

Feminist Studies 101/History 107  
Autumn 2006  
05 units  
Tu/Th 1:15-3:05

Professor Estelle Freedman  
Office: History 200-07, 723-4951  
TAs: Lori Flores, Michael Hunter,  
Elizabeth Pederson, Liz Thornberry

## INTRODUCTION TO FEMINIST STUDIES

The purpose of this course is to introduce 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; and creativity and politics. 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 attempts to incorporate international perspectives.

No prior course work is required to take FS101, but a sincere commitment to understanding gender, sexuality, and feminism and a willingness to complete all course assignments are essential. Beyond the presumption that gender inequality is unjust, the course takes no single political perspective. A major goal is to train students in the use of analytical skills to help them think critically about gender in the past, the present, and the future. This course fulfills the Gender and the Social Science GERs. Graded option only.

Prompt attendance is required at all classes: Tuesday and Thursday afternoon lectures; a weekly section to discuss required readings (starting the second week of the quarter); and seven small group meetings (beginning the week of Oct. 8, see instructions below and on CourseWork). Please sign up for sections and small groups on CourseWork only after you are sure that you are taking the class. This course encourages active engagement in lectures as well as section.

**REQUIRED BOOKS** available at the Stanford Bookstore and Green Library Reserves:  
Estelle Freedman, *NO TURNING BACK: THE HISTORY OF FEMINISM AND THE FUTURE OF WOMEN (NTB)* (2002)  
Buchi Emecheta, *THE JOYS OF MOTHERHOOD* (1979)  
Barbara Ehrenreich, *NICKEL AND DIMED: ON (NOT) GETTING BY IN AMERICA* (2001)  
FS101 COURSE READER (RDR)  
Remaining required readings will be available in Course Materials on the FS101 CourseWork page.

## SUM OF COURSE REQUIREMENTS

1. Attend all lectures, sections, and small groups and arrive on time.
2. Participate in all meetings of your discussion section, complete all required reading, and submit all required assignments on time. Submit three ungraded reading responses (1-3 pp. each). Responses for the first two sections (on Joys of Motherhood and on primary historical documents) allow instructors to provide feedback on your analytic and writing skills without the pressure of grades; for the last section (on readings) they cover the final assignments.
3. Submit two graded take-home papers (5-7 pages each, due 10/24 and 11/28)
4. Participate in all seven small group meetings and the group project (presented during last week of classes); keep a brief journal after each meeting; and submit a 4-5 page summary/evaluation of your small group and its project (ungraded, due 12/5)

Students interested in greater depth may pursue the recommended readings linked on CourseWork and the recommended films screened at the Women's Community Center. Both are for student enrichment only and are not required.

Students with disabilities should register with the Disability Resource Center (563 Salvatierra Walk, Stanford 94305; 723-1066 or 723-1067/TTY), inform me during the first week of class (confidentiality assured), and let me know whether you will need any accommodations.

**GRADING AND PAPER GUIDELINES:** Final grades are based on

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

33% First paper

33% Second paper

Final grades take into account improvement in writing and thinking over the quarter.

All written work must be printed, double-spaced, 12-point font, with one inch margins; all written work must be submitted on the due date, by the time deadline. In fairness to all students and TAs, late papers will be downgraded one grade and will not be accepted after one day. Extensions and incompletes will not be granted EXCEPT in the case of medical or family emergencies (in these cases, please 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. You may discuss outlines and drafts of your papers with any of the teaching staff.

### **GUIDELINES FOR PRIMARY DOCUMENT ANALYSES**

Whenever you read primary documents (and in reading responses) keep these tips in mind:

Identify and provide historical context for the author(s) (who, when, where?).

What is the purpose of the document or intent of the author? Who is the intended audience?

How does the author/document make its points? (What kinds of arguments/rhetoric? How effective?)

What does the text reveal about the author, feminist history, and the period in which it was written?

What questions does it raise for you? How does the document contribute to your understanding of feminism, gender, intersecting hierarchies?

### **SOME TIPS FOR GRADED PAPERS**

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. Papers will be evaluated on clarity of argument, use of evidence, and stylistic presentation. For most papers, state your thesis or argument at the outset, then structure the paper clearly to establish your points. Use topic sentences to show where the paper is going. Avoid overgeneralization (re: historical periods, cultures, classes, races, etc.; look for patterns but be aware of distinctions). Some common pitfalls: women are victims; nothing changes; my experience (personal, family, group) is the most relevant; my experience (personal, family, group) is not relevant. Consult with your TA if you have questions about the written assignments.

### **OFFICE HOURS**

All staff office hours will be posted on CourseWork. Try to meet with your TA at least once during the quarter, and feel free to drop in during Professor Freedman's office hours on Tuesdays, 3:15-5:15. You do not need a question or agenda; just introduce yourself.

### **COURSEWORK**

Links to required and recommended documents and images appear in Course Materials on the FS101 CourseWork page and on the NO TURNING BACK resource pages, linked to book chapters: (<http://ntb.stanford.edu/resources.html>). Please check CourseWork regularly for announcements about the course and related events on campus and in the community. If you are involved in an activity related to the course, you can submit to an instructor information to add to a CourseWork calendar.

### **DATES, TOPICS, ASSIGNMENTS**

Recommended films screen weekly in November at the Women's Community Center (WCC).

9/26: INTRODUCTION

What is feminism; feminist studies; gender; sex? Why do they matter? Overview of course content, requirements, and format. Introductions of staff and students.

9/28: THEORIES OF GENDER ASYMMETRY

What difference does gender make and how does it intersect with other social hierarchies, such as race? What do "origins stories" reveal? What is "difference" and what is "dominance"?

Recommended: Sherry Ortner, "Is Female to Male as Nature is to Culture?" (1972) CourseWork  
Audre Lorde, "The Masters' Tools Will Never Dismantle the Master's House" (1979) RDR

10/3: PATRIARCHAL LEGACIES ACROSS CULTURES

How have historical changes in ideas, economics, and politics reshaped gender relations? How have women resisted patriarchy in Europe, China, and Africa? How has colonialism affected gender and sexuality?

Buchi Emecheta, THE JOYS OF MOTHERHOOD (complete for section)  
Recommended: Funmilayo Ransom-Kuti, "We Had Equality . . ." (1947) CourseWork

10/5: Film: "Small Happiness" (1984)

A case study of gender hierarchy in a rural Chinese village and the effects of communist interventions.

Recommended: Freedman, NO TURNING BACK, Chap. 2

First sections meet this week; bring a 1-2 page reading response to Emecheta. How does the 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? Also, before your first small group meeting, read the following two documents about the historical experience of women's groups and try to generalize to *student groups* of women and men: Pam Allen, "Free Space (1973) and Lynet Uttal, "Nods That Silence" (1990), both in RDR.

10/10: THE HISTORICAL ORIGINS OF FEMINISMS

How liberal, socialist, maternalist, racial justice, and post-colonial movements have influenced a variety of feminist political ideas, and how feminism has been redefined over time.

Wollstonecraft, "Vindication of the Rights of Woman" (1792) excerpts on CourseWork  
Seneca Falls "Declaration of Sentiments" (1848) CourseWork  
Sojourner Truth Speech (1867) CourseWork  
Virginia Woolf, THREE GUINEAS (1938) excerpts on CourseWork  
Freedman, NTB, Chaps. 3-4  
Recommended: Sor Juana de la Cruz, "If You Are Not Pleased..." (1692) CourseWork

## 10/12: THE POLITICS OF LOCATION

Rethinking feminism through race, nationality, and sexuality; what are the strengths and limits of cultural relativism, with a focus on controversies over the veil.

Huda Sha'arawi, Letters and petition (1919) CourseWork

Domitila Barrios de la Chungara, "Women and Organization" (1980) RDR

Combahee River Collective, "A Black Feminist Statement" (1977) RDR

Adrienne Rich, "Notes Towards A Politics of Location" (1984) RDR

Gloria Anzaldúa, "La Consciencia de la Mestiza" (1987) excerpts RDR

Film: "A Veiled Revolution" (1982) in class

Freedman, NTB, Chap. 5

Recommended: Chandra Mohanty, "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles" (2003) CourseWork

For section, submit a 1-2 page reading response: choose two historical documents (one from 10/10 and one from 10/12) and compare their versions of feminist politics. Think about the contexts in which the authors wrote (when, who, where, why). (See guidelines above)

## 10/17: MEN, FEMINISM, AND MASCULINITIES

Historical and contemporary role of male feminists; critiques of hegemonic masculinity and its effect on heterosexual and gay men.

Alan Johnson, "Can Men Take Responsibility for the Patriarchy?" (1997) RDR

Robert Connell, MASCULINITIES (2004), 76-81 RDR

Jonah Gokova, "Challenging Men to Reject Gender Stereotypes" (1998) CourseWork

Richard Goldstein, "The Myth of Gay Macho" (2002) Coursework

Film: "Tough Guise" (1999) excerpts in class

## 10/19: ALLIANCE AND COALITION

How do feminists navigate the intersections of racial, ethnic, and sexual identities in cooperative rather than competitive social movements? Guest panelists will discuss identities and activism.

Bernice Johnson Reagon, "Coalition Politics" (1981) RDR

Peggy McIntosh, "White Privilege, Male Privilege" (1988) RDR

The first graded paper (5-7 pp.) is due in class 10/24; general topics will be posted in class and on CourseWork at least a week in advance. See writing tips and instructions for submitting papers.

## 10/24: A BRIEF HISTORY OF WOMEN'S WORK

Female labor within and outside of families, the impact of industrialization on family and work.

Pat Mainardi, "The Politics of Housework" (1970) RDR

Freedman, NTB, Chap. 6

## 10/26: WAGE LABOR IN GLOBAL PERSPECTIVE

Contemporary wage gaps, international labor markets, and labor organizing.

Ehrenreich, NICKEL AND DIMED

Freedman, NTB, Chap. 7

Film: "The Global Assembly Line" (1988) in class

Recommended: Rhacel Salazar Parreñas, "Migrant Filipina Domestic Workers and the International Division of Reproductive Labor" (2000) CourseWork

## 10/31: SOCIAL POLICIES: WORK AND FAMILY

How societies respond to the dilemmas of women's productive and reproductive lives, including poverty and welfare; child care; the "mommy wars;" and male parenting. Guest panelists will discuss their research on and personal experience of balancing family, career, and personal life.

Freedman, NTB, Chap. 8

Ann Crittendon, THE PRICE OF MOTHERHOOD (2001) 82-84, 103-109; 258-274, RDR

## 11/2: BODY POLITICS

How do both representations of and laws concerning the female body contribute to gender, class, and race hierarchies? How do women and men internalize cultural images of health, beauty, and able-bodiedness? What influences our readings of body practices, such as genital cutting?

Roberta Galler, "The Myth of the Perfect Body" (1984) RDR

Carol Munter, "Fat and the Fantasy of Perfection" (1984) RDR

Nancy Mairs, "Body in Trouble" (1996) RDR

Rogaia Mustafa Abusharaf, "Virtuous Cuts: Female Genital Circumcision in an African Ontology" (2001) CourseWork

Films: "Mirror, Mirror" (1990) and "Killing Us Softly III" (2000) in class

Recommended: Freedman, NTB, Chap. 9

Recommended film: "Slaying the Dragon" (WCC)

## 11/7: REPRODUCTION AND SEXUALITIES, I

The historical separation of reproduction and sexuality, emergence of sexual identities, and contemporary political controversies, focusing on abortion and lesbian and gay rights.

Radicalesbians, "The Woman-Identified Woman" (1970) CourseWork

Nancy D. Polikoff, "We Will Get What We Ask For: Why Legalizing Gay and Lesbian Marriage Will Not 'Dismantle the Legal Structure of Gender in Every Marriage'" (1993) CourseWork

Andrea Smith, "Beyond Pro-Choice Versus Pro-Life: Women of Color and Reproductive Justice" (2005) CourseWork

Freedman, NTB, Chaps. 10-11

Recommended: AAWord, "A Statement on Genital Mutilation" (1980) CourseWork

11/9: REPRODUCTION AND SEXUALITIES, II

Continuation of 11/7 lecture  
Film "Girls Like Us" (1997) in class  
Recommended film: "Fire" (1996) (WCC)

11/14: GENDER AND VIOLENCE, I

Feminist analyses/responses to sexual violence, including rape, harassment, and child sexual abuse; controversies over pornography and censorship; guest speaker Stanford Police Chief Laura Wilson.

Pauline Bart and Patricia H. O'Brien, "Stopping Rape: Effective Avoidance Strategies" (1984)  
CourseWork

Katie Koestner, "The Perfect Rape Victim" (2000) RDR

Anita Hill "The Nature of the Beast" and Rebecca Walker "Becoming the Third Wave" (1992) RDR

Freedman, NTB, Chapter 12

11/16: GENDER AND VIOLENCE, II

Continuation of 11/14 lecture; guest speaker Robert Jensen.

Wendy McElroy, "A Feminist Overview of Pornography, Ending in a Defense Thereof" CourseWork

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

Recommended film: "Señorita Extraviada" (WCC)

THANKSGIVING BREAK - NO CLASSES 11/21, 11/23

The second graded paper is due in class 11/28; general topics will be posted on CourseWork and in class before Thanksgiving break. See tips and guidelines.

11/28: LANGUAGE, CREATIVITY, AND SPIRITUALITY

Feminist critiques of language; alternative forms of speech, writing, art, and religion.

Rokeya Sakhawat Hossain, "Sultana's Dream" (1905) CourseWork

Alice Walker, "In Search of Our Mothers' Gardens" (1983) RDR

Ursula LeGuin, "On the Mothertongue" (1986) RDR

Judith Plascow, "Applesource" (1976) RDR

Winona La Duke, "The Indigenous Women's Network: Our Future, Our Responsibility" (1995) CourseWork

Freedman, NTB, Chapter 13

Recommended: Fanny Mendelssohn, Letters (1846, 1847) CourseWork

Recommended film: "Radical Harmonies" (WCC)

11/30: WAR, PEACE, AND POLITICS  
Women as warriors and women as pacifists; how war affects women; contemporary political strategies.

Cynthia Enloe, THE CURIOUS FEMINIST (2004) Chap. 16, RDR

Freedman, NTB, Chapter 14

Film: "Sin City Diary" in class

Recommended: Helen Caldicott, "Eradicate Nuclear Weapons From the Face of the Earth" (1988) CourseWork

Recommended: Sherilyn MacGregor, "From Care to Citizenship: Calling Ecofeminism Back to Politics" (2004) CourseWork

Final reading response in section (1-3 pages comparing strategies for change in required readings)

12/5: SMALL GROUP PRESENTATIONS  
Small group papers are due at the beginning of class today. Each group will have five to ten minutes to present their projects to the class. Be sure to remain within the time limit!

12/7: SMALL GROUP PRESENTATIONS, COURSE SUMMARY, COURSE FEEDBACK

\*\*\*\*\*

**SMALL GROUPS: Initial Instructions**

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 one and a half hours (minimum one hour, maximum two hours). Small groups do not have to discuss readings per se; sections will cover these. But issues raised by readings, lectures, or films can be addressed. Small groups provide a space to hear differing responses to feminist issues and to learn from them.

Small groups are intended to encourage peer discussion of the issues raised by FS101. They are based on the belief that exploring both common and differing personal responses to issues raised in this class can broaden your base of knowledge and facilitate learning. Detailed instructions for small group sessions will be available on CourseWork, along with suggested discussion topics (for example, recalling gender socialization in your family; how race and sexuality influence your views of gender and feminism; past work experiences). Groups may initiate their own topics, and Professor Freedman will sometimes highlight questions that come up in class for possible small group discussion. The instructions emphasize the importance for successful small groups of attentive listening, confidentiality, and mutual respect.

Students will 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. 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. (From past experience, it is important not to shift meeting times from week to week.) If there are initial scheduling problems in a group, consult the instructors; changes must be made BEFORE OCTOBER 9. 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 the Coffee House or a restaurant, or a well-traveled lounge. The most successful groups in the past 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 8 and the last scheduled meeting by DECEMBER 4. To receive credit for this course you must participate in all seven small group meetings. Each week a different group member takes responsibility for submitting a meeting report that consists of 1) collecting a sheet that gives the date of the meeting and signatures (name and time of arrival) of each group member. The Honor Code requires honest sign-ins (you cannot sign for another student or alter the arrival time!), and 2) a sentence or two, or a short list, giving main topics covered at the meeting and any problems or questions encountered by your group. Submit the meeting report/sign-in sheet to Professor Freedman at the next lecture class after your weekly meeting. After 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 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 your T.A. or Professor Freedman. Groups should spend sometime during the fourth meeting assessing their procedures and suggesting any changes.

Guidelines for the final small group evaluation papers (4-5 pages, due December 5) 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 after 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 5.

Action projects can be as simple as going together as a group to a feminist event (theatre or other performance, a speaker, etc.)--whether on campus, in San Francisco, or elsewhere--and then evaluating the event in terms of course themes. 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 women's or feminist 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/informational flyer about issues discussed in class. Use your imagination, and be sure that all group members can and do participate. 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. They must, however, be completed before December 5.