

<b>ORIGINATOR'S SECTION:</b>	
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2018
2. Current Course abbreviation and Number: <b>WMST 101</b>	

**TYPE OF CHANGE(S). Check  $\checkmark$  all that apply.**

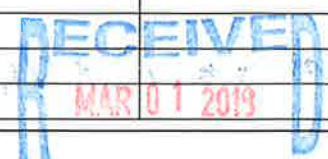
Course Number Change	<input checked="" type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input checked="" type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section— both current and new – is required only for items checked ( $\checkmark$ ) above.  
**NEW INFORMATION:**

<b>CURRENT INFORMATION:</b>	Course abbreviation and Number: <b>WGSS 101</b>
3. Title:  WMST 101: Introduction to Women's Studies	Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i> <b>WGSS 101: Introduction to Women's, Gender, and Sexuality Studies</b>
4. Abbreviated Title for Banner <i>(no more than 25 characters):</i> <b>INTRO TO WOMEN STUDIES</b>	Abbreviated Title for PeopleSoft: <i>(no more than 25 characters, including spaces)</i> <b>INTRO TO WOMEN/GEN/SEX</b>
5. Number of Units:	Number of Units:
6. Catalog Description:	Catalog Description: <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)</i>  Provides an overview of the field of Women's, Gender, and Sexuality Studies. Utilizes a range of perspectives to evaluate how sex, gender, and sexuality are constructed in social and cultural contexts. Focuses on the intersections of gender and sexuality with race, ethnicity, ability, class, and nationality.

**7. Mode of Instruction\*** (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture			Lecture		
Activity			Activity		
Lab			Lab		



\*If Originator is uncertain of this entry, please consult with Program Director/Chair.

PS  
 RP  
 Traver

BY: \_\_\_\_\_

**CURRENT INFORMATION:**

**NEW INFORMATION:**

<p><b>8. Grading Method:*</b></p> <input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP))	<p><b>Grading Method:*</b></p> <input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP))
<p><b>9. If the NP or CP grading system was selected, please explain the need for this grade option.</b></p>	
<p><b>10. Course Requires Consent for Enrollment?</b></p> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair	<p><b>Course Requires Consent for Enrollment?</b></p> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair
<p><b>11. Course Can be Taken for Credit More than Once?</b></p> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)	<p><b>Course Can be Taken for Credit More than Once?</b></p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering) <b>2 times</b>
<p><b>12. Is Course Cross Listed:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No                  If yes, indicate which course</p>	<p><b>Is Course Cross-listed?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No                  If yes, indicate which course and check "yes" in item #17 below.</p>
<p><b>13. Prerequisite(s):</b> None</p>	<p><b>Prerequisite(s):</b> None</p>
<p><b>14. Corequisite(s):</b> None</p>	<p><b>Corequisite(s):</b> None</p>
<p><b>15. Documentation attached:</b>  <input type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline</p>	

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**

*(Mandatory information – all items in this section must be completed.)*

**16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)?**  Yes  No  
 If yes, please specify:  
 Social Sciences primary field in Women's Studies – this is a lower division requirement (page 291 in the current catalogue).  
 WMST BA + minor

**17. Does this course change impact other discipline(s)?** (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Check "yes" if the course is cross-listed.  Yes  No  
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline	Signature	Date	Support	Oppose
Discipline	Signature	Date	Support	Oppose

**18. Reason(s) for changing this course:**  
 This is an abbreviation and description change to reflect new department name.

**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

1. Originator (Please Print) Veronica Alvarez Date \_\_\_\_\_

2. Program Director/Chair See email Date \_\_\_\_\_

3. College Curriculum Committee Cilla Date 2/21/18

4. College Dean (or Designee) Marta Stodel/Helen Date 2/21/18

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

## WGSS 101

Course Learning Outcomes (CLOs) are aligned with Undergraduate Learning Outcomes (ULOs), General Education Program Student Learning Outcomes (GEPSLOs), and Program Student Learning Outcomes (PSLOs):

ULOs	GEPSLOs	PSLOs	CLOs
			By the end of this course, students will be able to...
1, 2, 3, 4	3, 5, 6, 8	1, 2, 3	<b>1) Apply</b> a range of interdisciplinary tools and methods for understanding and analyzing sex, gender, and sexuality in culture to demonstrate an introductory understanding of the field of gender, sexuality, and women's studies
1, 2, 3, 4	2, 8	1, 2, 3	<b>2) Identify</b> both feminist and queer approaches to the social and cultural construction of gender and sexuality
1, 2, 3, 4	2, 6, 8	1, 2, 3	<b>3) Analyze</b> the concept of intersectionality, including an awareness of gender and its complex intersections with other social, cultural, and biological categories, including but not limited to sex, race, ethnicity, class, nation, sexuality, and ability
1, 2, 3, 4	2, 4, 6, 8	1, 2, 3	<b>4) Explain</b> how social, cultural, and biological categories shape our lives and our understandings of the world through the interaction of social issues and the self.

University Undergraduate Learning Outcomes are found here:

<http://www.csusm.edu/assessment/studentlearning/slobydept/index.html>

### GEPSLOs specifically relevant to this course:

- 2) Compare and contrast relationships within and between human cultures.
- 3) Communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences.
- 4) Use oral communication to effectively convey meaning to various audiences
- 5) Find, evaluate, and use authoritative and/or scholarly information to comprehend a line of inquiry
- 6) Think critically and analytically about an issue, idea or problem, considering alternative perspectives and re-evaluation of one's own position
- 8) Describe the importance of diverse experiences, thoughts, and identities needed to be effective in working and living in diverse communities and environments

GE Program Student Learning Outcomes are found here:

<http://www.csusm.edu/assessment/studentlearning/slobydept/gepslos.html>

### WGSS Program Student Learning Outcomes:

- 1) Analyze critically the historical and present day construction of gender and sexuality.
- 2) Recognize and explain women's role in and contribution to the economy, politics, the arts, culture, and society in the United States and around the world.
- 3) Integrate the analysis of race and ethnicity, class, sexual identities, culture, religion, disabilities, and geography into explanations of women, gender and power relations in the contemporary world.



# WGSS 101

## Introduction to Women's, Gender, and Sexuality Studies

### Course Description

This course offers students an overview of the field of Women's, Gender, and Sexuality Studies. It utilizes interdisciplinary feminist and queer perspectives to evaluate how sex, gender, and sexuality are constructed in social and cultural contexts. It also looks at the development of the field through an historical lens, exploring the field's approach to, and analysis of, an array of social issues. Special attention is paid to the intersections of gender and sexuality with race, ethnicity, ability, class, and nationality.

### Course Objectives

By the end of the course, you should achieve the following:

- 1) Apply a range of interdisciplinary tools and methods for understanding and analyzing sex, gender, and sexuality in culture to demonstrate an introductory understanding of the field of gender, sexuality, and women's studies
- 2) Identify both feminist and queer approaches to the social and cultural construction of gender and sexuality
- 3) Analyze the concept of intersectionality, including an awareness of gender and its complex intersections with other social, cultural, and biological categories, including but not limited to sex, race, ethnicity, class, nation, sexuality, and ability
- 4) Explain how social, cultural, and biological categories shape our lives and our understandings of the world through the interaction of social issues and the self.

### **GEPSLOs specifically relevant to this course:**

- 2) Compare and contrast relationships within and between human cultures.
- 3) Communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences.
- 4) Use oral communication to effectively convey meaning to various audiences
- 5) Find, evaluate, and use authoritative and/or scholarly information to comprehend a line of inquiry
- 6) Think critically and analytically about an issue, idea or problem, considering alternative perspectives and re-evaluation  
of one's own position
- 8) Describe the importance of diverse experiences, thoughts, and identities needed to be effective in working and living in  
diverse communities and environments

### Required Texts

L. Aru Saraswati, Barbara Shaw, and Heather Rellihan, eds. 2017. *Introduction to Women's, Gender, and Sexuality Studies: Interdisciplinary and Intersectional Approaches*. Oxford University Press.

Malala Yousafzai and Christina Lamb. *I am Malala*. Back Bay Books.

## Class Requirements

### **Participation, Attendance and Lateness (150 total points possible)**

Class participation is imperative—it gives students more of a voice in the learning process, allows more than one perspective on a topic to be explored, and allows our learning and thinking to progress through ongoing dialogue and conversation. It is important that you come to class prepared to participate so that we all benefit from informed discussions. As a result, in order to receive full credit for participation, you may miss no more than 2 classes, you must arrive on time for each class (no more than 5 minutes late without prior clearance by me), and you must regularly engage in class discussions. Two “tardies” (being more than 5 minutes late, twice) equals one absence. I will send a sign in sheet around during the first 5 or 10 minutes of each class, and you are responsible for signing that sheet. If you do not sign in, that is an absence.

Throughout the class there will be ample opportunity for participation. If you are on the quieter side or are afraid of speaking in large groups, you’ll need to push yourself to speak in class. There will also be opportunities for small group work, where you participate with your peers. I suggest coming to class with some questions or thoughts on the readings, to share with the class. This way, you’ll be able to participate without having to do so on the spur of the moment.

Please note that regularly engaging in class discussions does not include talking “off the cuff” or simply agreeing with statements made. Rather, you must show me and the class that you have critically engaged with the readings. Simply saying “I liked the readings” or “I agree” is not considered participation.

The following guidelines are used when assigning participation grades:

**135 - 150 points, A Range:** Attends class regularly (2 or fewer absences), engages with the professor when questions are asked, engages with other students in large-class and small group discussions, asks critical questions and provides critical insight on the topics under study, makes statements that shows that course material has been read carefully.

**120 - 135 points, B Range:** Has more than 2 absences, engages with the professor when questions are asked, engages with other students in small group discussions and large groups, may make statements that may or may not tie into larger topics under study, sometimes makes statements that show that class material has been read carefully. This grade also goes to someone who only sometimes participates.

**105 - 120 points, C Range:** Attends class regularly or has more than 2 absences, engages with students in small-group discussions but is generally less engaging with the professor and larger class, does not make statements that show that class material has been read carefully. This grade can also be given to students who rarely attend class but when they attend, they actively engage with the class. This grade is also given to students who come to class and never or rarely contribute to class discussions (**simply attending class does not equate to “A” level participation**).

**90 - 105 points, D Range:** Does not attend class regularly (2 or more absences), makes general comments that have little to do with class material or does not comment at all when in class. Statements are not made which would show that course material has been read thoroughly. Does little in the way of critical analysis in small groups.

**< 90 points, F:** Does not attend class regularly (2 or more absences), does not engage with other students or the professor in class, makes broad generalizations that have little to do with the topics under study, and may or may not create a hostile classroom environment.

**Reaction Papers (10 @ 15 points each = 150 points):** Reaction papers are assigned (you pick 10 to complete) in weeks 2 – 15. These ensure engaged discussion. When a reaction paper is listed in the syllabus, you will write a 1-page typed response that answers these following questions in complete sentence or in short answer form. You may skip 4 of the reaction papers. You will hand in your hard copy paper at the end of each class. *Well positioned and argued perspectives, familiarity with the readings, concise writing style, and proofread papers are expected.* Papers should include the following:

- 1. Major claims:** For the class's assigned reading, you need to write about the major claim(s) set forth by the author(s): A claim is the basic argument of a writer, who then attempts to prove it. Try to narrow your choice down to one specific or one overarching claim in a sentence or two.
- 2. Significance:** What do you think is significant about these claims? How does it impact the study of women's, gender, and sexuality studies?
- 3. Important concepts:** What are *two* important/interesting/new concepts or terms introduced in the reading? Provide brief definitions of both in your own words.
- 4. Notable quotation or staggering statistic:** What was the most interesting, wrong, enlightening, provocative sentence in this reading and why? Write down the exact quotation, with the page number, as well as a brief response to explain what you thought about it. Was there a piece of noteworthy quantitative data from the reading? Write it down so we may discuss it more in class.
- 6. Class question:** What question do you have about the reading that would be good to discuss in class? This question may seek clarity from your instructor or peers (e.g. "I didn't understand what the author meant by...") or to foment discussion with peers (e.g. "what did you think about..." "how might one go about..."). Pose a question that does not require a simple yes/no answer.
- 7. Synthesis:** Come up with some type of conclusion or "take away" about what you now know about feminism, race, sexuality, or gender, etc. that is significant to you, considering *all* the assigned reading for this particular day.

**Group Presentation (100 points):** In a group of 3, you will analyze a current event using an intersectional, feminist lens. The presentation must be 10 - 12 minutes in length. During the first week of class, I will send a sign up sheet around so that your group may sign up for a presentation date. You may choose your group.

Though I will provide you with guidance on how to do your presentation, here are a few guidelines:

- In developing your presentation, ask yourself, "if you were a student in a classroom, learning about these concepts, how would I like the class session to go?" What would intrigue you and get you thinking? Please, please, keep the presentation interesting and lively! Simply standing and lecturing at students will not keep them engaged.
- You may want to use visual or audio media that will interest your classmates. Do not use Power Point simply to display an outline or text, and then just read it aloud. If you use Power Point, don't turn and read it on the screen; look at the class when you are speaking, pointing to important points periodically on the powerpoint screen.
- The idea is to find engaging ways to think and talk about current events through the lens of women's, gender, and sexuality studies. Feel free to involve the class in your topic, using short

video or DVD clips, music, or other media that will bring the topic to life. Also, pose questions to the class, to get them talking about the topic.

- Make sure to work with your group well before your presentation date. You can do much of your organizational work as a group via email, but you will need to meet together outside of class at least once or twice, in order to work out the details. Members of your group will need to divide up the work in designing your presentation. I expect each member of the group to work on this; how you choose to divide the work is up to you, as long as it is divided evenly and is agreed upon by group members. If any disagreements arise, please contact me.

I will give you feedback and a grade on your presentation. Use the feedback to help you strengthen your performance the next time you do a presentation.

**Final Paper (250 points):** Your final paper must be 10 pages and must use a minimum of 2 outside academic sources and 3 sources from the class. You will revisit an artifact from your youth (e.g., a movie, book, song, toy, poster, TV show) and analyze it through an intersectional, feminist lens. A handout on this assignment will be provided as well as in-class workshop time. The final paper is due on the day that your final exam would be.

Please note that the all-university writing requirement will be met through the weekly reading reaction papers and a 10-page final paper.

No final exam is required for this course.

Students with Special needs who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4200 and can be contacted by phone at 760-750-4905, or TTY 760-750-4909.

### **Grading Breakdown**

Participation	150 points
Reaction Papers	150 points
Group Presentation	100 points
Final Paper	250 points

Course grade is based on **650 points**. To find out your grade, divide the number of points you have in the class by the total number of possible points, for your final percentage. For example, if you have 650 points,  $650/650 = 100\%$ , or A. If you have 580 points,  $580/650 = 89\%$ , or B+. Grades are as follows:



A	94% and above	B- 80 – 83%	D+ 68 – 69%
A-	90 – 93%	C+ 78 – 79%	D 64 – 67%
B+	88 – 89%	C 74 – 77%	D- 60 – 63%
B	84 – 87%	C- 70 – 73%	F 59% and below

### Course Calendar

(Note: In the event that we need more time on certain topics, or if there are unforeseen circumstances, this schedule is subject to change. If there are changes, they will be announced in class and posted on our Cougar Course site).

## Introduction to Women's, Gender, and Sexuality Studies

### Week 1: Introduction to the Field

- bell hooks, "Feminist Politics: Where We Stand"
- Allan Johnson, "Patriarchy, The System: An It, Not a He, a Them, or an Us"
- Anne Fausto-Sterling, "The Five Sexes Revisited"
- Ijeoma A., "Because You're a Girl"
- C.J. Pascoe, "Making Masculinity: Adolescence, Identity, and High School"

**\*Reaction paper**

### Week 2: Understanding Intersectionality and Oppression

- Marilyn Frye, "Oppression"
- Peggy McIntosh, "White Privilege, Unpacking the Invisible Knapsack"
- Audre Lorde, "There Is No Hierarchy of Oppressions"
- Paisley Currah, "Stepping Back, Looking Outward: Situating Transgender Activism and Transgender Studies"
- Ashley Currier and Thérèse Migraine-George, "Queer/African Identities: Questions, Limits, Challenges" (new)
- M. Soledad Caballero, "Before Intersectionality"

**\*Reaction paper**

## Historical Perspectives in Women's, Gender, and Sexuality Studies

### Week 3: The 19<sup>th</sup> Century

- Angelina Emily Grimké, "An Appeal to the Christian Women of the South" (1836)
- Seneca Falls Convention, "Declaration of Sentiments" (1848)
- Sojourner Truth, "1851 Speech"
- Susan B. Anthony, "Sentencing Speech in the Case of *United States vs. Susan B. Anthony*" (1873)
- Ida B. Wells, "A Red Record" (1895)

**\*Reaction paper**

#### **Week 4: The 20<sup>th</sup> Century**

- Pat Mainardi, "The Politics of Housework" (1970)
- Anne Koedt, "The Myth of the Vaginal Orgasm" (1970)
- Radicalesbian, "The Woman-Identified Woman" (1970)
- Chicago Gay Liberation Front, "A Leaflet for the American Medical Association" (1970)
- The Combahee River Collective, "A Black Feminist Statement" (1977)

#### **\*Reaction paper**

#### **Week 5: The 20<sup>th</sup> Century cont.**

- Jo Carrillo, "And When You Leave, Take Your Pictures With You" (1983)
- bell hooks, "Men: Comrades in Struggle" (1984)
- Gloria Anzaldúa, "La Conciencia de la Mestiza/Towards a New Consciousness" (1987)
- Leslie Feinberg, interview with Sylvia Rivera, "I'm Glad I Was in the Stonewall Riot" (1998)

#### **\*Reaction paper**

#### **Week 6: The 21<sup>st</sup> Century**

- Claire Goldberg Moses, "'What's in a Name?' On Writing the History of Feminism" (2012)
- Tina Vasquez, "It's Time to End the Long History of Feminism Failing Transgender Women" (2014)
- *I Am Malala* chapters 1 – 5

#### **\*Reaction paper**

### **Analyzing Social Issues Through the Lens of Women's, Gender, and Sexuality Studies**

#### **Week 7: Families**

- Monisha Das Gupta, "'Broken Hearts, Broken Families': The Political Use of Families in the Fight against Deportation"
- beyondmarriage.org, "Beyond Same-Sex Marriage: A New Strategic Vision for All Our Families and Relationships"
- *I Am Malala* chapters 6 – 10

#### **\*Reaction paper**

#### **Week 8: Work**

- Marlene Kim, "Policies to End the Gender Wage Gap in the United States"
- Dean Spade, "Compliance is Gendered: Struggling for Gender Self-Determination in a Hostile Economy"
- Denise Brennan, "Women Work, Men Sponge, and Everyone Gossips: Macho Men and Stigmatized/ing Women in a Sex Tourist Town"

- *I Am Malala* chapters 11 – 15

**\*Reaction paper**

**Week 9: Reproductive Justice**

- Alexandra DelValle, "From the Roots of Latina Feminism to the Future of the Reproductive Justice Movement"
- Kathy E. Ferguson, "Birth Control"
- France Winddance Twine, "The Industrial Womb"
- *I Am Malala* chapters 16 – 20

**\*Reaction paper**

**Week 10: Gendered Violence**

- Victoria Banyard et al., "Friends of Survivors: The Community Impact of Unwanted Sexual Experiences"
- Brad Perry, "Hooking Up with Healthy Sexuality: The Lessons Boys Learn (and Don't Learn) about Sexuality and Why a Sex Positive Rape Prevention Paradigm Can Benefit Everyone Involved"
- Beth Richie, "A Black Feminist Reflection on the Antiviolence Movement"
- Joey L. Mogul, Andrea J. Richie, and Kay Whitlock, "False Promises: Criminal Legal Responses to Violence against LGBT People"
- *I Am Malala* chapters 21 – 24

**\*Reaction paper**

**Week 11: Popular Culture**

- Esra Özcan, "Who Is a Muslim Woman?: Questioning Knowledge Production on 'Muslim Woman'"
- Meda Chesney-Lind, "Mean Girls, Bad Girls, or Just Girls: Corporate Media Hype and the Policing of Girlhood"
- Ian Capulet "With Reps Like These: Bisexuality and Celebrity Status"

**\*Reaction paper**

**Week 12: Bodies**

- Riki Wilchins, "Angry Intersex People with Signs!"
- Brenda Jo Brueggemann, Rosemarie Garland-Thomson, and Georgina Kleege, "What Her Body Taught (or, Teaching about and with a Disability): A Conversation"
- Aleichia Williams, "Too Latina To Be Black, Too Black To Be Latina"
- Dominique C. Hill, "(My) Lesbianism Is Not a Fixed Point"
- Gloria Steinem, "If Men Could Menstruate"
- Susan Bordo, "Beauty (Re)Discovers the Male Body"
- Kimberly Dark, "Big Yoga Student"

## **\*Reaction paper**

### **Week 13: Technologies**

- Joni Seager, "Rachel Carson Died of Breast Cancer: The Coming of Age of Feminist Environmentalism"
- Wendy Seymour, "Putting Myself in the Picture: Researching Disability and Technology"
- Kimberly A. Williams, "Women@Web: Cyber Sexual Violence in Canada"
- Jason Whitesel, "Gay Men's Use of Online Pictures in Fat-Affirming Groups"

## **\*Reaction paper**

### **Social Change**

### **Week 14: Agency and Resistance**

- Lila Abu-Lughod, "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others"
- Beenash Jafri, "Not Your Indian Eco-Princess: Indigenous Women's Resistance to Environmental Degradation"
- Elizabeth R. Cole and Zakiya T. Luna, "Making Coalitions Work: Solidarity across Difference within US Feminism"
- Melanie Fey, Amber McCrary, and Bradley Werley, "Empower Yourself Before You Wreck Yourself: Native American Feminist Musings"
- *I Am Malala* epilogue
- 

## **\*Reaction paper**

### **Week 15: Agency and Resistance cont.**

- Hannah E. Britton and Taylor Price, "If Good Food is Cooked in One Country, We Will All Eat From It': Women and Civil Society in Africa"
- Guerrilla Girls, "When Racism and Sexism Are No Longer Fashionable"
- Kathleen Hanna/Bikini Kill, "Riot Grrrl Manifesto"
- Amber L. Vlasnik, "Campus-Based Women's and Gender Equity Centers: Enacting Feminist Theories, Creating Social Change"

## **\*Reaction paper**

### **Final Paper Due: Finals Week**