

**FEMGEN101, Autumn 2013**  
History 107; CSRE108; AMSTUD 107  
GER:DB-SocSci, EC-Gender; WAY-ED, SI  
School of Education, rm. 128, 04-05 Units

Professor Estelle Freedman  
Office hrs.: Mon. 3:15-5:15 p.m.  
History 200-07 (723-4951)

## INTRODUCTION TO FEMINIST STUDIES

This course introduces students to the interdisciplinary field of feminist scholarship, which seeks to understand the creation, perpetuation, and critiques of gender inequalities. After tracing the historical emergence of feminist politics, the course surveys contemporary issues with a focus on work and family; health and sexuality; politics and creativity. Each topic draws on historical analysis and pays close attention to the intersections of race, gender, ethnicity, and sexuality. Along with the focus on the U. S., the course incorporates international perspectives.

No prior course work is required, but a sincere commitment to understanding gender, sexuality, and feminism and a willingness to complete all course assignments are essential. Beyond questioning the legitimacy of gender inequality, the course takes no single political perspective. A major goal is training students in analytical skills to help think critically about gender in the past, the present, and the future. **Prompt attendance is required at all classes.** Weekly sections covering required readings begin the second week; small group meetings begin the third week (see instructions below and on CourseWork). This course encourages active engagement in lectures as well as section, so come prepared with ideas! Graded option only. Counts towards International Relations Social Development and Human Well-Being and International History and Culture specializations.

**REQUIRED BOOKS** available at the Stanford Bookstore and Green Library Reserves:

Buchi Emecheta, *The Joys of Motherhood* (any pb edition) \$10-15 new/\$7-10 used

Estelle B. Freedman, ed., *The Essential Feminist Reader* (Modern Library, 2007) (EFR)  
\$17.95 new/\$7-9 used

Joan Williams, *Reshaping the Work-Family Debate* (Harvard University Press, 2010, pb 2013)  
\$16.25 new/\$14.25 used (and e-book via SearchWorks)

**Strongly recommended:** Estelle B. Freedman, *No Turning Back: The History of Feminism and the Future of Women* (Ballantine, 2002) (NTB) \$17 new/\$8 used

Remaining required readings will be available on CourseWork (CW), under Materials/Documents

**RECOMMENDED WEB SITE:** <http://ntb.stanford.edu/resources.html> (and web links on CW)

## DISABILITY ACCOMMODATION

Students with Documented Disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <http://studentaffairs.stanford.edu/oae>).

## SUMMARY OF COURSE REQUIREMENTS

**Lectures:** Attend **all** lectures, arrive **on time**, and actively engage in learning! Try to complete the readings for each class in order to participate, but definitely complete them before your section meets.

**Discussion sections:** Participate in all eight meetings of your section, complete all required reading, and submit **ungraded weekly reading responses**. These responses allow instructors to provide feedback on your analytic and writing skills without the pressure of grades. Specific instructions are given for the first two responses, which should be two pages long, double spaced; you can shape your own approach to the subsequent responses, which can be one to two pages long, double spaced.

Missing section affects your section grade severely. If a family or medical emergency prevents you from attending a section meeting, contact your TA, the Teaching Fellow, or Professor Freedman immediately. You may request permission to go to another section (one time only), or write a 3-4 page reading response if you cannot make up the section (due before the next lecture). This option is available only for emergencies.

**Take-home graded papers:** Submit **two papers** (4-6 pp. for 4 units; 5-7 pages for 5 units) **due 10/28 and 11/25**. Topics for papers will be provided at least one week before due dates. Graduate students will incorporate additional recommended readings and may write longer papers.

**Small Groups:** Participate in at least seven small group meetings; arrive **on time**; keep a brief journal after each meeting. Contribute to the group project (presented during last classes) and submit a summary/evaluation of your small group and its project (3-4 pp. for 4 units; 4-5 pp. for 5 units). This paper is ungraded but it must be completed thoughtfully and on time before class on **12/4**.

**Optional:** One extra credit each for attending up to 3 of the following campus events: (sign-in sheets at events; submit a two-paragraph response to your TA at the next class):

**10/8, 4:15-5:45 p.m.:** Debora Spar, “Wonder Women: Sex, Power, and the Quest for Perfection,” Stanford Humanities Center

**10/16, 6:30 p.m.:** Carrie Weems (artist/photographer), CEMEX Auditorium, Graduate School of Business

**10/17, 1:30-2:30 p.m.:** Estelle Freedman, “Redefining Rape: Resisting Sexual Violence in American History,” Terrace Room, Margaret Jacks Hall

**10/21, 7:30 p.m.:** Somaly Mam, talk on sex trafficking, Oak Room, Tresidder Union

**10/30, 7:00 p.m.:** Celine Parreñas Shimizu, UCSB, “Screening Shirtless Azn Men: The Full Frontal Power of Intimate Internet Industries,” Ballroom, Old Union Clubhouse

The reading for this class is not difficult or lengthy (most EFR assignments are short) but it is steady; keeping up with required readings and section assignments will make graded paper writing much easier. There is no final exam and no reading for the last week of classes. In short, your time investment is intense for nine weeks, then done; the rewards of keeping up during those weeks are great.

## **GRADING AND PAPER GUIDELINES**

(See CourseWork for further paper guidelines)

Final grades are based on:

33% Section and small group (prompt attendance, participation, responses, small group papers)

33% First graded paper

33% Second graded paper

Plus any extra credits

Final grades take into account improvement in writing and thinking over the quarter. Students are encouraged to submit outlines and drafts of graded papers to TAs (at least three days in advance of the deadlines). Papers will be evaluated on clarity of argument, use of evidence, and stylistic presentation. We are interested in how well you comprehend the issues raised in readings, lectures, and films and in your abilities to express your views clearly and persuasively. All written work must be double-spaced, 12-point font, with one inch margins, and submitted by the deadline. In fairness to all students and TAs, late papers will be downgraded 1/3 of a grade and will not be accepted after one day. Extensions and incompletes will be granted ONLY in the case of medical or family emergencies (contact T.A. or instructor as soon as possible).

**All written work is conducted according to the honor code.** Your work is your own and should not be shared with any other students.

## **GUIDELINES FOR PRIMARY DOCUMENT ANALYSES**

When you read primary historical documents (for reading responses especially) keep in mind:

Who is the author? When was it written? (Who, when, where) What is the purpose of the text/ author?

Who is the intended audience? (Why, for whom?) How does the author/document make its points?

(What arguments/rhetoric? How effective?) What does the text reveal about the author, feminist history, the period in which it was written? How does the document contribute to understanding gender, feminism, intersecting hierarchies? What questions does it raise for you?

## **OFFICE HOURS**

All staff office hours will be posted on CourseWork. Please meet with your T.A. at least once during the quarter. Feel free to sign up or drop in for Professor Freedman's office hours on Mondays, 3:15-5:15 p.m.; you do not need a question or an agenda; just introduce yourself. We appreciate feedback during the course. You may also meet with the history department writing specialist Christine Alfano, who has office hours on Wednesdays from 11:30 a.m. to 1:30 p.m. in History Corner (building 200), room TBA.

## **CLASSROOM ETIQUETTE**

Lecture sessions in this class are participatory, not passive, and your full attention will enhance everyone's learning environment. For this reason, and for common courtesy, texting and web surfing during class are not acceptable. **PLEASE TURN OFF CELL PHONES DURING CLASS.**

**LAPTOPS MAY BE USED ONLY TO TAKE NOTES.**

## DATES, TOPICS, ASSIGNMENTS

### 9/23: INTRODUCTION

*Overview of course content, requirements, and format; introductions of staff and students; initial discussion of what we mean by terms such as feminism, feminist studies, gender, sex, sexuality.*

**EFR, document #49. Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House” (U.S., 1979)** (hereafter EFR assignments are noted only by document #)

**R.W. Connell, “The Question of Gender” from *Gender* (2002), 1-11 CourseWork** (hereafter CW)

**A. Finn Enke, “Note on Terms and Concepts” (2012) CW**

### 9/25: THEORIES OF GENDER AND GENDER ASYMMETRY

*What difference does gender make and how does it intersect with other social hierarchies, such as race? What do “origins stories” reveal about the meaning of gender and inequality? How is gender reproduced/resisted?*

**#2. François Poullain de la Barre, *On the Equality of the Two Sexes* (France, 1673)**

**#38. Simone de Beauvoir, *The Second Sex* (France, 1949)**

**Debora L. Spar, “Girls: A Handbook,” from *Wonder Women: Sex, Power, and the Quest for Perfection* (2013), 31-43 CW**

Recommended: Candace West and Don H. Zimmerman, “Doing Gender,” (1987) CW; Anne Fausto-Sterling, “How to Build a Man” (1995) CW

No sections first week of classes; please read the above assignments before lecture on Wednesday.

### 9/30: PATRIARCHAL LEGACIES ACROSS CULTURES

*Gender systems in the past and across cultures; what historical conditions foster patriarchy or women’s authority/resistance; how capitalism and colonialism affect gender and sexuality; examples from Europe, China, and Africa.*

**#37. Funmilayo Ransome-Kuti, “We Had Equality till Britain Came” (Nigeria, 1947)**

**Buchi Emecheta, *The Joys of Motherhood* (complete for section)**

Recommend: Freedman, *No Turning Back*, Chap. 2 (hereafter NTB)

### 10/2: CHINA: A CASE STUDY

*Critiques of gender hierarchy and the effects of communist interventions in the twentieth century, seen through a rural Chinese village.*

**#23. Qiu Jin, *Stones of the Jingwei Bird* (China, 1905-07)**

**#35. Ding Ling, “Thoughts on March 8” (China, 1942)**

**Film: “Small Happiness” (1984) in class**

Recommended: #6. Li Ju-chen (China, 1800)

First sections meet this week; submit a two-page **reading response** considering, for example: How does Emecheta’s novel illustrate themes of patriarchy, resistance, and/or colonialism? How do you interpret the title “The Joys of Motherhood”? How do you respond to the story? How do the African and Chinese accounts of patriarchy compare?

First **small groups** meet next week; before meeting be sure to read all of the instructions and tips on CW

(Materials/Small Group Instructions), along with the following required documents under Materials/Documents (not for discussion but as historical background on the role of the group in second-wave feminism).

**Pam Allen, “Free Space” (1973) CW; Lynet Uttal, “Nods That Silence” (1990) CW**

#### 10/7: THE HISTORICAL ORIGINS OF FEMINISMS, I

*How liberal, socialist, and maternalist movements shaped feminist political ideas from the seventeenth century through the early twentieth century; woman suffrage; early feminist theorists.*

**#3. Sor Juana Inés de la Cruz, “The Reply to Sor Philotea” (Mexico, 1691)**

**#5. Mary Wollstonecraft, *A Vindication of the Rights of Woman* (England, 1792)**

**#7. Sarah Grimké, *Letters on the Equality of the Sexes* (U.S., 1837)**

**#9. Elizabeth Cady Stanton, “Declaration of Sentiments and Resolutions” (U.S., 1848)**

**#10. Sojourner Truth, *Two Speeches* (U.S., 1851, 1867)**

**#15. Kishida Toshiko, “Daughters in Boxes” (Japan, 1883)**

**#17. Francisca Diniz, “Equality of Rights” (Brazil, 1890)**

**#27. Luisa Capetillo, *Mi Opinión* (Puerto Rico, 1911)**

**#33. Virginia Woolf, *Three Guineas* (England, 1938)**

Recommended: NTB, Chap. 3; #8. Flora Tristan (France, 1843); #11. Harriet Taylor Mill (England, 1851); #12. J.S. Mill (England, 1869); #14. Henrik Ibsen (Sweden, 1879); #16. Friedrich Engels (Germany, 1884); #25. Alexandra Kollontai (Russia, 1909); #28. Emmeline Pankhurst (England, 1912)

#### 10/9: THE HISTORICAL ORIGINS OF FEMINISMS, II

*“Second wave” feminist politics in the late twentieth century, with a focus on intersections of gender, race, and sexuality; how racial justice movements redefine feminist politics; alliances and coalitions; “Third Wave” feminism and competing theoretical frameworks.*

**#18. Anna Julia Cooper, *A Voice from the South* (U.S., 1892)**

**#48. Combahee River Collective, “A Black Feminist Statement” (U.S., 1977)**

**#56. Gloria Anzaldúa, “La Conciencia de la Mestiza” (U.S., 1987)**

**Bernice Johnson Reagon, “Coalition Politics” (1981) CW**

**Peggy McIntosh, “White Privilege, Male Privilege” (1988) CW**

**#63. Jennifer Baumgardner and Amy Richards, *Manifesta: Young Women, Feminism, and the Future* (U.S., 2000)**

**Joan Williams, *Reshaping the Work-Family Debate* (2010), 109-112, 128-136, 142-150**

Recommended: NTB, Chap. 4; #41. Pauli Murray (U.S., 1970)

For section, choose at least three historical documents drawing on both the 10/7 and 10/9 required readings. Submit a two-page **reading response** comparing how they illuminate analyses of gender and/or feminist politics. Keep in mind the contexts in which the authors wrote (when, who, where, why), drawing on lectures (and recommended reading in NTB) for historical background. See primary document analysis guidelines above.

#### 10/14: THE POLITICS OF LOCATION: GENDER AND NATION

*Rethinking feminism through nationality and international relations; international women’s movements; questions of cultural relativism, focus on the veil.*

**#55. Adrienne Rich, “Notes Toward a Politics of Location” (U.S., 1984)**

- #21. Qasim Amin, *The Liberation of Women* (Egypt, 1899)
- #32. Shareefeh Hamid Ali, “East and West in Cooperation” (India, 1935)
- #36. Huda Shaarawi, *Speeches at Arab Feminist Conference* (Egypt, 1944)
- #39. Federation of South African Women, *Women’s Charter and Aims* (South Africa, 1954)
- #51. Domitila Barrios de la Chungara, “The Woman’s Problem” (Bolivia, 1980)
- Film: “They Call Me Muslim” (2006) in class
- Recommended: NTB, Chap. 5; #50. U.N., CEDAW (1979); Chandra Mohanty, ““Under Western Eyes’ Revisited: Feminist Solidarity through Anticapitalist Struggles” (2003) CW

10/16: CROSSING BOUNDARIES: GENDERS AND SEXUALITIES

*Historical and contemporary roles of male feminists; critiques of hegemonic masculinity by heterosexual and gay men; emergence of queer and trans identities and politics.*

- #62. Jonah Gokova, “Challenging Men to Reject Gender Stereotypes” (Zimbabwe, 1998)
- Williams, *Reshaping*, 77-91, 103-108
- Urvashi Vaid, “Still Ain’t Satisfied: Equality and the Limits of LGBT Politics” (2012) CW
- Cheryl Chase, “Hermaphrodites with Attitude: Mapping the Emergence of Intersex Political Activism” (1998) CW
- Recommended: #30. W.E.B. Du Bois (U.S., 1919)

The **first graded paper** is due in class 10/28. A choice of topics and guidelines will be posted in advance on CW and distributed in class. **Place your name on the cover page only!**

10/21: A BRIEF HISTORY OF WOMEN’S WORK

*Female labor within and outside families; the impact of industrialization on family life and women’s labor; panel with Shelly Correll and Kathy Coll.*

- #40. Betty Friedan, *The Feminine Mystique* (U.S., 1963)
- #42. Pat Mainardi, “The Politics of Housework” (U.S., 1970)
- #44. Mariarosa Dalla Costa, “A General Strike” (Italy, 1974)
- NTB, Appendices B-D, 373-375 (on CW if you didn’t purchase the book)
- Recommended: NTB, Chap. 6; Ai-Jen Poo, “Organizing with Love” (2010) CW

10/23: WAGE LABOR, GLOBAL ECONOMIES, AND SOCIAL POLICIES

*Contemporary wage gaps, international labor markets, labor organizing; work/family dilemmas, poverty and welfare, child care, the “mommy wars,” and male parenting.*

- Rhacel Salazar Parreñas, “Migrant Filipina Domestic Workers and the International Division of Reproductive Labor” (2000) CW
- Williams, *Reshaping*, 1-5, 18-21, 33-41, 71-76, 207-214
- Recommended: NTB, Chaps. 7-8; #34. Alva Myrdal (Sweden, 1941)

10/28: BODY IMAGES AND BODY HIERARCHIES

**(First papers due before class begins today)**

*How do women and men internalize cultural images of health, beauty, and able-bodiedness? How do representations of the body contribute to gender, class, and race hierarchies?*

- Roberta Galler, “The Myth of the Perfect Body” (1984) CW
- Carol Munter, “Fat and the Fantasy of Perfection” (1984) CW
- Nancy Mairs, “Body in Trouble” (1996) CW

**Eli Clare, “Body Shame, Body Pride: Lessons from the Disability Rights Movement” (2007) CW**

**Films: “Mirror, Mirror” (1990) and “The Body Beautiful” (1991) in class**

Recommended: NTB, Chap 9

#### 10/30: BODY ACTIVISM

*How have feminists responded to medical interventions and how have they differed in their politics? What are the economic and international influences on body politics?*

**#43. Boston Women’s Health Collective, *Our Bodies, Ourselves* (U.S., 1973)**

**#52. Association of African Women for Research and Development, “A Statement on Genital Mutilation” (Senegal, 1980)**

**Rogaia Mustafa Abusharaf, “Virtuous Cuts: Female Genital Circumcision in an African Ontology” (2001) CW**

**Film: “Killing Us Softly 4” (2010) in class**

Recommended: #20. Charlotte Perkins Gilman (U.S., 1892)

#### 11/4: REPRODUCTION AND POLITICS

*The separation of reproduction and sexuality in modern history; abortion politics.*

**#31. Margaret Sanger, *Woman and the New Race* (U.S., 1920)**

**#53. Anonymous, “How It All Began: I Have Had an Abortion” (Germany, 1981)**

**Andrea Smith, “Beyond Pro-Choice Versus Pro-Life: Women of Color and Reproductive Justice” (2005) CW**

Recommended: #54. Monique Wittig (France, 1981)

#### 11/6: SEXUALITIES BEYOND REPRODUCTION

*Emergence of LGBTQ identities and politics; same-sex marriage; class and sexuality.*

**Annamarie Jagose, “Queer Theory” (1996) CW**

**Leila J. Rupp and Verta Taylor, “Queer Girls on Campus: New Intimacies and Sexual Identities” (2013) CW**

**John D’Emilio, “The Campaign for Marriage Equality: A Dissenting View” (2014)**

**Film: “Girls Like Us” (1997) in class**

Recommended: NTB, Chaps. 10-11

#### 11/11: GENDER AND VIOLENCE

*Feminist analyses/responses to sexual violence, including rape, harassment, child sexual abuse.*

**#46. Susan Brownmiller, *Against Our Will: Men, Women, and Rape* (U.S., 1975)**

**#59. Rebecca Walker, “Becoming the Third Wave” (U.S., 1992)**

**Katie Koestner, “The Perfect Rape Victim” (2000) CW**

**Kiini Ibura Salaam, “How Sexual Harassment Slaughtered, Then Saved Me” (2002) CW**

**Film: “Rape Is . . .” (2002) in class after break (you may opt not to view the film)**

Recommended: NTB, Chap. 12; Debolina Dutta and Oishik Sircar, “India’s Winter of Discontent: Some Feminist Dilemmas in the Wake of Rape” (2013) CW

#### 11/13: FEMINISTS DEBATE PROSTITUTION AND PORNOGRAPHY

*Responses to sexual violence panel with Nicole Baran and Saachi Patel; feminist controversies over sex work, pornography, and censorship.*

Wendy McElroy, "A Feminist Overview of Pornography, Ending in a Defense Thereof" (2008) CW

Robert Jensen, "Empathy and Choices: Rethinking the Debate on Pornography" (2005) CW

Debra Satz, "Markets in Women's Sexual Labor," in *Why Some Things Should Not Be for Sale: The Moral Limit of Markets* (2010), 144-153 CW

The **second graded paper** is due to your TA via CW Drop Box before 5 p.m. on 11/25. Topics will be posted on CW and distributed in class. **Place your name on the cover page only!**

#### 11/18: POLITICS, WAR, AND PEACE

*Overview of political participation, strategies, and obstacles; focus on how war affects women.*

**#29. Women's International League for Peace and Freedom, Resolutions (1919)**

**#64. Revolutionary Association of the Women of Afghanistan, "Statement on the Occasion of International Women's Day" (Afghanistan, 2004)**

**Cynthia Enloe, "Paying Close Attention to Women *inside* Militaries" (2007), 66-76 CW**

Recommended: NTB, Chap. 14; #61. Sylviane Agacinski (France, 1998); #60. United Nations (International, 1995)

#### 11/20: LANGUAGE, CREATIVITY, AND SPIRITUALITY

*Feminist analyses of language; writing, art, and religion as forms of critique and empowerment.*

*What continuities and/or changes do you detect in feminist creativity over the twentieth century?*

**#22. Rokeya Sakhawat Hossain, "Sultana's Dream" (India, 1905)**

**#26. Three Poems: Sara Estela Ramírez, "Rise Up! To Woman" (U.S., 1910); Yosano Akiko, "The Day the Mountains Move" (Japan, 1911); James Oppenheim, "Bread and Roses" (U.S., 1911)**

**Judith Plaskow, "Applesource" (1976) CW**

**Ursula LeGuin, "On the Mothertongue" (1986) CW**

**#57. Guerrilla Girls, "Sexism II" and "Get Naked" (U.S., 1989)**

**#58. Kathleen Hanna/Bikini Kill, "The Riot Grrrl Manifesto" (U.S., 1992)**

Recommended: NTB, Chap. 13; Alice Walker, "In Search of Our Mothers' Gardens" (1974) CW; Le Tigre, "FYR" video (2001) CW

#### NO CLASSES OR SECTIONS THANKSGIVING WEEK

**(Second papers due to TA via CW Dropbox on 11/25 before 5 p.m.)**

#### 12/2: SMALL GROUP PRESENTATIONS

*Each group will have up to ten minutes to present their projects to the class; be sure to remain within the limit! Be prepared for today, although some groups will present 12/4.*

#### 12/4: SMALL GROUP PRESENTATIONS, COURSE SUMMARY, COURSE FEEDBACK

**Small group papers (ungraded, 3-5 pages) are due at the beginning of class today**

## **SMALL GROUPS: Initial Instructions**

See CourseWork for further instructions and tips from former students

Groups of five or six students each will meet weekly at least seven times during the quarter, without instructors. Students facilitate their own discussion by taking turns speaking and listening. Each session should last approximately 1.5 hours (minimum 1, maximum 2 hours). Small groups do not discuss readings per se—sections will cover these—but issues raised by readings, lectures, or films can be addressed. Small group discussions are confidential within the group.

Small groups are intended to provide a space to encourage peer discussion of issues raised by FEMGEN101 and are based on the belief that exploring both common and differing personal responses can broaden your base of knowledge and facilitate learning. Detailed instructions for the meetings appear on CourseWork, including suggested topics (such as: recalling gender socialization in your family; how race and sexuality influence your views of gender or feminism; past work experiences). Groups may initiate their own topics and instructors will sometimes highlight questions in class for possible small group discussion. The instructions emphasize the importance for successful small groups of attentive listening, confidentiality, and mutual respect.

Students sign up for groups by time slots via CourseWork once sections have met. In the past some groups have met right after lecture, or in the evenings or on weekends. **KEEPING A FIXED MEETING TIME IS CRITICAL TO THE SUCCESS OF SMALL GROUPS.** Once you have been assigned to a time slot, do not ask other group members to rearrange the schedule. If all members of a group wish to change to a new time, please let instructors know and then keep that slot stable throughout the quarter. If there are initial scheduling problems in a group, consult the instructors; changes must be made **BEFORE OCTOBER 13**. Please notify the instructors about problems; we will try to accommodate any shifts before the next meeting. Please do not ask to change groups in order to be in a group with a friend or dorm/house mate. Student feedback has suggested that it is better not to know other group members well already.

Groups usually choose to meet in a dorm room or reserved lounge area, an unused classroom, or off campus. Past experience suggests that it is not a good idea to meet in a public place like a restaurant or well-traveled lounge. In the past the most successful groups included members who were committed to being **ON TIME** for each meeting. It is extremely disrespectful to other students to come late to small group meetings. Prompt attendance is required, and fulfilling group requirements contributes to your section grade.

The first meeting should take place by **OCTOBER 14** and the last scheduled meeting by **DECEMBER 1**. To receive credit for this course you must participate in all seven small group meetings. Each week the group submits at the next lecture class a meeting report form (available on CourseWork) that consists of 1) your group number/time, the date of the meeting, and signatures of members with time of arrival. (The Honor Code requires personal signatures; you cannot sign for another student or alter the arrival time); 2) a sentence or two, or a short list, of main topics covered at the meeting, along with any problems or questions encountered by your group. After small group meetings, each student should write a brief journal entry (a few paragraphs) about the discussion and any remaining questions it raised. These entries will make the required small group paper much easier to prepare!

Please inform the teaching staff immediately if any group is having a problem with attendance or scheduling. If a medical or family emergency interferes with your attending a small group, contact another group member and report your necessary absence to the instructors. Groups should spend some time during the third or fourth meeting assessing their procedures and suggesting any changes.

Guidelines for the final small group evaluation papers (3-4 pages for 4 units; 4-5 pages for 5 units, **due 12/4**) will be posted on CourseWork. The paper consists largely of responses to each group meeting, so keeping a journal will make it easy to produce this paper. The paper will also assess the group's "action project," a voluntary or creative endeavor that will probably be the focus of the last group meeting and should require a small time commitment outside of the meeting time. Group members should discuss ideas for these projects by the fourth group meeting, setting realistic goals. Each group will have a five to ten minute slot during the last week of classes to report on or present their projects; all groups must be prepared by December 2.

Action projects can be as simple as going together as a group to a feminist event (theatre or other performance, speaker, documentary film, etc.)—on campus, in San Francisco, or elsewhere—and then evaluating the event in terms of course themes. They can involve more active engagement with course issues, as well. Some past projects include: writing a group letter to the editor of a campus or local publication; volunteering together for an evening or afternoon at a relevant organization; performing an original skit; producing a short image montage (web or otherwise) on a course topic; taking a dorm poll or creating an advertisement or an informational flyer about issues discussed in class. Use your imagination, and be sure that all group members can and do participate. Be realistic about how much time it takes to complete a project and prepare a presentation; keep your project within the amount of time available to group members! How you interpret your project to the class is as or more important than the number of hours you put into completing it.

The in-class presentations cannot exceed the time limit but the evaluation papers can include any additional materials. These presentations are not graded; the time you put into them is purely for your enrichment and the education of other students. They must, however, be completed no later than December 4.