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.

**REQUIRED BOOKS** available at the Stanford Bookstore and Green Library Reserves:
Buchi Emecheta, *The Joys Of Motherhood* (Braziller, 1979) ($12.95 new/$9.75 used)
Estelle B. Freedman, *No Turning Back: The History of Feminism and the Future Of Women* (Ballantine, 2002) (NTB) ($17.00 new/$12.75 used)

Remaining required readings will be available on CourseWork (under Materials/Documents)
**RECOMMENDED WEB SITE:** [http://ntb.stanford.edu/resources.html](http://ntb.stanford.edu/resources.html) (and web links on CourseWork)

**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 and arrive on time.

Sections: Participate in all eight meetings of your discussion section, complete all required reading, and submit all written section assignments on time:

Two ungraded and one graded reading responses.

--The UNGRADED responses (2 pp.) for the first two sections (on THE JOYS OF MOTHERHOOD and on primary historical documents) allow instructors to provide feedback on your analytic and writing skills without the pressure of grades.

--The GRADED response for the last section, week of 11/28 (2-4 pp.), covers the final reading assignments and influences your section grade.

Take-home graded papers:

Submit two papers (4-6 pp. for 4 units; 5-7 pages for 5 units) due 10/24 and 11/28). Topics for papers will be provided at least one week before due dates.

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 sum/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 12/7.

Optional: Extra credit (improves section grade) for attending the following campus events and submitting one-page evaluations of each before the next section meeting:

10/12: "Women, War and Peace;" 11/8: "Is Marriage for White People?"

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 paper)
33% First paper
33% Second paper

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 several days in advance of the deadlines (due 10/24 and 11/28). 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 and will not be accepted after one day. Extensions and incompletes will be granted ONLY in the case of medical or family emergencies (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.
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 TA at least once during the quarter. Feel free to drop in during Professor Freedman’s office hours on Mondays, 3:15-5:15; you do not need a question or agenda; just introduce yourself. We appreciate feedback during the course.

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 AND DISABLE WIRELESS CONNECTIONS FOR LAPTOPS, which should be used only to take notes.

DATES, TOPICS, ASSIGNMENTS

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.
49. Lorde, “The Masters’ Tools Will Never Dismantle the Master’s House” (1979)

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 about the meaning of gender and inequality?
2. de la Barre, “On the Equality of the Two Sexes” (1673)
38. de Beauvoir, from The Second Sex, (1949)
Recommended:
Miqqi Alicia Gilbert, "Defeating Bigenderism: Changing Gender Assumptions in the Twenty-first Century," CourseWork link

10/3: 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 Ransom-Kuti, “We Had Equality till Britain Came” (Nigeria, 1947)
Freedman, No Turning Back, Chap. 2 (hereafter NTB)
Buchi Emecheta, The Joys Of Motherhood (complete for section)
10/5: 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, from Stones of the Jingwei Bird (China, 1905)
35. Ding Ling, "Thoughts on March 8" (China, 1942)
Film: “Small Happiness” (1984) in class
Recommended:

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

Pam Allen, “Free Space (1973) CourseWork
Lynet Uttal, “Nods That Silence" (1990) CourseWork

10/10: 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, “Response to Sor Philotea” (Mexico, 1691)
5. Mary Wollstonecraft, from A Vindication Of The Rights Of Woman (England, 1792)
7. Sarah Grimke, from 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. Francesca Diniz, "Equality of Rights" (Brazil, 1890)
8. Flora Tristan, "The Emancipation of Working Class Women" (France, 1843)
27. Luisa Capetillo, from Mi Opinion (U.S. 1911)
33. Virginia Woolf, from Three Guineas (England, 1938)
Recommended:
NTB: Chap. 3

10/12: Optional event: Women, War, and Peace - Featuring Abigail Disney
7:00pm - 8:30pm: Cemex Auditorium (See HBO films this week if possible)
10/12: 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.

18. Anna Julia Cooper, from A Voice From The South (U.S., 1892)
56. Gloria Anzaldúa, "La Consciencia de la Mestiza" (U.S., 1987)

Recommended:
- NTB: Chap. 4

For section, submit a two-page reading response based on at least three historical documents from the 10/10 and 10/12 required readings. Compare 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 NTB. See primary document analysis guidelines above.

The first graded paper, comparing feminist perspectives, is due in class 10/24. A choice of topics and guidelines will be posted in advance on CourseWork and distributed in class.

10/17: THE POLITICS OF LOCATION

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, from The Liberation of Women (Egypt, 1899)
32. Shareefeh Hamid Ali, "East and West in Co-operation" (India, 1935)
36. Huda Sha'arawi, Speeches at Arab Feminist Conference (Egypt, 1944)
51. Domitila Barrios de la Chungara, "The Women’s Problem" (Bolivia, 1980)

Freedman, NTB, Chap. 5
Film: “They Call Me Muslim” (2006) in class
Recommended:
- EFR: 50. U.N., CEDAW (1979)
- Chandra Mohanty, "‘Under Western Eyes’ Revisited: Feminist Solidarity through Anticapitalist Struggles” (2003) CourseWork link

10/19: ALLIANCES ACROSS GENDER, RACE, SEXUALITIES

How feminists navigate the intersections of gender, racial, ethnic, and sexual identities; cooperative vs. competitive social movements; focus on historical and contemporary roles of male feminists and critiques of hegemonic masculinity by heterosexual and gay men.

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

Recommended:
10/24: A BRIEF HISTORY OF WOMEN’S WORK (Papers due before class begins today)

Female labor within and outside families; the impact of industrialization on family life and women’s labor.

Begin reading Ehrenreich, Nickel and Dimed

Recommended:
NTB: Chap. 6

10/26: 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.

40. Betty Friedan, from 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)


CourseWork
Ehrenreich, Nickel and Dimed (complete for section)
Freedman, NTB, Chaps. 7-8

Recommended:
EFR: 34. Alva Myrdal (Sweden, 1941); 41. Pauli Murray (U.S., 1970)

10/31: BODY POLITICS

How do 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 practices such as genital cutting?


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

Carol Munter, "Fat and the Fantasy of Perfection” (1984) CourseWork
Laura Fraser, "The Inner Corset: A Brief History of Fat in the United States," (2009) CourseWork

CourseWork
Nancy Mairs, "Body in Trouble" (1996) CourseWork
"Think Before You Pink" CourseWork/NTB weblink

11/2: Films: “Mirror, Mirror” (1990) and “Killing Us Softly 4” (2010) in class

Recommended:

NTB: Chap. 9
EFR: 20. Charlotte Perkins Gilman (U.S., 1892)

Sign up for optional Feminist Studies informational class lunch (History 307), 11:45-1:00 on 11/7.
11/7: REPRODUCTION AND SEXUALITIES, I

The separation of reproduction and sexuality in modern history; emergence of sexual identities, queer and transgender politics; current controversies (abortion, same-sex marriage).

31. Margaret Sanger, from Woman and the New Race (U.S., 1920)
53. Anonymous, "How It All Began: I Have Had an Abortion" (Germany, 1981)

CourseWork link

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

11/8: Optional Event: "Is Marriage for White People?" book talk by Prof. Rick Banks
4:15pm - 5:45pm, Stanford Humanities Center, Levinthal Hall

11/9: REPRODUCTION AND SEXUALITIES, II

Continuation of 11/7 lecture
Freedman, NTB, Chaps. 10-11
Film: “Girls Like Us” (1997) in class

11/14: 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)
Film: “Rape Is . . . ” (2002) in class

Recommended:
NTB: Chapter 12

The second graded paper is due in class 11/28; general topics will be posted on CourseWork and distributed in class.

11/16: FEMINISTS DEBATE PROSTITUTION AND PORNOGRAPHY

Feminist controversies over sex work, pornography, and censorship.


NO CLASSES OR SECTIONS THANKSGIVING WEEK
11/28: POLITICS, WAR, AND PEACE  (Papers due before class begins today)
    Overview of political participation and strategies; 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)
Recommended:
    NTB: Chapter 14

11/30: LANGUAGE, CREATIVITY, AND SPIRITUALITY
    Feminist analyses of language; writing, art, and religion as forms of critique and empowerment.
  22. Rokeya Hossain, "Sultana's Dream" (India, 1905)
  26. Three Poems: Sara Estela Ramirez, "Rise Up" (U.S., 1910); Akiko Yosano, "The Day the
      Mountains Move" (Japan, 1911); James Oppenheim, "Bread and Roses" (U.S., 1911)
  Jovita González de Mireles, "Shade of the Tenth Muse" (1935) CourseWork
  Alice Walker, "In Search of Our Mothers’ Gardens" (1983) CourseWork
Recommended:
    NTB: Chapter 13
  Student recommendations of contemporary creativity

  For section: the final (graded) reading response (2-4 pages) should assess the political and cultural
strategies for change in the required readings for this week. Are the categories of feminisms we
have studied this quarter helpful in characterizing these approaches? What continuities and/or
changes do you detect in feminist creativity over the twentieth century?

12/5: SMALL GROUP PRESENTATIONS
    Each group will have five 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 12/7.

12/7: SMALL GROUP PRESENTATIONS, COURSE SUMMARY, COURSE FEEDBACK
    Small group papers (3-5 pages) are due at the beginning of class today.

Optional final section meetings this week: course and small group project debriefing; where do you
go from here?

UPCOMING EVENTS WINTER QUARTER:
January 26, 2012: Ms. at 40 Symposium
    Ms. Editors & Bloggers panel 3:00 - 5:00 pm
    Gloria Steinem Keynote speech - 7:30 pm
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 FS101 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 15. 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 2. 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 your T.A. or Professor Freedman. 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 12/7) 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 5.

Action projects can be as simple as going together as a group to a feminist event (theatre, other performance, speaker, etc.) -- on campus, in San Francisco, or elsewhere -- and then evaluating the event in terms of course themes. The 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 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 or an 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 and the education of other students. They must, however, be completed no later than December 7.