

The University of Texas at El Paso
Women's and Gender Studies Syllabus

WS 2300: Introduction to Women's Studies

Fall 2023 ONLINE ___ v01SEP23
Aug. 28th – Dec. 15th CRN: 13800

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Zoom Office Hours: Friday, 5pm-6pm or by appointment Monday – Thursday, 12pm -1pm.

This course focuses on the experiences of women primarily from the perspective of the social sciences and humanities. A cross-cultural and interdisciplinary course, WS 2300 introduces students to historical and contemporary issues and works, encouraging students to relate to these women's experiences and to the issues, feminist theories, and public policies involved.

Course Overview and Roadmap

WS 2300 is an introduction to the discipline of Women's Studies and feminism. In this class, we will cover a wide range of topics at a fairly introductory level. As an interdisciplinary course we will be reading widely and historically to uncover some of the systemic biases against women alongside the activism and philosophies of the first, second, and third waves of feminism. Primarily, this course will teach students to examine "common sense" notions of gender and social relations between the sexes, social hierarchies related to gender, race, and class, and finally, the mechanisms through which disadvantaged groups fight for change and recognition.

While this course is designed to help students understand the complexities of institutional and structural inequalities from multiple perspectives, our journey will commence with a thorough description of the history of feminism from which our foundation of inquiry will be built. We will explore **sexual politics** like the **social construction of gender and gender roles** as well as the intersections of gender with race, ethnicity, class, sexuality, and embodiment. We will also compare and contrast what we learn about oppression and discrimination in the contemporary United States with other parts of the world. We will make a few assumptions at the onset of the course; one of which is that women's lives are conditioned by gender, race, class, sexual identity, and ability. We will also assume that these conditions vary across time and space. Specifically, we will work to understand how identity markers can become forms of protection or sources of oppression, a concept called **Intersectionality**.

More specifically, during week 1, students will be introduced to the discipline of Women's Studies to understand its connection to the feminist movement. Week 2 will begin with several **proto-feminist** and early feminist readings from around the world by Christine de Pizan (France), Sor Juana Ines de la Cruz (Mexico), and Mary Wollstonecraft (England). It is here that we consider women's resistance to **patriarchy** before the official beginning of the U.S. feminist movement in Seneca Falls in 1848. During weeks 3, 4, and 5, we will study the demands, challenges, and arguments put forward during the **First Wave of feminism** with special attention paid to **Liberal feminism**.

In week 6, we focus our attention on **Marxist** and **Socialist feminisms** as a contrast to the Liberal feminism of the first wave. We will read Marx and Engels, Emma Goldman, and Mariarosa Dalla Costa to better interrogate the gendered framing of "work" and its application to the domestic, private sphere of unpaid and underappreciated labor. Next, we will study the **Radical feminism** of the **Second Wave** (1950's and 1960's) and consider what it means to think about women as a "class" of people whose membership is defined by sex. During week 10, you will be introduced to **Lesbian, Black, and Chicana feminism(s)**. In week 11, we







will study the **Third Wave of feminism** (1990's) alongside **Global and Third-world feminisms**.

For the final block of the course, utilizing both a political science and newly-developed feminist lens, there will be a special focus on the fundamental institutions and processes involved in our system of government. Special emphasis will be placed on the inherent inequalities found within the structures, rules, and processes of the American political system. This will include an examination of **Social Movements** (BLM and #Metoo) and their connection to the history of feminism. This course will also touch on current events and the historical impact of policy decisions, as well as formal and informal actors in this space.

Course Goals and Expectations

One big goal for this course is to acquaint students with feminist scholarship to explore existing power structures and examine how certain subjects differentially marked by gender, race, and class, experience privilege and/or oppression. During the semester, we will explore a diversity of feminist thought and activism to identify the ways feminists have responded to issues of gender, imperialism, race, socio-economic class, dis/ability, consumerism, and sexual identity. With the introduction of radical, liberal, socialist, and Marxist feminist perspectives regarding *socially constructed* forms of human difference, you will become familiar with a body of knowledge that has been largely neglected in traditional education.

As a student in WS 2300 you will be expected to develop your own theoretical abilities by interpreting feminist literature, mastering feminist vocabulary, identifying major feminist theories and theorists, and understanding the social and political significance of feminism. You will be successful in this course if you read all course material and are prepared for the coursework. This course is not designed to be a site of passive entertainment. You will get what you give from this course. After this course you will *know* (1) basic feminist vocabulary along with various definitions of feminism; *understand* (2) the intersections between race, ability, class, gender, and sexual identity; *consider* (3) the relationship between social institutions, and opportunity; and *examine* (4) the usefulness of feminist insight and activism.

Student Learning Objectives	Outcome
Study the history of the feminist movement from a cross-cultural and global perspective to explore strategies and models for just and responsible action.	 Social Responsibility
Demonstrate the ability to consider different points of view and work effectively with others.	 Teamwork Skills
Understand and engage with central debates in the field of Women's and Gender Studies.	 Critical Thinking Skills
Define and apply basic terms and concepts central to this field. Apply a variety of methods of analyzing gender in society, drawing upon both primary and secondary sources.	 Critical Thinking Skills
Understand how to discuss gender, race, sexuality, ability, and class.	 Communication Skills
Engage in critical thinking and writing skills. Communicate effectively about gender issues in both writing and speech, drawing upon Women's and Gender Studies scholarship and addressing a public audience.	 Communication Skills

Course Reading and Materials

You are expected to complete a series of readings each week; these will form the foundation for our online class discussions. You are expected to read closely and carefully. You should also be fully prepared each week to discuss the assigned reading on the Reading Response forums. Please note: There will not be enough time to discuss all the readings each week, but you are expected to use the ones we don't discuss

to supplement your reading responses. If you have trouble with the reading and/or the concepts contained in online lectures, you are warmly encouraged to contact me directly for clarification.

Required Books

All reading will be available for free as a link on Blackboard. You can also purchase the books online if you prefer to have a hard copy. You will have to rent ONE movie for \$3.79 on Youtube.

1) "The Essential Feminist Reader" By: Estelle B. Freedman (Listed on course schedule as *EFR*): https://becomingpoor.files.wordpress.com/2019/04/the_essential_feminist_reader_modern_lib.pdf;

2) "Introduction to Women, Gender, and Sexuality Studies" By: Miliann Kang, Donovan Lessard, Laura Heston, Sonny Nordmarken: <http://openbooks.library.umass.edu/introwgss/>

Structure of the Course

While completely online and asynchronously taught, the structure of the course emphasizes active and participatory ways of learning based on interactive forums, online class discussions, student research, and writing projects. The course is designed to emphasize the importance of writing and critical thinking skills, and the open exchange of ideas. We will attempt the difficult task of integrating theory and practice, analysis and experience.

Course Requirements and Grading

The following components will comprise your semester grade:

Introductory Essay	50 points
Reading Responses/Quizzes	600 points
Exam #1	150 points
Exam #2	150 points
Final Reflection Essay	50 points
Total	1000 points

Points	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

Written Projects

In addition to doing a lot of reading this semester, you will also be doing a lot of writing. All writing, whether done in class or for formal papers, should be in the form of polished, academic prose. Part of the challenge of all writing assignments will include learning to be selective about what you write, as well as learning to convey your ideas to your readers in an interesting, elucidating manner. The grading standards will be rigorous, and I expect all writing you do for this course to show evidence of serious intellectual endeavor. Further, all writing should be carefully revised, edited, and polished – largely free of grammatical, typographical, and spelling errors. Be sure to use spell check, grammar check, and take advantage of the Writing Center for your writing assignments.

Assignments

You will be responsible for posting reading responses, completing a midterm and final exam, and writing an introductory and final reflection essay. This class will contain elements of lecture using power point, videos, and Q & A. By knowing basic facts, understanding history and theory, and applying your knowledge to understand significant social problems, you will be prepared to think and act critically.

Introductory Essay (50 points)

You will write a short 2-paged essay introducing yourself to the class. See prompt on Blackboard.

Reading Responses (300 points), and Quizzes (300 points)

You will take quizzes and write reading responses on a weekly basis. These assignments are designed to help you develop good study and note-taking habits. When taking a quiz, you will have 30 minutes and will answer ~10 multiple-choice, true/false, or fill-in-the-blank questions. The quizzes are open book and open note.

When posting a reading response essay there will be a prompt. You will not be able to see others essays until your initial post. The questions posed on the prompt will be based on the reading, lecture notes, and sometimes a current event. They will be **due on Friday evenings by 11pm**. Each Reading Response and Quiz is worth 60 points.

Required Elements:

- 1) Your reading responses should be relatively short (~750 words).
- 2) All sources should be cited from the reading or ppt lectures. If you do not cite the page number or the ppt slide where you found your information, you will lose points. Further, **you are not to use Chat Gpt or any other AI generator to write these responses**. If you do so, this will result in a failing grade. Your Reading Responses MUST be your own work.

Exams (300 points)

You will complete two exams. These exams will have ~25 questions containing multiple choice, fill in the blank, and T/F questions. The tests will be timed at 60 minutes and will remain available for students to take during the week it is assigned. The exams are open book and open note.

Final Reflection Essay (50 points)

See prompt on Blackboard.

Due Dates and Academic Honesty

Academic life places all of us under demanding time constraints. Please mark your calendar with due dates for the assignments and begin working on these projects early in the semester. To get credit for your work, you must meet the due dates. **You will receive zero credit for late assignments; however**, I will consider any reasonable and extenuating circumstances. If you find that you must turn in an assignment late due to an unforeseen circumstance, please contact me as soon as you recognize there is a problem. Remember: it is your responsibility to notify me to make these arrangements.

Do your own work and to act with integrity. I take cheating very seriously and follow the university's policies on academic honesty, cheating, fabrication, helping others to cheat, or plagiarism (presenting the work of others as if it were your own, including material you find on the Internet). Any of these offenses will result in receiving a failing grade in the course and being reported to university authorities. Please note that, on written assignments, exact quotes must be placed in quotation marks, and the source of the quote must be cited in full. In addition, all ideas that come from another source—other than your own thoughts—must be cited in full. These include any ideas you have paraphrased or rephrased, but which originated in someone else's writing or expression.

According to the Office of Student Conduct and Conflict Resolution, "Any student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person without giving sufficient credit, taking an examination for another person, or any act designed to give unfair advantage to a student or the attempt to commit such acts."

The following are resources that students can use to stay academically honest:

1. [Avoiding Plagiarism \(PDF\)](#)
2. [Deterring Academic Dishonesty Student Resource \(PDF\)](#)

Technology Requirements

All course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication

Because this is an online class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

- **Office Hours:** We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hour occurs on Friday, from 5-6 pm. I can meet during lunch hours, too, between 12-1pm by request.
- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Announcements:** Check the Blackboard announcements and your email frequently for any updates, deadlines, or other important messages.

Netiquette

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted in these online spaces is intended for classmates and the professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Course Drop Policy

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

Copyright Statement for Course Materials:

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance via phone, email, chat, website, or in person.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.

- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out RefWorks tutorial, Fact Sheet, Quick-Start Guide.
- [The Miner Learning Center](#): Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.
- [UTEP Edge](#): UTEP's cross-campus framework for student success and empowerment – develops students' assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.

Individual Resources

- [Student Success Help Desk \(SSHD\)](#): Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transposition resources may submit a ticket request assistance to studentsuccess@utep.edu
- [Military Student Success Center](#): Assists personnel in any branch of service to reach educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [UTEP Food Pantry](#): Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.

Commitments: The commitments made in this syllabus inform the reading selections, course design, roadmap, and the spirit in which we engage with the scholarship. As Dr. Cornel West says, “education is not some abstraction... It is a profoundly human affair.” Just as higher education is designed to foster the development of whole human beings, this class works to understand and acknowledge how racism, sexism, classism, and heterosexism operate in our daily lives. This acknowledgement is an attempt to counteract the forces that sustain inequality in the classroom, on our campus, in our cities and states, and around the world. This class is committed to intersectionality as both a disciplinary method and political project.

Land Acknowledgement

As members of the University of Texas at El Paso community, we acknowledge that we are meeting on unceded Indigenous land. We would like to recognize and pay our respects to the Indigenous people with long ties to the immediate region: Lipan Apache, Mescalero Apache, Piro, Manso, Suma, Jumano, Ysleta del Sur Pueblo, Piro/Manso/Tiwa Indian Tribe of the Pueblo of San Juan de Guadalupe, and Tortugas Pueblo. We also acknowledge the nations whose territories include present day Texas: the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Alabama-Coushatta, Kickapoo, and the peoples of Chihuahua and northern Mexico from whom most/many of our students descend, such as the Rarámuri, Tepehuan, Wixarika and Nahuatlaca peoples. Finally, we recognize all of the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories here in Paso del Norte, on Turtle Island. The University of Texas at El Paso honors your history and cultures and we seek greater awareness of the myriad ways in which your legacy can guide us in fruitful partnerships and mutually fulfilling relationships.

Disability & Special Assistance

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS).

Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).



Title IX

The University of Texas at El Paso is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in any federally funded educational programs or activities.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination including sexual misconduct, sexual harassment, and acts of sexual violence. Sexual violence may include rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. Title IX prohibits institutions from excluding, separating, denying benefits, or otherwise treating individuals differently on the basis of sex. Sex based discrimination is prohibited at UTEP both by law and by University and UT System policies.

For additional information or questions, please contact the Title IX Coordinator, who can be reached by phone at (915) 747-8358, by email at titleix@utep.edu, or by mail at 500 W. University Ave., El Paso, TX 79968, Kelly Hall, Room 312.

In addition to or in lieu of contacting the Title IX Coordinator, inquiries and complaints may also be sent to the Assistant Secretary of the Office for Civil Rights by mail at 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, by phone at (214) 661-9600 or by email at OCR.Dallas@ed.gov.

Diversity and Inclusion

Women's and Gender Studies supports an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. All members of our program must accept the responsibility to demonstrate civility and respect for the dignity of others. Expressions or actions that disparage a person's race, ethnicity, nationality, culture, gender, gender identity, religion, sexual orientation, age, veteran status, or disability are contrary to the mission of our program. All our faculty and staff are responsible for promoting inclusive spaces for all, including students with children and breastfeeding mothers. While a Women's and Gender Studies student, you will be given an equitable opportunity to contribute and succeed. The diversity of lived experiences and knowledge that you bring to our courses are considered a resource, strength, and benefit. Thank you for the diversity you bring to our program!

Policy on Children in Class: It is our belief that if we want diversity in academia, that we should also expect parents and children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus a reflection of Women's and Gender Studies' commitment to student, staff and faculty parents. *If you are breastfeeding or are the guardian of a child, feel free to bring them to class if there is a gap in childcare. You may sit near the door, and we understand if you must step out occasionally to meet their needs.*

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your commitment to learning. To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official UTEP records, please let me know.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.

Course Schedule

Week 1 – Aug. 28, 2023	
Introduction to the Course	
READ	<ul style="list-style-type: none"> • Blackboard: Syllabus • Blackboard: PPT #1 (slides 1-5)
WATCH	<ul style="list-style-type: none"> • Blackboard: Adichie, Chimamanda. “The Danger of a Single Story”
Assignment	<p>Introductory Essay: Due on Blackboard, Fri. Sept. 1</p> <p>This first assignment is designed for us to get to know each other. After reading the course road map and perusing the course schedule, please write a short essay of between 500-750 words (which equates to about 2 pages) introducing yourself to the class. Rather than a Word document or PDF, use the text box in Blackboard to submit the essay.</p> <p>Please make direct references to the syllabus and answer the following questions in a four-paragraph format posted on Blackboard:</p> <ol style="list-style-type: none"> 1) Who are you? What is your “social location” (only share aspects you are comfortable sharing)? What areas of the course (if any) do you have real-life experience? Which topics seem foreign to you? (Cite specific topics from the weekly schedule.) Have you taken a Women’s and Gender Studies course before? If so, what did you learn? 2) Which week of the syllabus are you most excited or intimidated to learn about? 3) According to Chimamanda Adichie, what is the danger of a single story? 4) Which definition of feminism from the PPT do you relate to most and why?
Key Concepts / Thinkers	Social Location, Women’s Studies as an Academic Discipline, Gender studies, Feminism as a Rejection of the Legitimacy of Patriarchal Rule, Feminism as a Social Movement, Interdisciplinarity

Week 2 – Sept. 4, 2023	
Proto-feminism: France, England, Mexico (1405-1694)	
READ	<ul style="list-style-type: none"> • <i>EFR</i>: “Introduction,” (p. xi-xviii) • <i>EFR</i>: “The Book of the City of Ladies” (1405) Christine de Pizan. (p.3-9) • <i>EFR</i>: “On the Equality of the Two Sexes” (1673) Poullain de la Barre (p. 10-14) • <i>EFR</i>: “The Reply to Sor Philotea” (1691) Sor Juana Ines de la Cruz (p.15-19) • <i>EFR</i>: “A Serious Proposal to the Ladies” (1694) Mary Astell (p.20-23) • Blackboard: PPT #1 (slides 6-10)
Assignment	Quiz #1: Due Fri. Sept. 8
Key Concepts / Thinkers	Patriarchy, Humanism, Individual Rights, Liberalism, “Woman question,” Arguments about Women’s “Natural” Inferiority, Social Custom, Constitution of the Body to Justify Different Treatment of Women, Women’s Access to Education, Gender/Sex Segregation

Week 3 – Sept. 11, 2023	
First Wave Feminism Begins: England, China, U.S. (1776-1848)	
READ	<ul style="list-style-type: none"> • Blackboard: “Remember the Ladies” (1776) Abigail Adams • <i>EFR</i>: “A Vindication of the Rights of Woman” (1792) Wollstonecraft (p. 24-36) • <i>EFR</i>: “Flowers in the Mirror” (1800) Li Ju-Chen (p.37-46) • <i>EFR</i>: “Letters on the Equality of the Sexes” (1837) Sarah Grimke (p.47-51)

	<ul style="list-style-type: none"> • <i>EFR</i>: “The Emancipation of Working Class Women” (1843) Flora Tristan (p.52-56) • <i>EFR</i>: “Declaration of Sentiments and Resolutions” (1848) Cady Stanton (p.57-62) • Blackboard: PPT #1 (slides 11-15)
WATCH	<ul style="list-style-type: none"> • Blackboard: “A Global History of Women’s Rights” UN Women. https://www.youtube.com/watch?v=m_UjYOfmkn8 • Blackboard (optional): “Women’s Suffrage: Crash Course US History #31” • Blackboard (optional): “First Wave Feminism without white Women”
Assignment	Reading Response #1: Due Fri. Sept. 15.
Key Concepts / Thinkers	Enlightenment Political Theory, Declaration of Sentiments, Seneca Falls Convention (1848), First International Women’s Day (1911), Civil Social and Political Rights, Despotism, “Masculine Systems”

Week 4 – Sept. 18, 2023	
Feminism becomes Political: Enfranchisement (1851-1919)	
READ	<ul style="list-style-type: none"> • <i>EFR</i>: “Two Speeches” (1851) Sojourner Truth (p.63-66) • <i>EFR</i>: “The Enfranchisement of Women” (1851) Harriet Taylor Mill (p. 67-72) • <i>EFR</i>: “The Subjection of Women” (1869) John Stuart Mill (p. 73-84) • <i>EFR</i>: “Suffrage Speech at the Old Bailey” (1912) Emmeline Pankhurst (p.192-198) • <i>EFR</i>: “The Damnation of Women” (1919) W.E.B. Dubois (p.204-210) • Blackboard: PPT #1 (slides 16-20)
WATCH	<ul style="list-style-type: none"> • Blackboard: Book Lecture: “Vanguard: How Black Women Broke Barriers, Won the Vote, and Insisted on Equality for All” (Starts at 4:00 min, 35 min long) Martha S. Jones: https://www.youtube.com/watch?v=e1ic4pnvy8A
Assignment	Quiz #2: Due Fri. Sept. 22
Key Concepts / Thinkers	Enfranchisement, Disenfranchisement, Women’s Suffrage Movement, Broader Movement for Voting Rights, Suffragist (U.S.) v. Suffragette (UK), Women’s Suffrage Movement’s roots in the Anti-slavery Movement, Abolitionism, Jim Crow Laws, 15 th Amendment, 19 th Amendment, Racism, Sexism, Anti-Black Racism in the Suffragist Movement, National Association of Colored Women’s Clubs, Anti-Lynching Legislation (and it’s connection to voting/power/influence), Unchecked Violence, KKK

Week 5 – Sept. 25, 2023	
Liberal Feminism: From Brazil to Egypt	
READ	<ul style="list-style-type: none"> • <i>EFR</i>: “Equality of Rights” (1890) Francisca Diniz (p. 112-115) • <i>EFR</i>: “The Solitude of Self” (1892) Elizabeth Cady Stanton (p.122-127) • <i>EFR</i>: “Sultana’s Dream” (1905) Rokeya Sakhawat Hossain (p. 153-164) • <i>EFR</i>: “The Liberation of Women” (1899) Qasim Amin (p.145-152)
WATCH	<ul style="list-style-type: none"> • Blackboard: “The Women who Shaped the Universal Declaration of Human Rights”: https://www.youtube.com/watch?v=p7tSwJ5U9rc
Assignment:	<p>Reading Response #2: Due Fri. Sept. 29</p> <p>Please answer the following questions in a four-paragraph format:</p> <p>1) Consider the reading from last week and this week. John Stuart Mill applied John Locke’s critique of “absolute authority” to the family, advocating equal rights for women, voting rights, and freedom from unwanted sexual relations. Similarly, Susan B. Anthony advocated for a “single moral standard” applied to both women and men. According to the</p>

	<p>reading and lecture, how do these strategies fit within the liberal feminist tradition which emerges in the First Wave?</p> <p>2) Compare the arguments of Francisca Diniz and Qasim Amin. What do they have in common and where are they different?</p> <p>3) What was “Sultana’s Dream”?</p> <p>4) Critical Thinking Question</p>
Key Concepts / Thinkers	<p>Liberalism, Liberal Feminism, Metaphysical Dualism, Mind/Body Distinction, Normative Dualism, Descartes, United Nations (1945), Elleanor Roosevelt (Universal Declaration of Human Rights - 1948), Gender Equality, Hansa Mehta (India), Minerva Bernardino (Dominican Republic), Begum Shaista Ikramullah (Pakistan), “Equal Rights in Marriage,” Bodil Begtrup (Denmark), Marie-Helene Lefauchaux (France), Evdokia Uralova (Byelorussia), “Equal Pay for Equal Work,” Lakshmi Menon (India), Bertha Lutz (Brazil), Jessie Street (Australia), Amalia C. de Castillo Ledon (Mexico), Isabel Sanchez de Urdaneta (Venezuela),</p>

Week 6 – Oct. 2, 2023	
Marxist / Socialist Feminism	
READ	<ul style="list-style-type: none"> • EFR: “The Social Basis of the Woman Question” (1909) Kollontai (p.175-181) • EFR: “Mi Opnion” (1911) Luisa Capetillo (p. 186-191) • EFR: “The Origin of the Family...” Friedrich Engels (p.104-111) • EFR: “The Tragedy of Woman’s Emancipation” Emma Goldman (p.168-174) • EFR: “Thoughts on March 8” Ding Ling (p.237-242) • EFR: “A General Strike” Mariarosa Dalla Costa (p.300-303)
WATCH	<ul style="list-style-type: none"> • Blackboard: Fight Club (1999)
Assignment:	Quiz #3: Due Fri. Oct. 6
Key Concepts / Thinkers	<p>Consumer Culture, Political Economy, Capitalism, Class, Working Class, Owing Class, Bourgeoisie, Proletariat, Economic Origins of Oppression, Emancipation (Goldman), Class Consciousness, Class Oppression (Capetillo), Private Property, Alienation, Metaphysical Dualism, Use / Exchange / Surplus Value, Mental / Manual / Division of Labor, Praxis, Historical Materialism, Marxism, Marxist Feminism, Socialist Feminism</p>

Week 7 – Oct. 9, 2023	
Second Wave Feminism: Hidden Figures	
READ	<ul style="list-style-type: none"> • EFR: “The Second Sex” (1949) Simone de Beauvoir (p.251-262)
WATCH	<ul style="list-style-type: none"> • Blackboard: Film: <i>Hidden Figures</i> (rent for \$3.79 on Youtube or free for anyone with a Disney+ Subscription): https://www.youtube.com/watch?v=U386EMeWo3I • Blackboard: How Rosalind Franklin Changed History • Blackboard: Hedy Lamarr and the Invention of Spread Spectrum Technology • Blackboard: Black Excellist Gladys West
Assignment:	<p>Reading Response #3: Due Fri. Oct. 13</p> <p>Please answer the following questions in a four-paragraph format:</p> <ol style="list-style-type: none"> 1) Describe the accomplishments of one of the Hidden Figures you learned about. 2) Using the piece by Simone de Beauvoir as a guide, explain alterity or <i>otherness</i>. 3) What stood out in the film “Hidden Figures”? 4) Critical Thinking Question.

Key Concepts / Thinkers	Second Wave Feminism, Alterity, Existentialism, Otherness, French Feminism, Sexual Difference, Simone de Beauvoir
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Week 8 – Oct. 16, 2023	
EXAM #1	
Assignment:	Exam: Due Fri. Oct. 20

Week 9 – Oct. 23, 2023	
Radical Feminism	
READ	<ul style="list-style-type: none"> • Blackboard: Mackinnon, Catherine. “Desire and Power” (p. 46-62): https://www.feministes-radicales.org/wp-content/uploads/2010/11/Catharine-MacKinnon-Feminism-Unmodified.-Discourses-on-life-and-law.pdf • <i>EFR</i>: “The Feminine Mystique” Betty Friedan (p.269-282) • <i>EFR</i>: “The Politics of Housework” Pat Mainardi (p.288-294) • <i>EFR</i>: “Against our Will” Susan Brown Miller (p.311-317) • <i>EFR</i>: “The Laugh of the Medusa” Helene Cixous (p.318-324)
Assignment:	<p>Reading Response #4: Due Fri. Oct. 27</p> <p>Please answer the following questions in a four-paragraph format:</p> <ol style="list-style-type: none"> 1) What does Mackinnon mean when she says that sexuality is to feminism what work is to Marxism? 2) Mackinnon argues that feminism is a theory about how power is organized and executed. How does she support this claim? 3) Do you agree with Mackinnon that gender is more of a matter of dominance than difference? Why or why not? 4) Critical Thinking Question
Key Concepts / Thinkers	Radical feminism, Society, Sexuality, Eros, Desire, Domination, “Objectivity,” Femininity, Masculinity, Social Constructionism, Gender as a Social Category, Male Right of Access, Root Cause of Women’s Oppression, Biological Determinism

Week 10 – Oct. 30, 2023	
Black, Chicana, Lesbian Feminism	
READ	<ul style="list-style-type: none"> • <i>EFR</i>: “A Voice from the South” (1892) Anna Julia Cooper (p.116-121) • <i>EFR</i>: “A Black Feminist Statement” Combahee River Collective (p.325-330) • <i>EFR</i>: “The Master’s Tools will never Dismantle...” Audre Lorde (p.331-335) • <i>EFR</i>: “La Consciencia de la Mestiza” Gloria Anzaldua (p.385-390) • Blackboard: “California Store owner, mother of nine, shot and killed over a pride flag displayed in her shop.” NBC News. https://www.nbcnews.com/news/amp/rcna100849
Assignment:	Quiz #3: Due Fri. Nov. 3
Key Concepts / Thinkers	Early Black Feminism, Womanism, “Combahee River Collective,” Afrocentric feminism, Afrocentric feminist epistemology, Eurocentric Masculinist Knowledge Production, Colonialism, Imperialism, Slavery, Apartheid, Silence as a way of Framing the Experiences of WOC, “Interlocking Systems of Domination” (hooks; Collins), Sexualized Racism, Double Consciousness (Dubois), Bifurcated Consciousness (Dorothy Smith), Chicana Feminism, Xicanism, Chicana/Latino/Hispanic, Political Identities, Chicano Movement, Dolores Huerta, Cesar Chavez, MEChA, United Farm Workers (1962), Mexican History, History of Conflict

	and Survival, "Mestiza Consciousness" (Anzaldua), "Oppositional Consciousness" (Chela Sandoval), Controlling Images (Collins; Perry), Heterosexism, Machismo, Lesbian Feminism, Locating Knowledge in the Body, Sisterhood, Lesbian Experience, the bias of Compulsory Heterosexuality, Lesbianism as a Political Choice
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Week 11 – Nov. 6, 2023	
Third Wave and Queer Feminist Movement / #Metoo	
READ	<ul style="list-style-type: none"> • EFR: "Guerilla Girls" (p.391-393) • EFR: "Riot Grrrl Manifesto" (p.394-396) • EFR: "Becoming the Third Wave" Rebecca Walker (p.397-401) • EFR: "Manifesta" Baumgardner and Richards (p.424-426) • Blackboard: "Introduction to Women Gender and Sexuality Studies" (p. 95-102)
WATCH	<ul style="list-style-type: none"> • Blackboard: Netflix: Depp v. Heard, Episode 1: Truth on Trial
Assignment:	<p>Reading Response #5: Due Fri. Nov. 10</p> <p>Using the reading for support, what is the Third Wave of feminism and where do you think the movement is headed? What are your thoughts on the gender/sex politics of the Depp/Heard trial?</p>
Key Concepts / Thinkers	Third Wave Feminism, Queer Feminism, #Metoo, Men's Rights, #justiceforjohnnydepp (4 billion views), Backlash Against #Metoo, "Perfect Victim," Gendered Power Dynamics and the Effects on Victims, Misinformation, Bots, "Cyborg politics" (Donna Haraway)

Week 12 – Nov. 13, 2023	
Racial Segregation & Reproductive Justice	
READ	<ul style="list-style-type: none"> • Blackboard: Massey, Douglas. "American Apartheid: Segregation and the Making of the Underclass" • Blackboard: Kaestner, Robert. "Stress, Allostatic Load, and Health of Mexican Americans" • Blackboard: Center for Reproductive Rights: After Roe Fell Abortion Laws by State: https://reproductiverights.org/maps/abortion-laws-by-state/
WATCH	<ul style="list-style-type: none"> • Blackboard: Loretta J. Ross: Reproductive Justice and Human Rights activists: https://www.youtube.com/watch?v=sF_9VktvSPA
Assignment:	Quiz #4: Due Fri. Nov. 17
Key Concepts / Thinkers	Reproductive Justice, Human Rights Framework, Social Justice, Right to <i>not</i> have a child, Right to have a child, Fight for the Right to Raise children in healthy environments, Bodily Autonomy, Gender Identity, Women of Color for Reproductive Justice, Allostatic Load, Racial Segregation,

Week 13 – Nov. 20, 2023	
Language, White Identity, Structural Racism, and the Gender Wage Gap	
READ	<ul style="list-style-type: none"> • Blackboard: "What is White America?" Nell Irvin Painter • Blackboard: "On Being White and other Lies" James Baldwin • Blackboard: "The Flint Water Crisis..." Peter Hammer (p. 22-27) • Blackboard: "The Changing Politics of American Men..." Karen Kauffman
LISTEN	<ul style="list-style-type: none"> • Blackboard: Spotify "HOV DID" (12 min): https://open.spotify.com/track/3xm7ZFI0qTZrjXOJ8SQ09?si=WjIj6DHvTlm_YFnrcU7XYg

Assignment:	No Reading Response due this week. Spend the time preparing for Exam #2 and writing your final reflection essay.
Key Concepts / Thinkers	Identity politics of the Majority, Whiteness, Gender Wage Gap, War on Drugs

Week 14 – Nov. 27, 2023	
EXAM #2	
Assignment:	EXAM #2: Due Fri. Dec. 1, 11pm

Week 15 – Dec. 4, 2023	
FINAL REFLECTION	