Course Overview: Content

This course provides a historical and contemporary overview of several primary strands of feminism (as both philosophy and social movement) in the United States. First and second wave feminisms (liberal, radical and socialist) are highlighted, as is the critique and de-centering of mainstream feminisms, and the innovation of new difference-sensitive and multicultural feminisms, by feminists of color. Current discussions and debates about the state of feminism/s in the United States today, and active manifestations of the third wave of feminism, will be illuminated. Key feminist concepts, theorizations, and themes that will be covered include: women’s lived experiences as knowledge, women’s bodily and subjugated knowledge, consciousness-raising and the personal is political, the social construction of gender, and the intersections of race, class and gender.

While you will be introduced to the evolution and history of American feminisms, and to a range of feminist theoretical, intellectual, and conceptual contributions, this course centers on the contemporary reality of women’s everyday lives, their struggles and triumphs, and the complex, diverse, and increasingly interconnected issues and challenges that women are facing across the globe. We will study and analyze topics such as women and work, balancing work and family, constructions of motherhood, women’s health and sexuality, the feminization of poverty and migration, women’s body image, violence against women, women in the media and popular culture, and women’s representation in politics and governmental policy from local, national, and transnational perspectives. How do childcare and parental leave policies in the United States compare with policies in Europe, Asia, and Latin America? How does women’s representation in government in Africa compare with Europe and the United States? What about women’s reproductive rights and access to health care in the United States when compared with other nation states? What are the prevalent threats of violence women face here in the United States and how are they reflective of, and different from, the manifestations of violence women face in war-torn nations, in peaceful nations, in multiple and diverse locations across the world? As we examine the contemporary lives and issues women are confronting in a variety of national, international, and global contexts we will also become more aware of the ways in which these issues are interlinked. A lack of mother-friendly work environments, affordable, quality childcare, and paid maternity leave policies in the United States means that American women increasingly rely on women from other countries to care for their children – women are increasingly leaving war torn and economically struggling countries to come care for more privileged women’s
children as a means to support their own children and families back home. An increasingly unfriendly environment for reproductive rights in the United States effects not only American women, but the ways in which American funds are allocated and directed towards women’s health, and AIDS prevention abroad. United States’ backed World Bank and World Trade Organization structural adjustment and privatization policies have resulted in the scaling back of governmentally-provided social services in a multitude of nation states across the globe, and have disproportionately affected women. As nation states slide deeper into poverty, and as the markets of nation states are opened up to free flows of capital and foreign investment via World Bank and WTO mandates, young women and girls become increasingly vulnerable to exploitation and are sold into the global sex trade at alarming rates.

Finally, as we are exposed to the profound range of inequalities, struggles, and injustices that women currently face in multiple contexts, we also will learn about, and be humbled by, the rich variety and diversity of women’s strength and activism around the world—women’s involvement in social protests and women’s movements for social change. How does the level, frequency, and nature of women’s activism outside the United States compare with what women are doing here in America?

**Course Overview: Format**

This course consists of an innovative and unique format—one that combines lecture and intensive discussion. Tuesdays (4:30-5:45) will consist of lectures given by me (and occasionally lectures and/or activities run by an outside guest); documentary film viewings; and film screenings with the filmmaker and additional commentators present. There will be at least one instance throughout the semester when Tuesday’s class will be held later in the evening—in the case of, for example, an outside speaker or a film screening. Attending Tuesday’s class, whether at the usual time, or later in the evening, is absolutely essential, will be rigorously recorded, and contributes significantly to your grade.

Thursdays (4:30-6:15) consist of discussion group sessions. These discussion groups draw from the feminist tenet of collaborative learning—learning that happens through the mutual and respectful sharing of ideas, thoughts, perspectives, and personal, lived experiences. Discussion groups are led by teams of student teachers. Student teachers (TAs) have taken this class previously, and have been selected for their role through a rigorous screening process. (TAs also participate in an advanced teaching seminar with me.) As discussion group participants, you will be expected to read the assigned materials for each week thoroughly, to clearly identify the authors’ principle arguments, and to analyze and critique these arguments in the context of collaborative discussion. You will be also encouraged to share your own lived experiences of gender with one another, and to reflect on the different ways that your own lived experiences reflect and/or contradict the concepts and theorizations projected through the course readings. It is a goal of the discussion groups that through the process of reflexive and respectful interchange of ideas and experiences, group participants will develop a heightened consciousness of gender-related issues, on both the individual and the collective level.
Ideally, your discussion groups will echo the feminist consciousness-raising model of respectful listening and exchange of experiences and ideas—an exchange that involves the exciting potential of empowerment and social action through the recognition of common experiences (and the linkages between these experiences and larger social, economic, and political structures of power—*the personal is political*), but also a keen awareness, respect, and appreciation for a diversity of lived experiences, worldviews, and perspectives.

*Attendance and active participation in your discussion group is absolutely essential, will be rigorously recorded, and contributes significantly to your grade. You will be expected to come to each discussion group meeting with the readings thoroughly completed, ready to engage in discussion in a respectful and thoughtful manner.*
Course Requirements and Evaluative Criteria

Participation and Attendance (35%)

You are absolutely expected and required to attend all classes—both the weekly lectures (Tuesdays 4:30-5:45) and the weekly discussion groups (Thursdays at 4:30-6:15). The discussion groups offer an innovative opportunity for interactive learning, not one that you will find in most other courses. Completing the assigned course readings thoroughly, and being prepared to discuss the readings and topics at hand in a thoughtful, engaged, and respectful manner, is absolutely essential, and will contribute to the construction, development, and evolution of a discussion-conducive environment. Indeed, while your attendance will be rigorously recorded at both the weekly lecture and discussion sessions, your participation (i.e. having completed the readings, and being engaged, attentive, respectful, and participatory throughout discussion) forms a key component of your course grade.

Weekly Papers (35%)

You will write a weekly response paper that draws from the course readings, and that can also potentially incorporate course films, guest speakers, lectures, and discussions. You are also encouraged to draw from materials outside of the course assignments—current events, newspaper and magazine articles, television and internet, movies, and any other relevant cultural, political, social phenomena past or present, local, national, or global. Your weekly response papers must be a minimum of 3 pages in length and draw from a minimum of 3 assigned readings. (Discussion of a course film and/or course speaker can be substituted for 1 reading only; in other words, you can choose to discuss 2 readings, plus a film or outside speaker. Hopefully, however, in most instances you will discuss the film and/or speaker in addition to 3—or more—readings.) Papers must be double spaced, typed and stapled, and handed in on Thursday at your discussion session. Do not email your paper, unless, under exceptional circumstances, your TA gives you permission to do so. Late papers will be graded down one point per day.

Your papers will be read, evaluated, graded, and commented on by your TAs. Papers will be graded on a 10 point scale based upon the following criteria:

1. **Reading Completion and Comprehension.** You must demonstrate clearly, through your papers, that you have thoroughly completed and digested the readings. You must also demonstrate a solid grasp and understanding of the readings. You must discuss three (or more) readings in each of your papers. (While some readings can be discussed more thoroughly than others, it is imperative that your papers make clear you have done the readings, again, with a minimum of explicit discussion of three (or more) of the
assigned readings.) * You may substitute the discussion of one reading only with discussion of a course film and/or outside speaker—in other words, should you chose to discuss a course speaker or film, you must also include discussion of at least 2 (preferably more) course readings.

2. **Critical Analysis and Reflection.** You must engage in intelligent reflection, discussion, critique, and analysis of the readings—you should thoughtfully analyze, critique, and reflect on, the authors’ primary arguments, the theories and concepts presented, and the experiences of women that are illuminated in the readings. Such analysis, critique, and reflection can include and be strengthened by, the incorporation of your personal views, perspectives, and lived experiences. The discussion of course films, course speakers, current events, additional readings, film, television, and/or any other aspects of culture (both past and present, local, national, and global), can also be a useful contributing aspect to critique and analysis. Finally, the demonstration of a cumulative understanding of previous course readings, and drawing from previous readings and units of the course, is strongly encouraged, and can be applied as a useful tool for comparison and critical analysis.

3. **Quality of Writing and Clear Communication of Ideas: Flow, Cohesion, and Organization.** Are you communicating ideas, critiques, analyses, opinions and reflections clearly? Are your points presented in a cohesive and organized fashion? Does your writing read easily and flow well?

**Take Home Final Essay Exam (30%)**

There will be a take home exam consisting of essay questions related to course readings, topics, lectures, discussions, speakers, and films. It will be read, evaluated, and graded by me. This essay exam will be due on **Monday, December 13.**

**No Lap Top Rule**

In addition to cell phones being turned off during class (no talking on cells OR text messaging please!) lap tops are not to be used during lecture.

I will make individual exceptions to this rule for the purposes of note taking only (exceptions will be made for those who cannot take hand written notes, for those who need to utilize voice recognition software, and for those who simply express a strong preference for taking notes on the lap top instead of notepaper for legibility/organization purposes.) **Students must contact me individually to obtain my permission to use lap tops during class for note-taking purposes.**
Required Texts


On-Line Course Reserves Through O’Neill Library (abbreviated on the syllabus as CR). Go to Boston College Libraries Homepage and click on “Find Library Materials,” then click on “Items on Reserve.” All of the articles are filed under my name, *but it will be easier to find each reading if you search by author, or by article title.* *Please also note that if an article is not in the electronic course reserves list, it will be available at the Course Reserves Desk at O’Neill Library in hard copy form.*

Highly Recommended Texts


*Colonize This! Young Women of Color on Today’s Feminism.* 2002. Edited by Daisy Hernandez, Bushra Rehman, and Cherrie Moraga.

* I highly recommend purchasing these texts—both are fundamental references that you will likely continue to find useful, helpful, and informative for years to come.

- All texts are available for purchase at the Boston College Bookstore and on reserve at the O’Neill Library.
Course Schedule

September 6

I. Introduction to Feminisms and to Women’s Studies: Historical and Contemporary Manifestations

Why study women? What is feminism in its many different shapes and forms—as epistemology, as scholarship, as social movement, and as practice? How is feminism defined and lived across, between, and among diverse classes, races, and cultures?

- Basic Overview of Course Content and Themes; Course Expectations and Format Reviewed; Introduction of Teaching Assistant Teams and Discussion Sections

Required Reading:
hooks, bell. 2000. “Introduction: Come Closer to Feminism,” in Feminism is For Everybody: Passionate Politics. CR.

Recommended Reading:
Aronson, Pamela. 2003. “Feminists or ‘Postfeminists?’: Young Women’s Attitudes towards Feminism and Gender Relations,” in Gender and Society, CR.
September 13

2. Introduction to Feminisms and to Women’s Studies
Liberal, Radical and Socialist Feminisms in Historical and Contemporary Societal and Cultural Contexts
   - The Personal is Political: Consciousness-Raising
   - Gender as Socially Constructed; Gender Socialization
   - Women’s Ways of Knowing; Women’s Lived Experience as Knowledge

Focusing in on Liberal Feminism: The Personal is Political (Consciousness-Raising) and Gender as Socially Constructed

Required Reading:
Ljeoma, A. 2002. “Because You’re A Girl,” in Colonize This! Young Women of Color on Today’s Feminism. CR.
Gilman, Susan Jane. 2008 [2000]. “Klaus Barbie, and Other Dolls I’d Like to See.” CR.
Kimmel, Michael S. 2009 [1994]. “Masculinity as Homophobia.” CR.
Petrie, Phil. W. 2009. [1982]. “Real Men Don’t Cry and Other Un-cool Myths.” CR.
Staples, Brent. 2009 [1986]. “Just Walk on By: A Black Man Ponders his Power to Alter Public Space.” CR.

**CHOOSE 2 OUT OF THE FOLLOWING 4 READINGS:**
Woolf, Virginia. 1929. “A Room of One’s Own.” CR.
Inman, Mary. Unpublished Material. “How Different are Men and Women?” CR.

**CHOOSE 2 OUT OF THE FOLLOWING 6 READINGS:**
Martin, Emily. 1991. “The Egg and the Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles.” CR.

*Available by Request from Abigail Brooks.*

**Recommended Reading:**
Richardson, Laurel. 1987. “Gender Stereotyping in the English Language.” CR.
Sadker, David. 2008 [2006]. “An Educator’s Primer on the Gender War.” CR.
Nelson, Mariah Burton. 2007 [1994]. “Boys will be Boys and Girls will not.” CR.

**September 20**

3. *Introduction to Feminisms and to Women’s Studies*
Liberal, Radical and Socialist Feminisms in Historical and Contemporary Societal and Cultural Contexts
   - The Personal is Political: Consciousness-Raising
   - Gender as Socially Constructed
   - Women’s Ways of Knowing; Women’s Bodily Knowledge; Women’s Lived Experience as Knowledge

*Focusing in on: Radical and Socialist Feminisms: The Personal is Political (Consciousness-Raising) and Women’s Ways of Knowing (Women’s Lived Experience as Knowledge)*

**Required Reading:**


Gilligan, Carol. 1982. “In a Different Voice.” CR.


Daly, Mary. 1971. “After the Death of God the Father: Women’s Liberation and the Transformation of Christian Consciousness.” CR.

Recommended Reading:


Millet, Kate. 1970. “Sexual Politics.” CR.


September 27

4. Introduction to Feminisms and to Women’s Studies

Feminisms Problematized, Critiqued, and Revised

Feminist Scholars and Activists of Color Illuminate the Limits, Shortcomings, and Blind Spots—the Racism and Classism—Inherent in Mainstream Feminisms.

New Feminisms and Feminist Concepts Constructed and Identified

Unearthing Women’s Subjugated Knowledges

Acknowledging Differences Among and Between Women: Challenging the Unified Category Woman

Highlighting the Potential for Dialogue, Alliances, Community, and Social Change Forged Among and Between Women with Diverse Experiences and Standpoints

Required Reading:


Truth, Sojourner. 1851. “Ain’t I a Woman?” CR.
Tzintzun, Christina. 2002. “Colonize This!,” in *Colonize This! Young Women of Color on Today’s Feminism*. CR.
Darraj, Susan Muaddi. 2002. “It’s not an Oxymoron: The Search for an Arab Feminism,” in *Colonize This! Young Women of Color on Today’s Feminism*. CR.

**Recommended Reading:**
Hurdis, Rebecca. 2002. “Heartbroken: Women of Color Feminism and the Third Wave,” in *Colonize This! Young Women of Color on Today’s Feminism*. CR.

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**October 4**

*Women, Gender, and Economics: Women and Family*

**United States**

**Required Reading:**


National Committee for Pay Equity. 2008 [2006]. “Questions and Answers on Pay Equity.” CR.

Albelda, Randy. 2008 [2006]. “New Welfare Regime, Same Single Mother Poverty Problems.” CR.

Mitchell, Tonya. 2008 [2003]. “If I Survive, it will be Despite Welfare Reform.” CR.


Bravo, Ellen. 2008 [2006]. “Sexual Harassment.” CR.


Recommended Reading:


October 11
*Women, Gender, and Economics: Women and Family*
*Global Perspectives*

**Required Reading:**
Ehrenreich, Barbara and Hochschild, Arlie Russell. 2009 [2003.] “Global Woman.” CR.

October 18
*Women, Gender, and Aesthetics of the Body: Beauty and Body Image*

**Film to be Shown in Class:** *Absolutely Safe*, Directed by Carol Ciancutti-Leyva

**Required Reading:**
McGhan, Meredith. 2007. “Dancing Toward Redemption,” CR.
Saltzberg, Elayne A. and Joan C. Chrisler. 1995. “Beauty is the Beast: Psychological Effects of the Pursuit of the Perfect Female Body,” CR.
Haubegger, Christy. 2000. [1994]. “I’m not Fat, I’m Latina.” CR.
Recommended Reading:

October 25
Women, Gender, and Sexualities
Film to be Shown in Class: Orgasm Inc., directed by Liz Canner
Required Reading:


Koedt, Anne. 2008 [1973]. “Loving Another Woman.” CR.


Recommended Readings:


November 1

Women, Health, and Reproduction: Healthcare, Reproductive Rights, Childbirth, and Sexual Education

Film to be shown in class:
The Business of Being Born, directed by Abby Epstein

Required Reading:
Boston Women’s Health Collective. “The Politics of Women’s Health in the US.” CR.
Rivera, Lourdes. 2008. “Uninsured, Exposed, and at Risk—But not Powerless.” CR.
Block, Jennifer. 2007. “Arranged Birth,” in Pushed: The Painful Truth about Childbirth and Modern Maternity Care. CR.
Willis, Ellen. 2008 [1981]. “Abortion: Is a Woman a Person?” CR.
Males, Mike. 2008 [2005]. “Parental Consent Laws: Are they a ‘Reasonable Compromise’?” CR.
Fowler Anne et al. 2008 [2001]. “Talking with the Enemy.” CR.

Recommended Readings:

November 8
Cultures of Violence Against Women: United States

Required Reading:
Martin, Patricia Yancey and Hummer, Robert A. 2007. “Fraternities and Rape on Campus.” CR.
Scully, Diana and Joseph Marolla. 2007 [1985]. “‘Riding the Bull at Gilley’s:’ Convicted Rapists Describe the Rewards of Rape.” CR.
Jensen, Robert. 2007. Pornography as Mirror,” pp. 51-77, and “We are What we Masturbate To,” 97-119, in Getting Off, Pornography and the End of Masculinity. CR.
Fletcher, Pamela. 2008 [1993]. “Whose Body is it Anyway?” CR.
Shange, Ntozake. 2008 [1970]. “With No Immediate Cause.” CR.

Recommended:

November 15
Cultures of Violence Against Women: Global Perspectives.

Required Reading:"
Bales, Kevin. 2002. “Because she looks like Child,” in Global Woman: Nannies, Maids and Sex Workers in the New Economy. CR.


**Recommended:**

Burn, Shawn Meghan. 2010 [2005]. Chapter 2, “Women’s Low Status and Power,” in *Women Across Cultures: A Global Perspective*. CR. (Please note that this reading was also recommended for the first week of class.)

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**NO LECTURE OR DISCUSSION SESSION, NOVEMBER 22 AND 24, DUE TO THANKSGIVING BREAK**

**November 29**

**The Politics of Representation**

**Gender Constructions in the Media, Popular Culture, and the Public Realm**

**Required Readings:**


Valenti, Jessica. 2009 [2007]. CR.


Pollet, Alison and Page Hurwitz. 2007. “Strip Till you Drop.” CR.


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December 6 (Last Lecture Day; Last Discussion Group Meeting is Thursday, December 8)

*Final Essay Take Home Exam Due Monday, December 13

*To be delivered to my office, Carney 207, by 5 PM on Monday, December 13

**Feminisms Present and Future: National and Global**

Progress and Set Backs, Challenges and Victories, in Women’s On-Going Fight for Equality, Justice, Power, Representation and Rights

**Documentary Film to be shown (in class):**

*The Shape of Water* by Kum Kum Bhavnani

**Required Reading:**


Bailey, Moya et al. 2012 [2010]. “We are the Ones We’ve Been Waiting For,” starting on p. 674, in Women’s Voices: Feminist Visions.


Ransby, Barbara. 2010 [2006]. “Katrina, Black Women, and the Deadly Discourse on Black Poverty in America.” CR.


Recommended:


* These readings were “recommended” in previous class weeks.