

WGSST 1110: GENDER, SEX, AND POWER: INTRODUCTION TO WGSS

SPRING 2012
MWF, 8-8:55 am, University 051

Course Information

This interdisciplinary course will examine the ways that social roles, expectations, status, experiences, and gender socialization shape our world and the experiences of people within that world. In this course, students will learn about and discuss the ways that women are viewed and defined within society and the ways that sex and gender roles in the Western world shape experiences and opportunities.

Every part of this course is heavily concerned with connecting the notions women and gender to race, class, and sexuality, creating what is known as an intersectional analysis. As a class, we will imagine this intersectional framework as existing both within and beyond U.S. borders in an effort to consider what it means to think about and analyze women, gender, and sexuality internationally and transnationally. In the final part of the course, we will consider how activist movements have conceived of and affected changes in the ways institutions are shaped around and through these categories.

This course is a pre-requisite for the major and minor in Women's, Gender, and Sexuality Studies. The course fulfills three GE requirements: Cultures and Ideas, Social Science Individuals and Groups and Social Diversity in the United States. WGSS 1110 fulfills the Cultures and Ideas GE by engaging students in critical listening, reading, seeing, thinking, writing and experiencing the arts and reflecting on that experience. It fulfills the Social Science GE requirement by helping students understand human behavior. The course focuses specifically on how gender structures human societies, cultures and institutions. In addition, this course fulfills the Social Diversity GE requirement by fostering an understanding of the varied ways gender, race, class, sexuality, physical ability, and age impact the nature of institutions, society and culture in the US.

Course Objectives

1. To learn to use sex, gender, and sexuality as a lenses for critique and analysis of social, cultural, political, economic and scientific assumptions/practices that produce and maintain relations of inequality
2. To see sex, gender, and sexuality as a categories of analysis, a social construction, a performative identity, a power relation and a lens for rethinking ideas that seem to be "givens"
3. To understand the ways in which sex, gender, and sexuality inform theories and methods of inquiry
4. To understand the ways in which women in all their diversity are affected by society, culture, and its institutions
5. The ability to study women, sex, gender, and sexuality within an intersectional framework, that is, the ability to link the study of women and gender to race, class, ethnicity, and ability. The capacity to begin thinking about ourselves in ways that forge connections between our personal experiences and the larger social institutions and cultural practices in which they occur.
6. Adequate writing and critical thinking skills to study women and gender productively in any intellectual or political venue.

Texts

- *Reading Women's Lives*, Pearson Custom Publishing (Spring 2012, compiled by Krista Benson – make sure you have THIS COPY)
- PDFs and links to articles on Carmen (required unless noted otherwise)

Krista Benson, MA

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WF 9:00-10:00 or by appointment

When emailing me, **INCLUDE WGSST 1110 in the subject line**. Email is usually the best way to contact me. Emails should always include a subject, a greeting, and a signature. Emails not addressed in this way will not be answered.



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“When you get these jobs that you have been so brilliantly trained for, just remember that your real job is that if you are free, you need to free somebody else. If you have some power, then your job is to empower somebody else. This is not just a grab-bag candy game.”

~Toni Morrison

Requirements & Grading

| | |
|------------------------------------|-----|
| Attendance & Participation | 15% |
| Class Note Wiki Group Project | 20% |
| Artifact Presentation & Reflection | 5% |
| Writing Assignments (total) | 35% |
| Midterm Examination | 10% |
| Final Examination | 15% |

Attendance & Participation: 15%

Students are expected to attend class and participate in large group and small group conversations. Simply attending all days will not guarantee a 100% in this section - students will be graded on the quality of their participation, their presence as engaged listeners, and their contributions to the class environment as a whole. Carmen discussions will also be figured into your participation grade.

Part of participation in this class will also be **weekly Carmen posting of ONE discussion question or suggestion for class discussion prior to class** – these can be things that are confusing, topics for further discussion, connections to previous readings, etc.

Participation Grading Guidelines

0 = Student is absent, unavailable for classroom participation

1 = Student is not prepared for class, does not participate

2 = Student rarely prepared; rarely able to answer when called on, rarely volunteers

3 = Student sometimes prepared, but preparation inconsistent; answers when called on; willingly participated in class activities; stays on task during partner/group work

4 = Student usually prepared; answers when called on; willingly participates in class activities; stays on task during partner/group work; uses language that reflects the vocabulary that we're building in the class; volunteers answers to open questions (not directed at anyone)

SAFE SPACES: This class has been built with an ethic of shared respect and a genuine desire for us to learn together well. I also encourage all students to remember that there are likely survivors of violence in our class. Though this is a space of respect, I cannot guarantee that it is a safe space. I welcome feedback from students on how to make your learning environment more welcoming, but I also encourage anyone triggered by materials/ discussions to inform me privately so that I can direct you to appropriate resources for support. If you think that there may be subjects that would be impossible for you to engage with, please let me know so that we can address the best way for you to succeed in this class.

5 = High level of preparation; answers when called on; willingly participates in class activities; stays on task during partner/group work; consistently uses language that reflects the vocabulary that we're building in the class; volunteers answers to open questions (not directed at anyone); shares pertinent information; asks questions or volunteers information that is relevant to the class.

Class Note Wiki (15%)

Throughout the term, we will provide a shared "text" through readings, supplemental media, lectures, and discussions. It can be hard to be on the same page in terms of what it is that we are **DOING** together. To help with this, students will be expected to work in groups (hold on, it's not that bad) to develop and maintain a wiki page with notes for each class session. Outline notes **SHOULD NOT** simply transcribe what's on the board. Instead, each group is responsible for:

1. An approximately 200 word summary of the day's activities / main point of class. How did the readings supplement that point? (This will not always be explicitly provided by the instructor).
2. Transcribe at least one quote from each article/video relates to the class period and explain how it relates to the class.
3. Key terms that came up in class, plus a definition.
4. Three links to reputable sites that, in some way, clarify, extend, or correct something that was said in class.

These notes need to be started by the next class. Over the course of the semester, you will be responsible for updating the page as concepts recur or develop over time. Your assessment will not only be what I can see you have done in the wiki (wiki track users' contributions and edits) but also will weigh in the assessments of your group members in terms of quality of your participation. You will need to make a Wikispaces account (link

in Carmen) and **PLEASE DO NOT USE YOUR REAL NAME**. After making your account, email me to tell me your username on Wikispaces.

Artifact Presentation & Reflection (5%)

Each student will be assigned one day to bring in one "artifact" - a news story, a video clip, a commercial, a book – that connects to the topics discussed in class. The student will be expected to give a 5 minute presentation and facilitate a 5 minute discussion on how course materials could be used to "read" or shed light on this particular topic. A 1 page reflection will be due by the end of the assigned day in the Carmen Dropbox, analyzing the process of identifying the artifact and the course resources useful to "read" it.

Writing Assignments (35%)

Over the course of the semester, students will be expected to submit four 3-4 page analytical papers (out of six possible submission dates and prompts) on assigned topics with six paper deadlines and topics to choose from. Writing assignments are expected to be more formal papers and will be submitted with properly-formatted Works Cited pages. Writing prompts will be available after the first week of class in a separate handout.

Midterm Examination (10%)

An open-book and open-note midterm will be given on 3/8/12. Further details will be provided.

Final Examination (15%)

A comprehensive open-book and open-note final will be given on 4/26/12 from 8-9:45 am.

Extra Credit

Throughout the quarter, events will be announced as extra credit opportunities. Students must attend the event, bring back a handout or item from the event, and write and submit a 2 page reflection paper within 1 week of the event. Students may submit up to TWO extra-credit assignments, which can add an additional 2.5% to your final grade per assignment, for a total of no more than 5%.

Resources

The Writer's Center

The Writing Center allows you to make appointments to get assistance from trained writing tutors! To utilize this service, contact the Writing Center at (614) 680-4291 or visit their website at <http://cstw.osu.edu/>

Gendered Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

Title IX Coordinator: Kellie Brennan, titleix@osu.edu or 614-247-5838

Sexual Violence Support Coordinator:

Natalie Spiert, spiert.7@osu.edu, 614-292-9111

Counseling & Consultation

Provides counseling and consultation to currently enrolled undergraduate, graduate and professional students through individual & group counseling, psychiatrists, nutritional counseling, couples counseling, outreach, workshops, crisis debriefing, and community referrals.

<http://www.ccs.ohio-state.edu/>

Course Policies

Accommodations for Students with Disabilities

We all come to learning with different needs and I strive to do what I can to make this class accommodating to a variety of needs and learning styles. **If you need accommodations, either for documented disabilities or for other reasons, please contact with me as soon as possible so that we can discuss your needs.** Please note that the only way to guarantee accommodated your needs in all classes is to work with the Office of Disability Services. The Office for Disability Services (150 Pomerene Hall; 292-3307; 292-0901) verifies the need for accommodations and assists in the development of accommodation strategies.

Your Mental Health!

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766). This service is free and confidential.

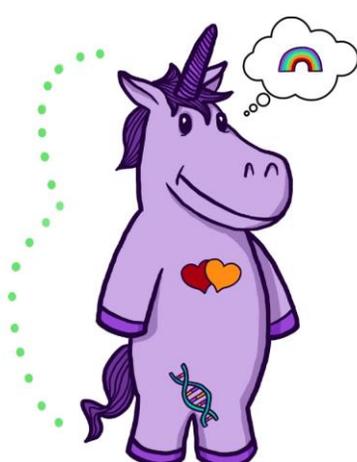
Academic Misconduct and Plagiarism

As defined in University Rule #3335-31-02, plagiarism is "the representation of another's works or their ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas." Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not her or his own; plagiarism search engines makes documenting the offense very simple.

- Always cite your sources (I can help with this)

The Gender Unicorn

Graphic by:
TSER
Trans Student Equality Resources



 **Gender Identity**

-  Female/Woman/Girl
-  Male/Man/Boy
-  Other Gender(s)

 **Gender Expression/Presentation**

-  Feminine
-  Masculine
-  Other

 **Sex Assigned at Birth**

-  Female
-  Male
-  Other/Intersex

 **Sexually Attracted To**

-  Women
-  Men
-  Other Gender(s)

 **Romantically/Emotionally Attracted To**

-  Women
-  Men
-  Other Gender(s)

To learn more go to:
www.transstudent.org/gender
Design by Landyn Pan

- Always ask questions before you turn in your assignment if you are uncertain about what constitutes plagiarism
- Always see your TA or professor if you are having difficulty with an assignment.

To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, DO NOT PLAGIARIZE.

Attendance, Grading, and Discussion Policies

Students are expected to attend class. If you miss a class, it is your responsibility to contact me regarding your absence and to get notes or assignments from a colleague. The grade you earn will be based on participation - you can't participate if you're not here. Papers will be graded according to a rubric that students will receive before the paper is submitted.

Sustained, astute, and critically engaged class participation is crucial for a successful and productive classroom atmosphere, and such participation depends largely upon completing the reading assignments completely. Therefore, students must come to class having done all the reading assigned.

All members of the class are thus required to respect the opinions of their classmates and talk only in their turn. Interruption and hostile remarks will not be tolerated, nor will clear statements of a racist, sexist, homophobic, classist, xenophobic, or victim-blaming nature.

At times, topics discussed in class may be sensitive to participants and members may be uncomfortable. Please keep this in mind when participating in class. Students are expected to participate, listen in an engaged manner, and respect ideas shared in the class as a condition of their participation and attendance grade. Additional or revised policies will be brainstormed by the class as a whole.

Electronic Use Policy

In an electronic age, computers, tablets, and other technology can be used to enhance the learning experience. Because of this, **electronics are allowed as long as the use is appropriate to the class and is not distracting to students or the instructor, including your classmates.**

Computers should be used to enhance your experience in discussion, not for checking of personal email, sending messages on Facebook or Twitter unrelated to the course, or writing papers for other classes. Please respect the instructor and your classmates by

refraining from using technology for personal matters during class time, thus distracting the class.

Students found in violation of these policies once will find their participation grade drastically lowering (note, it matters) or asked to leave the class. Students found in violation of these policies during other students' presentations or discussions will find the impact particularly strong - the respect that you show one another in this class is paramount.

Children in a Feminist Classroom

Sometimes, people who are parents or caregivers for children will need to have their academic and child-rearing lives combine.

Those people are welcome to bring children to class and we, as a learning community, will welcome the input of our younger colleagues. I would appreciate it if you give me some notice when possible, as I will try to adjust my class facilitation to accommodate and welcome all people in the classroom.

Please contact me with any questions or concerns - being a part of the community that raises a child should never be a reason to not be able to participate in one of my classes.

Submission and Return of Assignments

Students will be expected to turn in all papers in the appropriate Dropbox in Carmen at the time noted on the assignment.

Physical copies will not be accepted by your instructor.

Because I expect you to submit assignments in a timely manner, I commit to returning them in a timely manner. Assignments will always be graded and feedback will be viewable within 1 week of submission of your assignments.

Late Assignment Policy

I do not accept late assignments without prior permission and a clear reason. Please mark deadlines on your calendar.

Your questions/concerns:

Ongoing assignments:

You will be assigned to a group to do the collaborative note wiki. See assignment sheet for the dates that your group is responsible for notes.

Pick 4 of these 6 deadlines:

2/1/13

2/13/13

3/4/13

3/27/13

4/8/13

4/19/13

Firm deadlines this term:

See assignment sheet:

Date for Cultural Artifact Presentation

3/8, 8-8:55 am: Midterm Exam

4/16, 8-9:45 am: Final Exam

Course Plan

Readings marked with an asterisk (*) are uploaded PDFs in Carmen.

Information on this course schedule is an outline and is subject to change either due to instructor or collective class decisions. Students will be told in advance of the change and an updated syllabus will be posted to Carmen.

| | <i>Date Due</i> | <i>Topic</i> | <i>Reading/Activity Due</i> |
|---------------|-----------------|--|--|
| <i>Week 1</i> | M, 1/7 | Introduction to the class and to each other | |
| | W, 1/9 | Women's Studies and Feminist Movements | <ul style="list-style-type: none"> • 'I'm Not a Feminist, But...' Popular Myths about Feminism <i>Penny A. Weiss</i> • What is the Feminist Movement? <i>Jane Mansbridge</i> • * Real Men Join the Movement <i>Michael Kimmel</i> |
| | F, 1/11 | Sex/Gender as Categories of Analysis | <ul style="list-style-type: none"> • The Social Construction of Gender <i>Judith Lorber</i> • * Wesley Yang Confuses Asian Masculinity with White Male Supremacy <i>Akiba Solomon</i> |
| <i>Week 2</i> | M, 1/14/13 | Sex/Gender as Categories of Analysis | <ul style="list-style-type: none"> • Shame-O-Phobia <i>David Wexler</i> • Screening <i>Dreamworlds 3</i> in class |
| | W, 1/16/13 | Sex/Gender as Categories of Analysis | <ul style="list-style-type: none"> • * La conciencia de la mestiza: Towards a New Consciousness <i>Gloria Anzaldúa</i> • * Love Feminism but Where's My Hip Hop? <i>Gwendolyn D. Pough</i> |
| | F, 1/18/13 | Sex/Gender as Categories of Analysis | <ul style="list-style-type: none"> • X: A Fabulous Child's Story <i>Louis Gold</i> • The Five Sexes Revisited <i>Anne Fausto-Sterling</i> |
| <i>Week 3</i> | M, 1/21/13 | Martin Luther King, Jr Day. No class | |
| | W, 1/23/13 | Sex/Gender as Categories of Analysis | <ul style="list-style-type: none"> • * Trans Identities and Contingent Masculinities <i>Evelyn Blackwood</i> • * 12 Things Every Gender Non-Conforming Child Wants You to Know C.J.'s Mom |
| | F, 1/25/13 | The Many Women's Movements | <ul style="list-style-type: none"> • Declaration of Sentiments and Resolutions (1848) <i>The Seneca Falls Women's Rights Convention of 1848</i> • Ain't I a Woman? (1851) <i>Sojourner Truth</i> • * Class and Race in the Early Women's Rights Campaign <i>Angela Davis</i> |
| <i>Week 4</i> | M, 1/28/13 | The Many Women's Movements | <ul style="list-style-type: none"> • Nothing Distant About It: Women's Liberation and Sixties Radicalism <i>Alice Echols</i> • Redstockings Manifesto <i>Redstockings</i> • A Black Feminist Statement <i>Combahee River Collective</i> |
| | W, 1/30/13 | The Many Women's Movements | <ul style="list-style-type: none"> • In Pursuit of Latina Liberation <i>Elizabeth Martínez</i> • A Day Without Feminism & Third Wave Manifesta <i>Jennifer Baumgardner & Amy Richards</i> |
| | F, 2/1/13 | Hierarchy, Structure, & Oppression: Difference & Intersectionality | <ul style="list-style-type: none"> • Age, Race, Class, and Sex: Women Redefining Difference <i>Audre Lorde</i> • Feminist Class Struggles <i>bell hooks</i> • Homophobia: A Weapon of Sexism <i>Suzanne Pharr</i> • By the end of the day on Friday: Paper 1 deadline |
| <i>Week 5</i> | M, 2/4/13 | Hierarchy, Structure, & Oppression: Difference & Intersectionality | <ul style="list-style-type: none"> • White Privilege: Unpacking the Invisible Backpack <i>Peggy McIntosh</i> • The Other Body <i>Ynestra King</i> |

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| | | | <ul style="list-style-type: none"> • Oppression <i>Marilyn Frye</i> |
| | W, 2/6/13 | Hierarchy, Structure, & Oppression: Difference & Intersectionality | <ul style="list-style-type: none"> • * First Encounters with the Male Gaze <i>Tavi Gveninson</i> • * Three Incidents: Street Harassment and Singularity <i>Jolie Mandlebaum</i> • * Will the Media Start Portraying Black Women Without Betraying Them <i>Tracey Ross</i> • Two or Three Things That I Know For Sure <i>Dorothy Allison</i> |
| | F, 2/8/13 | Hierarchy, Structure, & Oppression: Difference & Intersectionality | <ul style="list-style-type: none"> • * Heteropatriarchy and the Three Pillars of White Supremacy <i>Andrea Smith</i> |
| Week 6 | M, 2/11/13 | Sexuality: Troubling | <ul style="list-style-type: none"> • * The Cult of Virginity <i>Jessica Valenti</i> • * Queering Black Female Heterosexuality <i>Kimberly Springer</i> • Compulsory Heterosexuality and Lesbian Existence <i>Adrienne Rich</i> |
| | W, 2/13/13 | Sexuality: Love | <ul style="list-style-type: none"> • * I am Asexual (And it's Awesome!) <i>s.e. smith</i> • * Romance: Sweet Love <i>bell hooks</i> • Desire for Future: Radical Hope in Passion and Pleasure <i>Amber Hollinbaugh</i> |
| | F, 2/15/13 | Sexuality: Queerness | <ul style="list-style-type: none"> • * Selection from <i>Feminism is Queer</i>, <i>Mimi Marinucci</i> • Begin screening <i>Paris is Burning</i> in class • By the end of the day on Friday: Paper 2 due |
| Week 7 | M, 2/18/13 | Sexuality: Queerness | <ul style="list-style-type: none"> • Finish <i>Paris is Burning</i> in the Streaming Library • * Madonna – <i>Vogue</i> • Class discussion on <i>Paris is Burning</i> |
| | W, 2/20/13 | Feminism and Health: Disability & HIV | <ul style="list-style-type: none"> • * HIV and Me: The Chicana Version <i>Stella Luna</i> • Toward a Theory of Disability and Gender <i>Thomas J. Gerschick</i> • Just Breaks My Heart <i>Phyllis Montgomery, Karen McCauley, Sharolyn Mossey, & Patricia Hill Baley</i> |
| | F, 2/22/13 | Feminism and Health: Biopolitics | <ul style="list-style-type: none"> • * A Global Health Imperative <i>Nancy Fugate Woods</i> • * Women of Color and Their Struggle for Reproductive Justice <i>Joel Stillman, Marlene Gerber Fried, Loretta Ross, and Elena R. Gutiérrez</i> |
| Week 8 | M, 2/25/13 | The Body/Gendering Bodies | <ul style="list-style-type: none"> • The Body- Power and Politics <i>Valerie Lee</i> • The Body Politic <i>Abra Fortune Chernik</i> • * Looks Aren't Everything. Believe Me, I'm a Model. <i>Cameron Russell</i> |
| | W, 2/27/13 | The Body/Gendering Bodies | <ul style="list-style-type: none"> • * Love Your Fat Self <i>Courtney E. Martin</i> • * Beating Anorexia and Gaining Feminism <i>Mani Grossman</i> • Hair <i>Marcia Aldrich</i> |
| | F, 3/1/13 | The Body/Gender & Representation | <ul style="list-style-type: none"> • We Are What We Watch <i>Susan J. Douglas</i> • Screening <i>Miss Representation</i> in class |
| Week 9 | M, 3/4/13 | Globalization | <ul style="list-style-type: none"> • * Liberating the Consumer <i>Maria Mies</i> • * The Story of Stuff • By the end of the day on Monday: Paper 3 deadline |
| | W, 3/6/13 | Class cancelled – snow | |
| | F, 3/8/13 | MIDTERM | |
| Week 10 | | Spring Break! | |
| Week 11 | M, 3/18/13 | Globalization & Biodiversity | <ul style="list-style-type: none"> • * The Problem with Genetically-Modified Seeds <i>Vandana Shiva & Bill Moyers</i> |

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| | | | <ul style="list-style-type: none"> * Seed Freedom <i>Vandana Shiva</i> |
| | W, 3/20/13 | Globalization & Capitalism | <ul style="list-style-type: none"> * Corporate Plundering of Third World Resources <i>Robert Weissman</i> |
| | F, 3/22/13 | Parenting, Work, & Education | <ul style="list-style-type: none"> Title IX: The Little Law That Could <i>Denise Kiernan</i> College Sports' L-Word <i>Debra E. Blum</i> |
| Week 12 | M, 3/25/13 | Parenting, Work, & Education | <ul style="list-style-type: none"> For Immigrant Maids, Not a Job but Servitude <i>Doreen Carvagal</i> I Want a Wife <i>Judy (Syfers) Brady</i> * Times Are Changing <i>Ellen Galinsky, Kerstin Aumann, and James T. Bond</i> |
| | W, 3/27/13 | Parenting, Work, & Education | <ul style="list-style-type: none"> The Mommy Wars: How the Media Turned Motherhood Into a Catfight <i>Susan Douglas & Meredith Michaels</i> Wall Street Takes Welfare It Begrudges Women <i>Mimi Abramowitz</i> By the end of the day on Wednesday: Paper 4 deadline |
| | F, 3/29/13 | Gendered Violence: Domestic Violence & Stalking | <ul style="list-style-type: none"> Textual Harassment <i>Donna St. George</i> ABA Summit Keynote <i>Connie Burke</i> Women Who Batter Women <i>Achy Obejas</i> |
| Week 13 | M, 4/1/13 | Gendered Violence: Sexual Assault | <ul style="list-style-type: none"> * I Want a 24 Hour Truce In Which there Is No Rape <i>Andrea Dworkin</i> The "Rape" of Mr. Smith The Not-Rape Epidemic <i>Latoya Peterson</i> * How Sexual Harassment Saved, Then Slaughtered Me <i>Kini Ibura Salaam</i> |
| | W, 4/3/13 | Gendered Violence: Responses | <ul style="list-style-type: none"> The Scope of the Problem <i>Carol Bohmer and Andrea Parrot</i> * Taking Risks: Implementing Grassroots Community Accountability Strategies <i>Communities Against Rape and Abuse (CARA)</i> |
| | F, 4/5/13 | Living & Creating As Activism Zine-making workshop | <ul style="list-style-type: none"> * Bad Girl, Good Girl: Zines Doing Feminism <i>Alison Piepmier</i> To Be of Use <i>Marge Piercy</i> I Am Not Your Princess <i>Chrystos</i> * If Women Ran Hip Hop <i>Aya de Leon</i> * Baltimore Feminists Prank Victoria's Secret--And Spark an Internet Revolution <i>Rachel Monroe</i> Bring in contributions for your zine project |
| Week 14 | M, 4/8/13 | Living & Creating As Activism | <p>Work period for zines - due at the beginning of class on Wednesday</p> <p>By the end of the day on Monday: Paper 5 deadline</p> |
| | W, 4/10/13 | Faith, Spirituality & Feminism | <ul style="list-style-type: none"> Women's Place in Religion: Nineteenth Century Views <i>Sarah Grimké</i> Gender, Culture, and Religion: An Islamic Perspective <i>Amina Wadud</i> Black Madonnas <i>Peggy Barham</i> |
| | F, 4/12/13 | Faith, Spirituality & Feminism | <ul style="list-style-type: none"> The Coming of Lilith: Toward a Feminist Theology <i>Judith Plakscow</i> * Decolonizing Religious Beliefs <i>Sylvia Marcos</i> |
| Week 15 | M, 4/15/13 | Activism, Change, & the Future | <ul style="list-style-type: none"> * Epilogue: Beyond Backlash <i>Ruth Rosen</i> Fear of Feminism: Why Young Women Get the Willies <i>Lisa Maria Hogeland</i> |
| | W, 4/17/13 | Activism, Change, & the Future | <ul style="list-style-type: none"> * The History of Slutwalks <u>Laura Stampler</u> |

- * Four Brief Critiques of Slutwalk's Whiteness, Privilege, and Unexamined Power *People of Color Organize*
- * Does SlutWalk Speak to Women of Color? *Andrea Plaid*

Week 16

F, 4/19/13 Activism, Change, & the Future

- TBA

M, 4/22/13 Review Session for the final

Th, 4/26/13 Final exam, 8:00-9:45 am