's and gender studies as well as majors and minors. This scholarship spans academic disciplines across the humanities, social sciences, physical and natural sciences. The importance of gender has been mainstreamed – whether it be the United Nations in its development training, business corporations or law firms in producing a workforce that can work effectively in diverse groups and across nations, hospitals in training doctors and nurses, or government officials in developing social and public policy, gender has become critically important in all these venues. Our main objectives are to want you to begin:

- to think critically and creatively and to conduct self-directed learning projects
- to work effectively and collaboratively with diverse groups
- to understand diverse perspectives, different philosophies, and how different cultures and groups relate
- to integrate and synthesize knowledge and to use quantitative and symbolic reasoning
- to communicate clearly, concisely and effectively both in writing and speaking tasks
- to demonstrate knowledge of self in diverse cultural contexts
- to acquire knowledge in a variety of scholarly modes and contexts
- to recognize diverse disciplinary viewpoints and methods
- to understand the intersectionalities of our lives, their similarities and differences
- to bring an interdisciplinary and multidisciplinary focus to your scholarship, practice, community work, and your competencies

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.
- 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. Other assignments will be given in your discussion sections. Absence from class or section 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 Discussion Section Instructors. All sections may not always have the same assignments.
- Discussion sections will provide the opportunity to talk and write critically and analyze issues and topics. You will be expected to have completed and thought about all of the readings for each class. Discussion question will be posted each week. ***Sections begin Friday September 4, 2013.***
- Films, 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

- **MIDTERM EXAM** in discussion section on Friday, October 18, 2013 (includes material from Sections I & II)
- **FINAL EXAM** will be scheduled during finals week. *Do not make plane reservations or plans to leave before you check the final exam schedule.*
- **THREE WRITING ASSIGNMENTS (4 pages double spaced)** due at the start of discussion section on Oct. 4, Nov 8 and Dec. 6. Details of topics and assignments will be posted online and discussed in class. Assignments are due at the beginning of class on the due date. If you miss discussion on the day an assignment is due, it will be considered late. You must attend one mandatory writing workshop (5%).
- **FIELD NOTES (10%):** Four times during the semester (two before the mid-term and two after), you are required to post a “field note” connecting the world outside the classroom to the course materials during that week on Moodle. Details are on Moodle. Each of these posts counts for 2% of your final grade. You should respond to someone else’s posting *at least* 4 times during the semester (two before the mid-term and two after), each of your postings counts for 0.5% of your final grade. More details on Moodle.
- Unannounced **in-class 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 or more unexcused absences will result in your grade being marked down. Non-attendance will result in an “F” in the course. For an excused absence you must: (i) provide an official note excusing your absence and (ii) submit a two page reflection paper based on the readings assigned for that week, due the next class day.* Please see your section syllabus for 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 (5% for each day they are late). Papers will not be accepted after a week past the deadline. For any problems, please see your TA as soon as possible.
- **MAKEUP EXAM POLICY** - You cannot make up an exam unless you have extenuating circumstances. If you miss or cannot take the midterm or final on the designated day, you must provide documentation of a medical or family emergency. Please discuss your situation with your TA and/or professor at the earliest possible time.
- **Extra Credit** Assignments. You can earn extra credit by attending approved events (on topics relating to the course) and writing a 1-2 page summary of the event. Write ups are due the week after the event. Please check MOODLE for details on the events. Only approved events (listed in MOODLE) will count towards extra credit.
- **RESPONDING TO EMAIL:** We will aim to respond to questions sent by email within 72 hours on weekdays. Please do not expect a response on the weekend. Do try to meet with the instructors during office hours.

Grading

Your score on each assignment will be accessible on MOODLE at different points in the semester. However, your final letter grade is determined at the end of the course based on the grade distribution of the class.

Final grades will be computed as follows:

- | | |
|---|-----------------|
| ▪ Discussion group - includes attendance, class participation and section assignments
(Details in discussion section syllabus) | 15% |
| ▪ Mandatory Writing Workshop | 5% |
| ▪ Three Writing Assignments (10% each) | 30% |
| ▪ Midterm Exam | 15% |
| ▪ Final Exam | 15% |
| ▪ Field Notes | 10% |
| ▪ Pop Quizzes (in lecture or section – 2% each, highest 5 grades) | 10% |
| ▪ Extra Credit (2% per event - check MOODLE for details) | <i>up to 6%</i> |

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 to debate and discuss various issues. In addition, there will be informal writing exercises during discussion sections as part of your learning on how to think critically about these given 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 and in class writing. 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 sections and assignments constitute 15% of the course grade. Three writing assignments (10% each) are due in discussion section.**

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/code_conduct/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 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:

- With over 100 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 "Written Assignments and Exams."

Required Books/Resources

READINGS: There is no textbook for the course. All readings are available on Moodle.

MOODLE: We will use Moodle throughout the course. Surprise extra credit assignments, news and information and discussion questions will be posted on Moodle throughout the course. Once you register for the course, you will automatically be added to the course on Moodle. You will use your OIT username and password to sign into the course Moodle and access course information. Please contact OIT if you have any problems. **Many important announcements and assignments will be posted there and you are responsible for this information.**

Course Outline

Scholarship in Women, Gender, Sexuality Studies 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, Gender, Sexuality 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, Gender, Sexuality Studies by focusing on select topics.

The course material is organized into various topics that introduce how scholars in different disciplines incorporate gender as a critical tool in their analysis. Women, Gender, Sexuality Studies is an extraordinarily broad and diverse field. To give a sense of its diversity, the course includes guest lecturers from a variety of disciplines. We hope you will make connections with these professors and graduate students, and use them as resources in your academic interests. While we 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.
- **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 theory as well as praxis, description and analysis as well as envisioning change.
- **History Matters:** Throughout the course we will examine the experiences of women and constructions of gender, race, class and sexuality across historical periods. Pay attention to the similarities and differences across contexts. How has our history shaped us? What are the similarities and differences across periods?
- **Activisms:** We emphasize women's resistance to oppression and work for progressive change.

COURSE CALENDER

SECTION ONE- WOMEN, GENDER, SEXUALITY STUDIES: BACKGROUND AND FRAMEWORKS

Week One

- Wed, Sept. 4** *What You Need to Know*
An Introduction to the course and the field of Women, Gender, Sexuality Studies. What can you expect? Tips on how you can best prepare for class - lectures and discussion sections.
- Fri, Sept. 6** *Discussion Sections begin: In preparation for this discussion:*
Ask five people (friends, professors, family members) you know for their definition of feminism. Record their answers. In addition to their words, note their tone of voice and facial expressions. Please bring your observations and notes to discussion section.
Homework: Go to the course website on Moodle to make sure you can access course material.

Week Two

- Mon, Sept. 9** *Why Women, Gender, Sexuality Studies? Identity and the Politics of Knowledge*
What is Women, Gender, Sexuality Studies? Who are the scholars? What do they study?
- Readings* *Hunter College, Women's Studies Collective, "Introduction: Why Women's Studies, What is Women's Studies?" In *Women's Realities, Women's Choices*, 3rd edition, Oxford University Press, 2005: 2-13.
- Wed, Sept. 11** *Identities and Social Location: Theorizing Experience*
Defining Sex/gender/race/ethnicity/class/sexuality
- Readings* * Gwyn Kirk and Margo Okazawa-Rey, "Identities and Social Locations: Who Am I? Who are My People?," In *Women's Lives: Multicultural Perspectives*, Gwyn Kirk and Margo Okazawa-Rey eds., 5th ed, McGraw Hill, 2010: 91-102
* Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack":
<http://www.isr.umich.edu/home/diversity/resources/white-privilege.pdf>
* Gloria Steinem, "If Men Could Menstruate," *Ms. Magazine*, Oct. 1978
<http://www.haverford.edu/psych/ddavis/p109g/steinem.menstruate.html>

SECTION TWO: IDENTITY/CULTURE/REPRESENTATION/MEDIA

Week Three

- Mon, Sept. 16** *Conceptualizing Structures of Power – LAST DAY DROP/ADD*
Defining Sex/gender/race/ethnicity/class/sexuality
- Readings* * Margaret Andersen and Patricia Hill Collins, "Conceptualizing Race, Class, and Gender." In *Race, Class and Gender*, Margaret Andersen and Patricia Hill Collins eds., 5th edition. Thomson, Wadsworth, 2006: 75-98.
* Judith Lorber, "Night to His Day: The Social Construction of Gender," Judith Lorber
*Michael Omi and Horward Winant, "Racial Formation," In *Racial Formation in the United States: From the 1960's to 1990's*. Routledge, 1994., 53-76.
* Gregory Mantsios, "Class in America – 2006," In *Readings for Diversity and Social Justice*, Maurianne Adams *et al* eds., 2nd edition, Routledge 2010. 148- 155.

Wed, Sept 18 ***Sexuality Studies: Politics of Queer Bodies***
Guest Lecture: Sonny Nordmarken, Sociology, UMass

Readings *Judith Lorber and Lisa Jean Moore, "Introduction: Key Terms and Issues," In *Gendered Bodies: Feminist Perspectives*. Roxbury, 2007: 1-7.
*Susan Stryker, "(De)Subjugated Knowledges," Introduction, *The Transgender Studies Reader*
*Caitlin Childs, "What is Intersex?" <http://caitlinpetrakischilds.com/what-is-intersex/>

Week Four

Mon, Sept. 23 ***Women's Bodies and Beauty Ideals***

Readings *Sharon Nagy Hesse Biber, "New Recruits to the Cult of Thinness," In *Cult of Thinness*, Oxford University Press, 2007, 188-211.
*Gloria Steinem, "Sex, Lies, and Advertising," *Ms Magazine*, 1990.
<http://www.udel.edu/comm245/readings/advertising.pdf>
*[Video] *Killing Us Softly 4*

Wed, Sept 25 ***The Gendered Media***
Guest Lecture: Dawn Lovegrove, Communications, UMass

Readings *Michael Kimmel, "The Gendered Media," In, *The Gendered Society*, 3rd Edition, Oxford University Press, 2008, 237- 248.
*Jean Kilbourne, "The More you Subtract, the More you Add: Cutting Girls Down to Size," In *Women's Lives: Multicultural Perspectives*, Gwyn Kirk and Margo Okazawa-Rey eds., 5th edition, 231-239.

Week Five

Mon, Sept 30 ***Why Identity Politics Matter: LGBTQI Movements, Theories and Politics***

Readings *"One in 2000" (<http://www.logotv.com/video/one-in-2000/1595418/playlist.jhtml>)
**Video: Diagnosing Difference*
**Julie A. Greenberg, "Definitional Dilemmas, male or female? Black or white? The Law's Failure to Recognize Intersexuals and Multiracials." In *Gender Nonconformity, Race, and Sexuality: Charting the Connections*, Toni Lester, ed., Wisconsin Univ. Press, 2002.
*PJ McGann, "Getting it Straight," In *Women's Lives*, Kathleen J Ferraro, ed., Pearson, 2009: 242-244.
*Jane Ward, "White Normativity: The Cultural Dimensions of Whiteness in a Racially Diverse LGBT Organization"

Wed, Oct. 2 ***Masculinity/Femininity, White/Black, Straight/Gay – The problem with Binary Thinking***

Readings *Abby Ferber, "Keeping Sex in Bounds: Sexuality and the (De)Construction of Race and Gender, In *Gender, Sex, and Sexuality*, Abby Ferber, Kimberly Holcomb, Tre Wentling eds., Oxford University Press, 2009: 136-142
*Rebecca Jordan-Young and Katrina Karkazis, "You Say You're a Woman? That Should Be Enough," NYT, June 17, 2012
*Latoya Peterson, "Does Feminism Have to Address Race?"
<http://www.racialicious.com/2008/04/28/does-feminism-have-to-address-race/>

Fri, Oct. 4 Writing Assignment 1 Due – Check Moodle for details

Week Six

Mon, Oct. 7 ***Biopolitics: Biological Determinism/Social Construction- Terms of the Debate***

Readings *Carole Vance, "Social Construction Theory: Problems in the History of Sexuality" In *An Introduction to Women's Studies*, Inderpal Grewal and Caren Kaplan eds., McGraw Hill, 2002, pp. 28-31.
*Garland Allen, "Science Misapplied: The Eugenics Age Revisited." *Technology Review* 29, Aug/Sep 1996, pp. 23-31.
*Robert M. Sapolsky, "Testosterone Rules," In *The Gendered Society Reader*, 3rd ed., Michael S. Kimmel and Amy Aronson eds., Oxford University Press, 2008, pp. 26- 31.
[Video] *Unnatural Causes* - Episode 1: In Sickness and in Wealth

Wed, Oct. 9 ***Asian American Women, Tiger Moms and Racialized mothering***
Guest Lecture: Miliann Kang, WGSS

Readings: *Amy Chua, *Hymns of the Tiger Mother*, Read only - Chapter 1
*Evelyn Nakano Glenn, Grace Chang and Linda Forcey, "Mothering: Ideology, Experience and Agency," 1993:1-33.

SECTION III: PERSONAL/POLITICAL/INSTITUTIONAL

Week Seven

Mon, Oct 14 **Columbus Day – Holiday**
Tues, Oct 15 **Women and Work**
Guest Lecture: Laura Briggs, WGSS

Readings *Judy Root Aulette, Judith Wittner and Kristen Blakeley, "Work" In *Gendered Worlds*, Oxford University Press, 2009: 134-163
*Pat Mainardi, "The Politics of Housework":
<http://www.uic.edu/orgs/cwluherstory/CWLUArchive/polhousework.html>

Wed, Oct 16 ***The Problem with Global Sisterhood***
Guest Lecture: Martha Balaguera, Political Science, UMass

Readings *Chandra Mohanty, "Under Western Eyes"

Fri, Oct 18 **MID TERM EXAM (Includes content from Sections I and II –up to Oct 9)**

Week Eight

Mon, Oct. 21 ***From Reproductive Rights to Reproductive Justice***
Guest Lecture; Marlene Fried, Hampshire College

Readings *Dorothy Roberts, *Killing the Black Body: Race, Reproduction and the Meaning of Liberty*, Introduction (excerpts)
*Jael Silliman, Marlene Gerber Fried, Loretta Ross, and Elena Gutierrez, "The Political Context for Women of Color Organizing," *Undivided Rights: Women of Color Organize for Reproductive Justice*, South End Press, 2004, 25- 43.
*Marlene Fried, "10 Reasons to Rethink Reproductive Choice,"
http://popdev.hampshire.edu/sites/popdev/files/uploads/dt/DTakes_52_102008.pdf

*Eesha Pandit, "Lessons from the Front: Abortion and the Battle for Health Care Access:"
http://popdev.hampshire.edu/sites/popdev/files/uploads/u1011/DTakes_63.pdf

Wed, Oct. 23

Reproductive Rights – Global Issues

Guest Lecture: Anne Hendrixson, Population and Development, Hampshire College

*Barbara B Crane, Jennifer Dusenberry, "Power and Politics in International Funding for Reproductive Health: the US Global Gag Rule"

*Betsy Hartmann, "The Return of Population Control: Incentives, Targets and the Backlash against Cairo," *Different Takes*, 2011.

*Betsy Hartmann, "The Great Distraction: 'Overpopulation' is Back in Town, *Common Dreams*, Aug 30, 2011: <http://www.commondreams.org/view/2011/08/30-1>

Week Nine

Mon, Oct 28

Women's Health: The Medicalization of Women's Bodies

Readings

*The Politics of Women's Health:

<http://www.ourbodiesourselves.org/book/companion.asp?id=31&compID=68&page=2>

*Wendy Kline, "Please Include This in Your Book: Readers Respond to Our Bodies, Ourselves," *Bulletin of the History of Medicine* 79: 2005, 81-110.

*The Use of Race Variables in Genetic Studies of Complex Traits and the Goal of Reducing Health Disparities"

Wed, Oct 30

Body Politics – Personal, Political and Institutional.

Guest Lecture: Josefa Scherer, College of Public Health

*Catherine Kohler Reissman, "Women and Medicalization: A New Perspective." In *The Politics of Women's Bodies: Sexuality, Appearance, and Behavior*. Ed. Rose Weitz, Oxford University Press, 1998, 46-61.

*[Video] *Unnatural Causes* - Episode 2 : When the Bough Breaks

SECTION IV: FEMINIST SOCIAL MOVEMENTS AND SOCIAL CHANGE

Week Ten

Mon, Nov. 4

Colonization: The Shaping of Nations and Empire

Guest Lecture: Prof. Alice Nash, History Department

Readings

*Howard Zinn, Chp 1, "Columbus, The Indians & Human Progress" From: *People's History of the United States -1492- Present*. Perennial Classics, 1999:

<http://www.historyisaweapon.com/defcon1/zinncol1.html>

*Elsa Barkley Brown, "What's Happened Here" pp. 272-285.

*[Web] Sally Roesch Wagner, "The Untold Story of Iroquois Influence on Early Radical Feminists: <http://www.feminist.com/resources/artsspeech/genwom/iroquoisinfluence.html>

Wed, Nov. 6

The Bonds of Slavery and Freedom: Women's Experiences in the Founding of the U. S.

Guest Lecture: Manisha Sinha, Afro American Studies, UMass

Readings

*Angela Davis, "The Legacy of Slavery," pp. 3-29.

*Leith Mullings, "Images, Ideology, and Women of Color, In *Feminist Communication Theory*, Laura Rakow, Laura Wackwitz eds., Sage Publications, 2004.237-250.

* "Coverture": <http://www.britannica.com/EBchecked/topic/141184/coverture>

Fri, Nov 8 Writing Assignment 2 Due – See Moodle for details

Week Eleven

Mon, Nov. 11 **Veteran's Day Holiday**

Wed. Nov. 13 ***Movements and Ideologies of the 19th Century: Abolition & the First Wave of the Women's Movement***

Guest Lecture: Alex Deschamps, WGS Studies, UMass

Readings

- *Angela Davis, "Working Women, Black Women and the History of the Suffrage Movement," pp 73-78
- *Barbara Welter, "The Cult of True Womanhood 1820-1860:"
<http://www.pinzler.com/ushistory/cultwo.html>
- *Sarah Grimke, "Legal Disabilities of Women"
<http://www.civics-online.org/library/formatted/texts/grimke.html>
- *The Seneca Falls Declaration of Sentiments and Resolutions
http://www.pbs.org/stantonanthony/resources/index.html?body=dec_sentiments.html
- *Sojourner Truth, "Ain't I a Woman?"
<http://www.feminist.com/resources/artsspeech/genwom/sojour.htm>

Week Twelve

Mon, Nov 18 ***Ida B. Wells, Post-Reconstruction and A Women's Era, 1880-1920***

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

Wed, Nov 20 ***"Revolution in the Air:" The Civil Rights Movement/Second Wave Women's Movement.***
Guest Lecture: Tanisha Ford, WGSS Studies, UMass

Readings

- *Ellen DuBois, "Beyond the Feminine Mystique," pp. 574-592'
- *Mary King, "Sex and Caste: A Kind of Memo"
<http://www.historyisaweapon.com/defcon1/sexcaste.html>
- *NOW's Statement of Purpose
<http://www.cwluherstory.com/CWLUArchive/now.html>

Week Thirteen

Mon, Nov 25 ***Towards a Fourth Wave?***

Guest Lecture: Alix Olson, Political Science, UMass

Readings

- *"Is the Fourth Wave of Feminism Digital?" Jonsson Ragnar
- **Bluestockings Magazine* August 19, 2013
<http://bluestockingsmag.com/2013/08/19/is-the-4th-wave-of-feminism-digital/>
- *"Slutwalks and the Future of Feminism," Jessica Valenti, *Washington Post*, June 3, 2011
http://articles.washingtonpost.com/2011-06-03/opinions/35235904_1_successful-feminist-action-slutwalks-young-women
- *"Is There a Fourth Wave? Does It Matter?" excerpted from *F'em Goo Goo, Gaga and Some Thoughts on Balls* by Jennifer Baumgardner (Berkeley: Seal Press, 2011).
- *"Lean In" [TED Talk], Sheryl Sandberg
ted.com/talks/Sheryl_sandberg_why_we_have_too_few_women_leaders.html
- *"All Oppression is Connected," spoken word poem by Stacey Ann Chin
http://www.youtube.com/watch?v=n_8k3CX_ZuQ

*“Blue Blanket,” spoken word poem by Andrea Gibson

<http://www.youtube.com/watch?v=2cEc3aQOP-o>

*excerpt from *A Transsexual Woman and the Scapegoating of Femininity* by Julia Serano

*Please take some time (20 minutes) to peruse the website <http://www.feministing.com>

Wed, Nov 27

THANKSGIVING

Week Fourteen

Mon, Dec. 2

***Activism at Umass Amherst*
Student Activist Panel**

Readings

*Daisy Hernandez and Bushra Rehman, Introduction: “Colonize This! Young

* Women of Color on Today’s Feminism,” Seal Press, 2002. xvii-xxviii

*Becky Thompson, “Multiracial Feminism,” pp. 337-346 (at least)

Wed, Dec. 4

Conclusion: Creating Change

Readings

*Jennifer Pozner, “How to reclaim, Reframe, and Reform the Media,” *Bitchfest*, Lisa Jervis and Andi Zeisler, 2006, 344-352

*Hernandez & Leong “Feminism’s Future: Young Feminists of color take the mic”

http://www.inthesetimes.com/article/724/feminism_future/

*Mark Anthony Neal, *New Black Man*, in *Men’s Lives* 8th edition, Michael S. Kimmel and Michael A. Messner eds., 591-595.

Allan Johnson, *Unraveling the Gender Knot*, in *Men’s Lives* 8th edition, Michael S. Kimmel and

*Michael A. Messner eds., 613-621.

Fri, Dec 6

Writing Assignment 3 Due – See Moodle for details

Finals Week

Final Exam (as scheduled by the university)

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

“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

We’ve begun to raise daughters more like
sons... but few have the courage to raise
their sons more like daughters.
Gloria Steinem

It’s important to remember that feminism is no longer a group of organizations or leaders. It’s the expectations
that parents have for their daughters, and their sons, too. It’s the way we talk about and treat one another. It’s
who makes the money and who makes the compromises and who makes the dinner. It’s a state of mind. It’s the
way we live now.
- Anna Quindlen