

Gender, Women and Society in Global Perspective

Gender & Women's Studies 102 Spring 2011
University of Wisconsin-Madison
M-W 9:55-10:45AM Location: Sterling 1310

Professor Christina Ewig

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TA TEAM

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Schedule of Sections:

Anisa Ali		Coco O'Connor	
306 Wed 11:00	1339 Sterling	304 Wed 2:25	215 Ingraham
303 Wed 12:05	3425 Sterling	305 Thurs 12:05	122 Ingraham
307 Wed 1:20	2112 Chamberlain	302 Thurs 1:20	122 Ingraham
308 Thurs 3:30	23 Ingraham	301 Thurs 2:25	2108 Chamberlain

Overview: This is an introduction to gender & women's studies course with a global perspective. Students will be asked to think critically about the power relations that affect the lives of diverse women in the US – diverse in terms of race, class, ability, sexuality and other markers of power – AND will be asked to contemplate the positions of diverse women from around the world. The class focuses on gender and race as key social institutions which shape people's lives around the world. It also focuses on social change – in particular, the roles of women in inspiring social change. In this course we explore a broad range of issues in historical and contemporary global gender relations, divided into six major themes. The course begins in Part I by examining social constructions – of knowledge, gender, sex, race and sexuality. Part II focuses on citizenship and politics: how citizenship is gendered and racialized, historically and today. We will critically consider US “second wave” feminism and the motivations behind US identity movements such as Black feminist, Latina feminist and Queer politics as modes of contesting traditional notions of citizenship. These US-based movements will be compared and contrasted to feminist organizing in other countries. We will also look at how states shape gendered and racialized citizenship status. Part III looks at how medicine and human reproduction are terrains in which gender, race and class relations are invoked and reproduced in different global contexts and different historical periods. Part IV examines representations of race and gender in consumer culture, and cultural constructions of beauty in global perspective. In Part V we will use our new found tools for understanding representations of women to examine the specific representations of race and gender in the post 9-11-01 period, the war on terror, and the war in Afghanistan in particular. Finally, in Part VI we will explore the various ways that women around the world are affected by and imbricated in globalization through a gendered analysis of the structure of the new global economy including women and work, global economic policy and migration.

Objectives: To provide students with the basic tools and concepts of feminist inquiry and an introduction to a wide range of global women's and gender issues. At the end of this course students should be able to use the basic tools of feminist inquiry to identify how power relations based on gender, race, class, sexuality, ability and location affect their own lives and how these power dynamics affect the lives of others on local, national and global scales.

Prerequisite: An open mind.

Special Needs: I wish to include fully any students with special needs in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or evaluation procedures in order for you to participate fully. The McBurney Center provides useful assistance and documentation regarding physical, learning, sensory, or psychological disabilities: 263-2741, 263-6393 (TTY); 1305 Linden Drive or www.mcburney.wisc.edu. If you have a "visa" from the McBurney Center for special accommodations, we will need two photocopies of this, one for the professor (me) and one for your TA.

Texts: Two required texts are available at A Room of One's Own Bookstore, 307 W. Johnson St. Tel: 608-257-7888.

- Estelle Freedman. 2007. The Essential Feminist Reader. New York: Modern Library. (Marked "EFR" in the Schedule of Readings.)
- Malailai Joya, (with Derrick O'Keefe). 2009. A Women Among Warlords: The Extraordinary Story of an Afghan Who Dared to Raise Her Voice. New York: Scribner.
- **Course Pack:** A required course pack is available at Pigwick Papers (the copy shop formerly known as "Bob's Copy Shop") at 1401 University Ave. (Marked "CP" on the Schedule of Readings.)

▪ **Big Read:** Rebecca Skloot. 2010. The Immortal Life of Henrietta Lacks. New York: Crown Publishers. **You will get a coupon for a FREE copy of this book in your first discussion section, or you may have received it already**

Books, Films and Course Pack are also on reserve at the Undergraduate Library, Helen C. White Building. Due to copyright restrictions, we apologize that we cannot have the course pack on electronic reserve.

Assignments & Evaluation:

- 15% Feminist Connections OR Third Wave Feminism Paper – Due Mon Feb. 21
- 25% Midterm - Monday March 7
- 20% Essay on A Women Among Warlords - Due Wed April 20
- 30% Final - Monday May 9
- 10% Participation (Affected by attendance! See Attendance Policy below!)

EXAMS: The midterm will be essay and short answers. The final will be essays only. A study guide for each will be distributed in advance.

PAPERS: You will write two short papers. For the first you will have a choice between two topics. Option One: "Feminist Connections". For this paper you will interview an older woman you know well about feminism and analyze the interview in your paper in relationship to readings and lectures presented in the course on feminist movements. Option Two: "Third Wave Feminism." For this paper you should read EFR p. 394-401 ("Riot Grrrl Manifesto" and "Becoming the Third Wave") as well as do some of your own research in the contemporary feminist blogosphere on the "third wave" feminism in the US, and consider its similarities and differences with either the first or second "wave" of feminism in the US. The second paper (required of all students) will be on A Women Among Warlords. Full instructions for papers will be distributed in a separate hand-out (DO NOT START THE PAPERS UNTIL YOU HAVE READ THE HANDOUTS). Papers are graded on quality of writing, content, and analysis.

Late, Missed or Incomplete Work: Late work will be accepted ONLY in cases of serious illness or emergency. Late work will be penalized by one half of a letter grade lower per day late; i.e.: an "A" paper one day late shall be an "AB" paper. No late assignments will be accepted beyond one week. After one week, any late or missed work will be graded as an "F".

Final grades will be determined according to the following official UW grading scale:

A	93-100	AB	88-92	B	83-87		
BC	78-82	C	70-77	D	60-69	F	below 60

If you have questions about a discussion section or grade, speak first to your TA. If the question is not resolved, speak to the professor (me). If the question is still not resolved, speak with the Gender & Women's Studies Chair, Jane Collins. She will attempt to resolve the issue informally and inform you of the Appeals Procedures if no resolution is reached informally.

A note on cheating and plagiarism: DON'T DO IT. If you feel a need to cheat or plagiarize, come see me or your TA before you do, and we can talk about other ways to succeed in the class. If you are caught attempting to represent someone else's work as your own or cheating in any other manner you will be subject to university discipline under rules published by the Board of Regents (UWS 14). If you have any questions regarding University policy, or what constitutes plagiarism, you can refer to the University Code of Conduct at this website: <http://www.wisc.edu/students/saja/misconduct/UWS14.html>.

The writing center also provides a guide on proper acknowledgement of sources. If you are at all unsure of how to properly use sources, to avoid plagiarism please download and read this guide, available at this link: http://www.wisc.edu/writing/Handbook/Acknowledging_Sources.pdf. This is also posted in the links on Learn@UW.

Writing Center: I encourage you to visit the campus writing center for help on writing your papers. The Center offers workshops, handouts, and consultations with writing instructors. Stop by 6171 Helen C. White, call for an appointment (263-1992), or consult the Center's resources online at www.wisc.edu/writing/.

Attendance Policy: Attendance Matters. Even in a big class. In Lectures: Exams and papers are based on lectures as well as readings. Therefore attendance in lecture is important if you want to succeed in this class. On occasion, at the end of lecture, I will ask you to turn-in a brief written response to a question that I will pose based on the lecture or readings which will be collected by me and the TA team, something I call a "Pop Reflection". This will serve as a random check on attendance and as a way of stimulating dialogue in the classroom. It will not be graded. *However, students who do not turn in a response to the question (presumably because they were absent) will have points deducted from their participation grade.* Excessive absences, defined as more than half of all class meetings without satisfactory explanation, constitute grounds for a failing grade for the course ("F") regardless of the grades of other work completed for the course. In Discussion Sections: Attendance is mandatory in discussion sections and will be taken by your TA each period. Discussion sections are vitally important because this is such a big class, and because of the nature of the course material. In discussion sections you will have an opportunity to delve deeper into the subject matter, ask questions about the material, and learn from the comments and critiques of your fellow students. Absences from discussion sections will result in an automatic drop in the participation grade and, like lecture, will likely affect your ability to do well on the rest of the class assignments. **Religious Holidays:** Absence due to observance of a religious holiday will not be counted as an absence. Students who will miss class due to religious holidays must inform me (the professor) *during the first two weeks of class* whether they will miss a lecture class during the semester for religious reasons and they must inform their TA if they will miss a discussion section meeting(s) for a religious reason.

Lecture Etiquette & Electronic Devices: Please arrive on time. And turn off your cell phone. Texting or talking on your phone or other handheld device is a distraction to the students around you, and to me. Please do not text or talk on your device in class. Laptop policy: you may take notes on your laptop in class. However, you may ONLY use the laptop for this purpose. You may not read your readings for another class, check your Facebook page or surf the internet, among other things. Students in past classes have requested this policy because students doing other things besides taking notes on their laptops are a huge distraction. Therefore, the TAs will monitor, and if you are using your laptop for things other than note-taking you will be asked to close it.

Course Website: I will use Learn@UW to post PowerPoint slides from lectures (posted either just before lecture or after the lecture) and hand-outs distributed in class in case you miss class, including paper writing guidelines and exam review sheets. Power Point slides are posted as an aid to you, but are NOT A SUBSTITUTE FOR LECTURE.

NOT ALL OF THE IMPORTANT INFORMATION WILL BE ON THESE. ATTENDANCE AT LECTURE IS VITALLY IMPORTANT FOR DOING WELL ON EXAMS.

Tips for doing well: Read each assigned reading, listen to each lecture and view each film with an open mind.

Readings: In completing the readings, focus not on the small facts, but on the larger picture. In the readings on the social construction of gender, for example, think about how this set of readings come together to explain, from different vantage points, how gender and even sex are socially constructed concepts. After reading these selections, you should be asking yourself questions such as: How does social construction of gender work? Why is this important to understand? What consequences might the social construction of gender have for every day life? You might also note to yourself what things in the readings surprised you, and then try to figure out why these came as a surprise. Are there things that contrast with your own beliefs, or things you have learned previously? How might you reconcile these competing views? You might note questions to yourself that you'd like to raise for clarification in discussion section, or for discussion with your classmates. As a reading strategy (suggested by a former student), you might get a stack of note cards, and for each reading put the title, author and summary of the key arguments on a card in order to help yourself remember the various pieces and their arguments.

Lectures: Attend all lectures. Read the assigned readings **prior** to lecture. I will often refer to readings during lectures, and may ask questions based on the readings, thus reading these beforehand will make lectures more understandable. I will often invite comments from you during lecture, though the large size of the class will make the discussion sections the most important arena for discussion of the material.

Films: Films should be thought of as additional texts, to be contemplated, interpreted and critiqued. What are the main concepts that the film deals with, what is its central thesis, and how might it bring us a bit closer to understanding a given subject matter? Are there aspects of the film that you agree or disagree with, based on what we've read and learned in the course, and why?

Discussion Section: Active, respectful discussion is a skill. You will develop this skill in sections in this course. To do well, attend all discussion sections, bring your readings and notes, and be ready to engage with the readings and your classmates. Be an active listener and contributor to your section. Be respectful of the differing viewpoints of your student colleagues and your TAs. Your TA may set specific guidelines for discussion. The following is a general guide to good discussions:

- Ask your TA or a member of your group for clarification on any point or term you do not understand or are unfamiliar with. As the saying goes, 'no question is a dumb question'.
- Be ready to share and explain your opinions. Thorough completion of readings will ensure that you are prepared to share your viewpoint.
- Keep in mind that the idea behind discussion is to broaden each other's views and understandings; but *not* necessarily to *convince* others to our own point of view.
- Listen carefully and respond to other members of the group. This includes allowing others an opportunity to add to the discussion.
- Be willing to change your mind when someone demonstrates an error in your logic or use of the facts.
- Recognize that one comment may be understood multiple ways.
- Feel free to disagree with others, but be specific in your own assertions and back them up with evidence; a good rule of thumb is that it is OK to disagree, but it is NOT OK to be "disagreeable"!
- Make your point succinctly.

Communication: We are here to help you succeed in this course. The best way to reach me or your TA is by email. If you have an urgent concern on a weekday, call my office: 262-9622. In all emails, please be courteous and address us by our names, e.g. Dear "Professor Ewig", "Anisa" or "Coco". Since I teach many students (in this class and others) and your TAs teach many sections, please indicate what course and section you are enrolled in and understand that we may not be able to get back to you instantly.

Schedule of Lectures, Readings & Assignments:

The professor reserves the right to change this schedule of readings and lectures as needs arise in the class. Changes in reading assignments will be announced in lecture and sent via email to all students to the email recorded by the University as their primary email account.

Internet Links: Wondering where you can find out more? Wondering what's going on now on a particular topic? Wondering if there is any activism related to an issue on the syllabus? The internet links posted on the course website at Learn@UW will lead you to a combination of new stories and organizations working on issues that connect to the readings of the week. *Send me new links, and I will add them to Learn@UW!*

Req= required, Choose one = one of the following is required, CP = Coursepack, EFR = Essential Feminist Reader.

PART I: Social Constructions: Knowledge, Sex, Gender, Race and Sexuality

Wed. Jan. 19th Introduction

Introduction to the course. What is Feminism? How will I approach the content of this course?

- Req.:
- Read prior to lecture: CP Adrienne Rich. 1979. "Claiming an Education." In: *On Lies, Secrets and Silence: Selected Prose 1966-1978*. New York: W.W. Norton. pp. 231-235.
 - Read prior to discussion sections: CP Cynthia Hogue et.al. "Talking the Talk, Walking the Walk: Ethical Pedagogy in the Multicultural Classroom." In: *Feminist Teacher*. 12(2):89-106.

In Class: View *The F Word*

Mon. Jan. 24th Gender, Women's Studies and The Social Construction of Knowledge

What is Gender and Women's Studies? How do assumptions about "gender" influence all aspects of our lives – even science? These readings should make you stop and wonder, is objectivity possible?

- Req.:
- CP Emily Martin, "The Egg and the Sperm" excerpted in Inderpal Grewal and Caren Kaplan, eds. 2006. *An Introduction to Women's Studies: Gender in a Transnational World*. New York: McGraw Hill. P. 10-13.
 - CP Stephen Jay Gould. 1980. "Women's Brains" in *The Panda's Thumb: More Reflections in Natural History*. New York: W. W. Norton pp. 152-159.

Wed. Jan. 26th Basic Concepts: The Social Construction of Gender, Sexuality & Sex

Did you ever think there was something more than male and female? Other cultures did. Let's talk about sex.

- Req.:
- CP Sabine Lang. 1999. "Lesbians, Men-Women and Two-Spirits: Homosexuality and Gender in Native American Cultures." In: Evelyne Blackwood and Saskia Wierenga, eds. *Feminist Desires*. New York: Columbia University Press. pp. 91-116

Optional: Check out recent news articles on the social construction of sex in the Links section of Learn@UW.

Mon. Jan. 31st Basic Concepts: The Social Construction of Sexuality & Race

There is no biological basis for race. And it's not just about black and white. Think about the ways in which race has been constructed across time and place. Is sexuality a biological or social construction? Some would prefer not to pursue the question – read Shuklenk and Stein and find out why.

- Req.:
- CP Ian Haney López. 1994. "The Social Construction of Race: Some Observations on Illusion, Fabrication, and Choice." *Harvard Civil Rights-Civil Liberties Law Review*. 29 (excerpted). pp. 1-5, 11-16, 27-37.
 - CP Udo Shuklenk and Edward Stein. 1997. "The Ethics of Genetic Research on Sexual Orientation." *Hastings Center Report*. 27:4. pp. 1-12

Optional: Check out some interactive websites on the social construction of race in the Links section of Learn@UW.

PART II: Citizenship, States and Politics

Wed. Feb. 2nd The Creation of Patriarchy

Famous UW historian Gerda Lerner says you can't understand sexism, racism, classism, militarism or any other "ism" without understanding where it all began. The creation of patriarchy. What's patriarchy anyway – besides some word that feminists seem to throw around? Note in the EFR readings how patriarchy operates differently in different cultural contexts.

- Req:
- CP Gerda Lerner, Chapter 11 "The Creation of Patriarchy." In *The Creation of Patriarchy*. Oxford: Oxford University Press, 1986. pp. 212-229.
 - EFR Sor Juana Ines de la Cruz "The Reply to Sor Philotea." (Mexico 1691) pp. 15-19
 - EFR Mary Astell, "A Serious Proposal to the Ladies." (England, 1694) pp. 20-23
 - EFR Li Ju-Chen, "Flowers in the Mirror" (China, c 1800) pp. 37-46
 - EFR Funmilayo Ransome-Kuti, "We had Equality until Britain Came" (Nigeria, 1947) pp. 247-250

Mon. Feb 7th Gendered Citizenship & Early Feminist Threads

In lecture, I will talk about key ideas that are still with us today – like "a women's place is in the home" -- which originated in the late 18th and early 19th century. How are these early ideas relevant to your life now? How have they evolved? These readings demonstrate the variety of ways women questioned new forms of patriarchy. As you read consider: What do you think of the early feminists? How are these strands of feminism still evident today?

- Req:
- EFR Mary Wollstonecraft "A Vindication of the Rights of Women." (England, 1792) pp. 24-36
 - EFR Ana Julia Cooper, "A Voice from the South." (United States, 1892) pp. 116-121
 - EFR Flora Tristan, "The Emancipation of Working Class Women." (Peruvian in France, 1843) pp. 52-56

Wed Feb. 9th Early Transnational Feminist Organizing & Suffrage

Women questioned these emerging forms of modern citizenship not only on national, but on transnational levels. Transnational cross-fertilization of ideas lent to women's suffrage and anti-war organizing – the first wave of global feminism. Rupp will frame our discussion of early global organizing and the EFR readings provide you with voices of some of the women who were involved.

- Req:
- CP Leila Rupp 1996 "Challenging Imperialism in International Women's Organizations 1888-1945," *NWSA Journal* (Spring) 8:1 pp. 8-27
 - EFR Elizabeth Cady Stanton, "Declaration of Sentiments and Resolutions." (USA, 1848) pp. 57-62
 - EFR Sojourner Truth, "Two Speeches" (USA, 1851) pp. 63-66
 - EFR Francisca Diniz, "Equality of Rights" (Brazil, 1890) pp. 112-115
 - EFR Shareefeh Hamid Ali, "East and West in Cooperation" (India, 1935) pp. 217-219

Optional: Check out web sources on US Women's Suffrage on Learn@UW in the "Links" section.

Mon Feb. 14th The "Second Wave" in the USA

Did you know that the UW campus and places like Beaver Dam were the center of feminist activism in the so-called "second wave" of US feminism? What were some of the issues that differentiated women both locally and globally in the feminism of the 1960s and 1970s? Friedan is a classic work that spurred the "Second Wave" in the USA. Hooks' piece is also a classic – providing an African-American counterpoint to Friedan. Chungara, from Bolivia, challenged Friedan at an international women's conference in the 1970s.

- Req:
- EFR Betty Friedan, "The Feminine Mystique" (USA, 1963) pp. 269-282.
 - EFR Pauli Murray, "Testimony, House Committee on Education and Labor." (USA, 1970) pp. 283-287.
 - CP bell hooks. 1984. "Black Women Shaping Feminist Theory." *Feminist Theory from Margin to Center*. Cambridge: South End Press. pp. 1-17
 - EFR Domitila Barrios de Chungara, "The Woman's Problem" (Bolivia, 1980) pp. 346-350

In class: View *Step by Step* (if you miss it it's on reserve at College Library)

Wed. Feb. 16th A Multiracial Second Wave? Cross-cutting Identities and Identity Movements in the US

Some women came to feminisms as union activists or fed-up housewives. Others came to it out of race-based movements for equality. All of these paths expand our understanding of feminism in the USA and point toward “intersectionality” as a key concept for understanding feminist politics. Crenshaw’s concept of intersectionality is central for the course – read her carefully! Think about intersectionality in action as you read one of the “choose one” readings (Anzaldúa writes as a lesbian Chicana; Chan is a disabled Asian woman; and Combahee is a classic black feminist statement that highlights sexuality and class as well as gender & race).

- Req:
- CP Kimberlé Crenshaw, 1994. “Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women of Color.” In: Martha Albertson Fineman and Rixanne Mykitiuk, eds. *The Public Nature of Private Violence*. New York: Routledge. Pp. 93-118.
 - Read prior to section: CP Peggy McIntosh. 1988. “White Privilege Unpacking the Invisible Knapsack.” Excerpted from Working Paper 189. “White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women’s Studies.” Wellesley MA: Wellesley College Center for Research on Women. Pp. 1-7. **(McIntosh will be discussed in section. Read it prior to section & bring this to section with you!)**

Plus choose one:

- EFR Gloria Anzaldúa, “La Conciencia de la Mestiza” (USA 1987) pp. 385-390.
- CP Sucheng Chan. 1990. “You’re Short Besides!” in Gloria Anzaldúa, ed. *Making Face, Making Soul: Haciendo Caras*. San Francisco: Aunt Lute Books. Pp. 162-168.
- EFR Combahee River Collective, “A Black Feminist Statement” (USA, 1977), pp. 325-330

Optional: Check out more on women of color activism in the USA in the “Links” section of Learn@UW – see section titled “Feminisms at Home and Abroad”.

Mon Feb. 21st Further Unsettling the Second Wave: Feminist Movements Globally

Right at the point that some declare the feminist movement dead in the United States, in other parts of the world feminist movements are going into overdrive. What’s driving them? What kinds of differences are there within these movements? Read EFR on African feminisms, and then choose to read either on China or on Mexico.

- Req:
- EFR Federation of South African Women, “Women’s Charter and Aims” (South Africa 1954), 263-268

Plus choose one:

- CP Yenna Wu. 2005. “Making Sense in Chinese ‘Feminism’/Women’s Studies.” In Marguerite Waller and Sylvia Marcos, eds. *Dialogue and Difference: Feminisms Challenge Globalization*. New York: Palgrave. Pp. 29-52.
- CP Marta Lamas et. al. 1995. “Building Bridges: The Growth of Popular Feminism in Mexico.” In: Amrita Basu, Ed. *The Challenge of Local Feminisms*. Boulder: Westview Press. Pp. 324-347.

** Feminist Connections OR Third Wave Paper Due Today in Lecture **

Wed Feb. 23rd States and Citizenship: Case Studies of Marriage & Political Representation

In the next two days we will have three case studies (marriage, political representation and welfare) which illustrate how state policies help to define citizenship in gendered, racialized and classed ways. We will also consider how feminists have influenced these policies over time. Today you might ask, why have some feminists rejected marriage altogether (Duggan reading)? Or, if women’s political representation is a measure of their citizenship – what does the under representation of women in the US Congress compared to other countries imply for women in the USA (Krook reading)?

- Req:
- CP Lisa Duggan. 2004. “Holy Matrimony.” *The Nation*. 3/15, Vol. 278 Issue 10, p.14-19.
 - CP: Mona Lena Krook. 2006. “Gender Quotas, Norms and Politics.” *Politics and Gender*. 2(1): 110-118.

Optional: Check out the websites in the Links section of Learn@UW on Voting & Elections to see percentages of women representatives around the world.

Mon. Feb. 28th States and Citizenship: Case Study of Single Mothers on Welfare

How do state social policies denote who is more valued in a society? What are some of the different ways that different countries have created social policies to support single mothers? What are your preconceptions about welfare and women on welfare?

- Req:
- CP Siobhan Brooks. 2002. "Black Feminism In Everyday Life: Race, Mental Illness, Poverty and Motherhood." In Daisy Hernández and Bushra Rehman, eds. *Colonize This!*. Emeryville, CA: Seal Press. pp. 99-118.
 - CP Jane Lewis. 1999. "The 'Problem' of Lone Motherhood in Comparative Perspective." In Jochen Clasen, ed. *Comparative Social Policy, Concepts, Theories and Methods*. Oxford: Blackwell Publishers, pp. 181-199.

Part III. Medicine, Population and Reproductive Rights

Wed. March 2: Gender, Race and Medicine

In this section we will be using this year's "Big Read" to explore the intersections of gender, race and medicine. We will only read Part I of the book, but I encourage you to read the rest at your leisure. As you read about Henrietta Lacks' life and illness, consider carefully how gender and race played a role in US medicine at this time.

- Req:
- Skloot, Ch. 1- 4, p. 13-41.

Mon. March. 7th ***MIDTERM EXAM IN CLASS TODAY!!!*** (Covers material through February 28)

Wed. March 9th Social Darwinist Ideas: Eugenics & Malthusianism

Eugenics and Malthusianism helped to shape ideas of race, class and sex in the early 19th century, and still have resonance in today's population policies. These readings and lecture will clarify what these ideas are, and where they came from.

- Req:
- CP Linda Gordon. 1990. "Prudent Sex: Neo-Malthusianism and Perfectionism." In *Women's Body, Woman's Right: Birth Control in America*. Revised edition. New York: Penguin. Pp. 72-90.
 - EFR Margaret Sanger. "Women and the New Race" (USA, 1920) p. 211-216.

**** No Sections This Week. Post-Midterm Break. ****

HAVE A GREAT SPRING BREAK!

Mon March 21st Population Control and Reproductive Rights: the USA and the "Third World"

These readings illustrate how ideas of eugenics and Malthusianism have had very direct ramifications for the reproductive rights of different women, influencing reproductive rights politics of today. In the case of Henrietta Lacks, her case was not directly about reproductive politics; but eugenic ideas did affect her medical care – how so? Schneiderman lays out some of the complexities of pro-choice stance for a disabled person. Hartman provides a broader, international view. As you read Hartman consider these questions: How does she question Malthusianism? How does she show how Malthusian ideas are still relevant today? Do you agree or disagree with her arguments?

- Req:
- Skloot, Ch. 5- 10, p. 42-86.
 - CP Karen Schneiderman. 1990. "Disabled Women Need Choice." *Utne Reader*. (May/June).
 - CP Betsy Hartmann. 1995. "The Malthusean Orthodoxy" in *Reproductive Rights and Wrongs*. Boston: South End Press. Pp. 13-40.

Optional: Check out the Links on Learn@UW for resources on history current activism on reproductive rights.

Wed. March 23rd Population Control and Reproductive Rights: Case Study of Puerto Rico
Catch up on any readings you are behind on today!

In class: View *La Operación* & brief lecture. This film will discussed sections. (If you miss it, it's on reserve at College Library)

Mon. March 28th Global Health Activism & Advocacy

One outgrowth of feminism of the 1970s in the USA was the Women's Health Movement, which served as inspiration for women's health movements around the world. These readings give you a taste of the national movements. Morgen will give you a brief overview of the movement in the US. Farah gives you a sense of another movement, in Egypt. In lecture I will discuss the achievements of the international women's health movement.

Req: ▪ CP Sandra Morgen. 2002. "Conceiving History" Chapter 1 of *Into Our Own Hands: The Women's Health Movement in the United States, 1969-1990*. New Brunswick: Rutgers Press. pp. 3-15
 ▪ EFR Boston Women's Health Book Collective, "Our Bodies, Ourselves", (USA 1973), pp. 295-299.
 ▪ CP Nadia Farah. 1991. "Our Bodies, Ourselves: The Egyptian Women's Health Book Collective." *Middle East Report*. 173, pp. 16-17 +25

Part IV: Gender, Race and Representation: Ideas of Beauty, Consumerism, and Nation

Wed. March 30th Histories of Gender, Race and Sexuality in US Consumer Culture

These readings give you a taste of the how notions of femininity, masculinity, race, nation, sexuality, and beauty are reinforced, shaped or changed through the history of advertising in the USA. Marchand gives you an early moment in which "thinness" began to become a US beauty ideal. Omosupe raises the issue of beauty and race in advertising. Kim & Chung show you how stereotypes of Asian women are used in advertising today.

Req: ▪ CP Minjeong Kim and Angie Y. Chung. 2005. "Consuming Orientalism: Images of Asian/American Women in Multicultural Advertising." *Qualitative Sociology*. 28(1) (excerpted, 67-68, 73-90)
 ▪ CP Roland Marchand. 1985. "Grotesque Moderne" in *Advertising the American Dream*. Berkeley: University of California Press, p. 179-185.
 ▪ CP Ekua Omosupe. 1990 "In Magazines (I Found Specimens of the Beautiful)" in Gloria Anzaldua, ed. *Making Face, Making Soul: Haciendo Caras*. San Francisco: Aunt Lute Books, p. 169

In Class: View *A Girl Like Me* and lecture (If you miss it, it can be viewed on-line at <http://www.reelworks.org/watch.php>)

Mon. April 4th The Psychological Effects of US Consumer Beauty Culture

In class I will lecture on the latest research on the media's impact on girls' body image, done by UW researchers.

In class: View *Killing Us Softly* and brief lecture. (If you miss it, it's on reserve at College Library)

Optional: Check out the websites in the links on Learn@UW for more on gender and beauty ideals.

Wed. April 6th The Globalization of Western Consumer Beauty Culture

These readings should lead you to question why in the USA we are so concerned with slimness – when in some other cultural contexts this is neither practical nor a sign of beauty.

Req: ▪ CP Nancy Worcester. 2004. "Nourishing Ourselves." In Nancy Worcester and Mariamne H. Whatley. *Women's Health: Readings on Social, Economic and Political Issues*. 4th Ed. Dubuque: Kendall Hunt Publishing, pp. 326- 336
 ▪ CP Hanan Al-Shaykh. 1995. "Inside a Moroccan Bath." In Patricia Foster, ed. *Minding the Body*. New York: Double Day, pp. 193- 208.

V. Gender and the War on Terror

Mon. April 11th Gender, Representation and Nationalism

The reading by Enloe will connect questions of representation with the idea of nationalism – a key concept that we will need for understanding gender and the current war on terror. When reading Enloe, focus on her definition of nationalism, and how gender and nationalism intersect.

- Req: ▪ CP Cynthia Enloe. 1989. "Nationalism and Masculinity". In *Bananas Beaches and Bases*. Berkeley: University of California Press. p. 42-64.
 ▪ Begin reading *Joya, A Woman Among Warlords* Ch 1-2, p. 1-35

Recommended films: "Hollywood Harems" on representations of middle-eastern women in films on reserve at College Library
 "Slaying the Dragon" on representations of Asian-American women in films (60 min) on reserve at College Library

Wed. April 13th: Gender & the War on Terror: Women and Afghan History

In lecture I will provide context on the role of women historically in Afghan society and the role of the US historically in Afghanistan. This should help you to better understand *A Woman Among Warlords*.

- Req: ▪ *Joya*, Ch 3-6, p. 36-93

Mon. April 18th: Gender, Islam, and Women Claiming their Rights

- Req: ▪ *Joya*, Chapters 8, 10, 12
 ▪ EFR Revolutionary Association of the Women of Afghanistan "Statement on the Occasion of International Women's Day." (Afghanistan 2004) pp. 427-430.

In Class: View *Conversations with Islam: Women* and lecture. (If you miss class, it can be viewed at Learning Support Services, in 259 Van Hise Hall.)

VI. Gender and Economic Globalization

Wed April 20th: Gender, Work and Globalization in the USA

In lecture will provide a theoretical framework for thinking about gender and globalization, and then will turn to the topic of these readings: women's status in the workforce in the USA. Our fore-mothers fought hard for women to be able to enter the workforce in a variety of professions in the USA – what are the continuing challenges? These readings focus on some of the challenges that women still face in the US workforce.

- Req: ▪ CP Brad Seligman. 2006. "Patriarchy at the Checkout Counter: The Dukes v. Wal-Mart Stores, Inc. Class-Action Suit." In: *Wal-Mart the Face of 21st Century Capitalism*. Nelson Lichtenstein, ed. New York: The New Press. Pp. 231-242.
 ▪ CP Anne Crittenden. 2001. "The Mommy Tax" in *The Price of Motherhood*. New York: Henry Holt. Pp. 87-109.

Optional: Check out links under Globalization at Learn@UW on women and work in the USA.

Essays on A Woman Among Warlords Due TODAY in lecture

Mon. April 25: Gender and Sweatshops

Outsourcing of manufacturing has become one of the emblematic characteristics of our globalized economy. How do gender and race play into global manufacturing? What consequences does the sweatshop structure have for the workers involved? The reading by Ching Yoon Louie provides a view from Chinese immigrant women working in sweatshops in the US and in China.

- Req ▪ CP Miriam Ching Yoon Louie. 2001. "Holding Up Half the Sky: Chinese Immigrant Women Workers." *Sweatshop Warriors*. Cambridge: South End Press. Pp. 19-47.

Recommended: *China Blue*, on girls working in sweatshops in China (80min) on reserve at College Library.

Optional: Check out the links on "Globalization" on Learn@UW and find out how to get active on the issue of sweatshop labor, where to buy sweat-free products, and more.

Wed April 27th: Gender and Neoliberal Economic & Social Policies

This reading focuses on economic policies imposed by the International Monetary Fund and their effects in Zambia, and their human and gendered impacts. As you read and listen to lecture, you might think, how do seemingly technocratic policies have gendered consequences? Are there other policies that might work in similar ways?

- Req: ▪ CP Amber Ault and Eve Sandberg. 2001. "Our Policies, Their Consequences: Zambian Women's Lives under 'Structural Adjustment'". In Laurel Richardson, Verta Taylor and Nancy Whittier, eds. *Feminist Frontiers* 5. Boston: McGraw Hill. Pp. 503-506.

Mon. May 2: Gender and Migration: "The New Domestic World Order"

With the increase in professional women in advanced industrialized country workforces, the demand for child care and other domestic services has grown. Combined with globalization, we now have what some call the global care economy. How do class, national and racial privilege play into this process – as well as gender??

- Req: ▪ CP Rhacel Salazar Parreñas. 2002. "The Care Crisis in the Philippines: Children and Transnational Families in the New Global Economy." In: Barbara Ehrenreich and Arlie Hochschild, eds. *Global Woman: Nannies, Maids and Sex Workers in the New Economy*. New York: Henry Holt. Pp. 39-54.

Wed. May 4th: A Global Vision of Women's Studies

Globalization has also led to greater levels of global feminist activism. This reading focuses on the results of the 1995 Beijing conference. Lecture summarizes the course & will give you a taste of what is currently on the global women's activist agenda.

- Read: ▪ EFR "United Nations Fourth World Conference on Women." p. 402-409.

Sections DO meet this week

Final Exam: Monday, May 9, 2011 at 12:25PM - 2:25PM. LOCATION TO BE ANNOUNCED.