

# MAJOR COURSE REVISION FOR GE 5

For Provost's & Associate Provost's  
Office Use

Effective Term: \_\_\_\_\_

**For GE 4 courses in Basic Communication, Humanities, US Studies, Western Civilization, and World Civilizations; all Diversity courses; and current non-GE courses proposed for GE 5**

PROPOSER'S NAME (print): Heather Hewett Signature: [REDACTED]

SCHOOL/COLLEGE:  Business  Fine & Performing Arts  Science & Engineering  
 Education  Liberal Arts & Sciences  Honors/Interdisciplinary

DEPARTMENT/PROGRAM: Women's, Gender, and Sexuality Studies

COURSE NUMBER: WOM220 COURSE TITLE: Introduction to WGSS

**CURRENT COURSE INFORMATION:** Please attach or enter below the information (course description, credits, attributes, restrictions, pre-/co-requisites) that appears in the [current Undergraduate Catalog](#).

Course description: An introduction to the field of Women's, Gender, and Sexuality Studies with particular focus on foundational feminist thought, issue-based platforms, and social movement activism. Credits: 4. Attributes: GE3: Diversity; Critical Thinking Introductory; Diversity; Effective Expression/Written; Information Management Introductory; Liberal Arts.

**Revising a GE 3/GE 4 Course for Approval in an Analogous GE 5 Category**

GE 3/GE 4 Knowledge and Skills Areas -> -> -> ->	Analogous GE 5 Knowledge and Skills Areas
COMP / Basic Communication	Communication – Written and Oral
GE 3: DIVR Diversity graduation requirement for GE 4-matriculated students	Diversity: Equity, Inclusion, and Social Justice
HUM / Humanities	Humanities
USST / United States Studies	US History and Civic Engagement
WRLD / World Civilizations	World History and Global Awareness
WEST / Western Civilization	

To propose a GE 3/GE 4 or Diversity course for approval in the *analogous* GE 5 category noted in the table above, complete this section and follow the process outlined below.

1. Identify the proposed GE 5 category:  Communication – Written & Oral  Diversity: Equity, Inclusion & Social Justice  Humanities  US History & Civic Engagement  World History & Global Awareness
2. Identify any additional course revisions you propose<sup>1</sup>:
  - Change course title  Change course description  Change credit hours
  - Change course restrictions  Change, add or drop pre-/co-requisites
  - Add or drop Writing Intensive designation  Other (specify): \_\_\_\_\_
3. [Combine the following documents in a single PDF](#):
  - This revision form, which will serve as a cover sheet.
  - A *brief explanation* of how the revised course addresses the GE 5 SLOs.
  - A *brief description* of any additional revisions you propose and the reason(s) for each.
  - A *revised syllabus* that includes the GE 5 SLOs.
4. Email the revision packet to your department chair/program director for review, sign-off and forwarding to the Associate Dean.

<sup>1</sup>If the proposed changes affect other programs or departments, please document consultation with their chairs/directors.

Department Chair/Program Director: [REDACTED] Date: 5/5/2022

Curriculum Committee Chair: [REDACTED]

WOM 220 already addresses the GE 5 SLOs in Diversity: Equity, Inclusion, and Social Justice:

- Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender.

The first unit of our course, “Feminist Foundations,” focuses on how individual and group identities are formed. We introduce an intersectional feminist lens for understanding identity grounded in Black feminist theory (the Combahee River Collective, week 2) that examines how gender works with other systems of categorization, particularly race, class, and sexuality as well as disability, nationality, indigeneity, and so on. Readings and lectures explore both historical and contemporary factors that create these identities. This unit ends with a “Who Am I?” assignment that asks students to articulate how they understand their social group identity: how do they experience “different aspects or axes of identity and their relationship to social systems and structures of power” (“Who Am I?” assignment)?

- Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity.

The second unit of our course, “Feminist Platforms,” focuses on several of the primary social structures and institutions that create and perpetuate the dynamics of power, privilege, oppression, and opportunity. The systems we examined in 2021 included Media and Visual Culture; Family and Work; Reproductive Justice; Gendered Violence; and U.S. Imperialism and Militarism. (Past semesters have also examined Politics and Policy, Medicine, Education, and Beauty). For each of these topics, we practice intersectional feminist analysis—that is, thinking through how different individuals and groups are affected differently. The cumulative essay for this section, the “Quote Collection,” asks students to pull important quotations from the readings in this unit and consider the connections between the quotes they select.

- Apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

The third unit of our course, “Feminist Actions,” focuses on how past and present social justice movements have advocated for rights, access, equity, and autonomy. We examine 19<sup>th</sup> and 20<sup>th</sup> century women’s movements as well as queer movements (focusing on the AIDS crisis and the activism of ACT UP), disability rights movements, and the contemporary movement for abolition. We consider the strategies employed in many of these movements, including coalition politics, which require both an understanding of individual and group identity in order to work across difference. The final exam includes an essay question that asks students to identify one tool or concept from the course that individuals can put into practice.



## **WOM 220-01 Introduction to Women's, Gender, and Sexuality Studies**

---

Lecture: Tuesday/Friday | 11:25 am - 12:15 pm | Lecture Center 100

Section: Tuesday/Friday | 12:30 pm - 1:20 pm | Lecture Center 113

**Course modality** In-person, with masks and social distancing required

**Instructor's Name** Dr. Heather Hewett

**Contact** [hewetth@newpaltz.edu](mailto:hewetth@newpaltz.edu)

**Faculty Office Hours** My standing weekly office hours are Mondays 1-2 pm, Tuesdays 1:30-3 pm, Wednesdays 1-2:30 pm and by appointment. Click to schedule:

<https://calendly.com/profhewett/>

Office hours are via WebEx at <https://newpaltz.webex.com/meet/hewetth> unless we arrange otherwise

### **COURSE DESCRIPTION**

---

This course is an introduction to “Women’s, Gender, and Sexuality Studies” (WGSS), a vibrant interdisciplinary field of study. Our course provides students with a foundation of knowledge and perspectives generated by feminist scholars and activists. These forms of knowledge and perspectives draw on theoretical frameworks that help us understand how gender and sexuality – in concert with other axes of difference – structure people’s lives, both today and in the past.

We explore theories about women and gender through interdisciplinary analyses, as well as disciplinary lenses such as anthropology, biology, political economy, history, literary studies, politics, philosophy, and sociology. Our course surveys a wide range of topics that have been key sites for the production, regulation, and transgression of gender, sexuality, and intersecting axes of difference (e.g., race, class, age, ability, nationality, religion, etc.). We focus especially on the ways that (a) ideas, identities, norms, and practices associated with gender and sexuality are embedded in social institutions; (b) how those institutions influence our lives; and (c) how they confer privileges to some groups and disadvantages to others. We analyze both interpersonal and structural forms of power (and their relationship to one another) by applying a feminist intersectional perspective to an analysis of identity and experience. Our course both identifies existing forms of inequalities, as well as ways in which feminists have challenged those inequalities.

## INSTRUCTOR DETAILS

---

Our course is **team taught**: The content for the course, including lectures, readings, and resources, is team taught. You will get to know each of us throughout the semester as we take lead on different topics. Your main point of contact and guide for discussion and assignments is your **section leader listed on your schedule of classes**.

We are (in alphabetical order by last name):

Dr. Karl Bryant  
pronouns: they/them  
bryantk@newpaltz.edu

Dr. Leigh Dodson  
pronouns: they/she/friend  
dodsonl@newpaltz.edu

Dr. Heather Hewett  
pronouns: she/her  
hewetth@newpaltz.edu

## COURSE GOALS/OBJECTIVES

---

Upon completion of the course, students will be able to:

- Explain and apply the social construction of sex, gender and sexuality.
- Explain and apply intersectional feminist perspectives to analyses of power, privilege, and oppression.
- Explain how the structure and power of social and economic institutions affect us individually and collectively.
- Identify and describe dominant culture portrayals of gender and sexuality, including the ways that they are shaped by other axes of difference; describe how these representations impinge on us as individuals and members of social groups.
- Recognize the differences as well as the similarities among different groups of women, and the ways that different systems of domination intersect in women's lives.
- Identify social change strategies employed by feminists to address forms of inequality.

## DIVERSITY OBJECTIVES

---

Upon completion of the course, students will be able to:

- Describe the historical, social, cultural, or political perspectives of at least one cultural, ethnic, racial, or historically under-represented and/or marginalized group in US society.
- Identify forces that have influenced or shaped the perspectives of others towards the under-represented and/or marginalized group(s).
- Analyze and synthesize sources critically, incorporating primary sources in the voices of the under-represented and/or marginalized group(s).

## GE DIVERSITY: EQUITY, INCLUSION, AND SOCIAL JUSTICE OBJECTIVES

---

Upon completion of the course, students will be able to:

- Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;
- Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and
- Apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

## REQUIRED READINGS

---

All course texts are available on the Blackboard course site as PDF documents or web links, listed as **PDF** or **Online** in the reading schedule.

We also use excerpts from an open-source textbook – it's free and available on our course site as a web link or PDF.

**TB:** Introduction to Women, Gender, and Sexuality Studies, edited by Kang, et al.

<http://openbooks.library.umass.edu/introwgss/>

Citation: Kang, Miliann, Donovan Lessard, Laura Heston, and Sonny Nordmaken. 2017. *Introduction to Women, Gender, Sexuality Studies*. Open-Source Textbook. Women, Gender, Sexuality Studies Educational Materials: Amherst, MA.

➔ We strongly suggest that you download all PDFs and read them on paper, or on a computer or large handheld device using an annotation tool.

## TECHNOLOGY REQUIREMENTS

---

Access to a computer to participate in discussions on our course website via Blackboard. Camera phone or web camera to record short discussion responses and presentations via FlipGrid. If you have any questions or need accommodations, please reach out to me via email, hewetth@newpaltz.edu.

## COURSE CONTENT OUTLINE

---

- I. Foundations 1/25
  - a. Introductions
  - b. Identities, Binaries, Intersections
  - c. Sex and Gender
  - d. Race, Colonization, and White Feminism
  - e. Sexualities
- II. Platforms 3/1
  - a. Media and Visual Culture
  - b. Family and Work

- c. Reproductive Justice
  - d. Gendered Violence
  - e. U.S. Imperialism and Militarism
- III. Actions 4/12
- a. Social Movement Activism
  - b. Queer Revolutionaries
  - c. Abolition Feminisms
  - d. Radical Love and Mutual Aid

## ASSIGNMENTS AND ASSESSMENT

---

Assignment	Points	Due Date
Introductions	5	Tuesday, February 1
Weekly Discussion Posts	50	Most Thursdays (noon)
Who Am I? Performance/Presentation	15	Thursday, March 3 (noon)
Quote Collection	15	Thursday, April 14 (noon)
Final Take Home Exam	15	Tuesday, May 17 (12:15PM)

**\*\* Note that detailed guidelines and grading rubrics for most assignments are available on the course site under Course Content > Assignments \*\***

### Active Attendance, Preparation, Participation

Online courses still require your active attendance, preparation for discussion, and participation! **Do the readings and take notes.** Be prepared to engage in active discussions with your classmates by the required deadlines on our discussion boards and via FlipGrid. View all lectures and resource materials. **Contact me if you will be absent or unable to complete course work due to illness or personal difficulty.** You are responsible for any materials, discussions, and updates you may have missed. I suggest you get contact information from a couple people in the course who can catch you up on any missed material.

Contact info for classmates:

- 1)
- 2)
- 3)

### Introductions

Introduce yourself in our FlipGrid Classroom: <https://flipgrid.com/e19ed646>.

### Weekly Discussion Posts

Each week you are responsible for responding to a discussion prompt, question, or case study that pertains to the readings and lectures for the course this week on Blackboard discussion boards. **This is an important part of the class, where we ask you to demonstrate your thoughtful engagement with course materials.**

Discussion posts are due Thursdays at noon. These conversations are worth a lot of points; you must complete discussions and responses for 10 weeks.

### Discussion Post due (most) Thursdays

(5pts each x 10 weeks)

Week 1 - Introduction

Week 2 - due 2/3

Week 3 - due 2/10

Week 4 - due 2/17

Week 5 - due 2/24

Week 6 - Who Am I Assignment, due 3/3

Week 7 - due 3/10

Week 8 - Spring Break

Week 9 - due 3/24

Week 10 - due 3/31

Week 11 - due 4/7

Week 12 - Quote Collection, due 4/14

Week 13 - due 4/21

Week 14 - due 4/28

Week 15 - Conclusion

Final take-home exam – due 5/17

### Who Am I? Performance/Presentation

Students will create and present a 3-minute performance/presentation on FlipGrid, where you creatively reflect on how your social identities are situated within systems of power. These performances will be shared with the class. Please be aware of sensitive topics and provide content notes/warnings for classmates.

### Quote Collection

Students will collect five (5) of their favorite quotes or key concepts from the “Feminist Foundations” section of the course and share them with the class as either a Photo Essay or a Meme Collection. A short synthesis paper will ask you to explain how these quotes/concepts are connected to each other, submitted to professor.

### Final Take Home Exam

You are responsible for completing a take-home final exam. It will be a combination of short answer and essay questions. The exam will be distributed and submitted via Blackboard.

### LATE ASSIGNMENT & MAKE-UP TEST POLICY

---

Students are granted a “grace period” of 24 hours beyond the due date for assignments; there is no explanation required. If you use your grace period, there is no numerical penalty, but *you may forgo getting feedback* on the assignment depending on my grading schedule. **If you need an extension, ask. The more you communicate, the more flexibility I’ll be able to offer regarding late work.**



**GRADING SCALE**


---

A	100.00 – 93.00	A-	92.9 – 90.00
B+	89.9 – 87.10	B	87.00 – 83.00
B-	82.9 – 80.00	C+	79.9 – 77.10
C	77.00 – 73.00	C-	72.9 – 70.00
D+	69.9 – 67.10	D	67.00 – 60.00
F	Below 60		

**GRADING POINTS/WEIGHTS**


---

<b>Learning Activities</b>	<b>Percent of Grade</b>
Introductions	5%
Weekly Discussion Posts	50%
Who Am I? Performance/Presentation	15%
Quote Collection	15%
Final Take Home Exam	15%
<b>TOTAL</b>	<b>100%</b>

**ATTENDANCE POLICY**


---

You are required to maintain active and consistent engagement with the course site and attend all lectures and discussion sections. I will be tracking attendance. That being said, attendance is not part of your grade. I'm more interested in your level of engagement with the class and the materials as evidenced through both our discussion meetings and weekly discussion posts.

**If you are feeling sick, do not come to class.** The most important thing is your wellbeing and the collective health of our communities, both on-campus and at home. **Please email me** and let me know that you'll be missing class. The more you communicate, the better. You are responsible for catching up on material you missed due to absence. **Please get the contact information from 2-3 other students in our discussion section**, so you can reach out to catch up on anything you may have missed.

Contact info for WGSS folks:

- 1)
- 2)
- 3)

**The last day to withdrawal from the course without grade penalty is April 1, 2022.**

## COURSE POLICIES

---

**Respect:** I'm committed to providing an atmosphere for learning that respects and appreciates diversity. Part of being an active participant in our discussions means listening to others' ideas and being considerate with your own comments. At times, discomfort can be productive when our ideas are challenged. We are all learning new ways of thinking and speaking. However, at no time will I tolerate sexist, racist, homophobic, or transphobic remarks or comments in class.

I ask all members to:

- share their unique experiences, values, and beliefs
- be open to the views of others
- value the opportunity that we have to learn from each other
- hear each other's opinions and communicate in a respectful manner
- use this opportunity to discuss how we can create an inclusive environment in the course and across the SUNY New Paltz community

**Students with Children:** I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. I hope that you will feel comfortable disclosing your student-parent status to me. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

**Email:** All students must maintain an active SUNY New Paltz email account. Students are responsible for communications about the class via email and Blackboard. I am available through email Monday-Friday from 9am-5pm. I will do my best to respond to emails within 24 hours during those times. Please be respectful and kind in your emails, but don't hesitate to get in touch. I care about you and I want you to succeed in our course.

Please remember to use email in a professional manner, clearly stating your question in the subject line and making use of opening and closing lines ("Dear Professor Hewett," "Sincerely, Student," etc.). Also, please do not send material to me via Google Docs. All class work should be uploaded to Blackboard.

**Grade Disputes:** If you disagree with a grade you have earned, please wait 24 hours before contacting me. Within one week of receiving the grade, submit a one-page typed argument to me via email about why you believe your assignment deserves a better grade, taking into consideration the guidelines provided in the grading rubric. Please be aware that a re-grade does not guarantee your grade will be changed.

**Mental, Emotional, and Physical Health Needs:** We are living through an unprecedented time. Please share any issues that may be impacting your academic performance. I will do my best to make sure that every resource is available to you. You are not alone.

**Access Needs:** Access needs are anything that can help you “show up” to class and participate. If you need accommodations or have any questions, please let me know during the semester via email, [hewetth@newpaltz.edu](mailto:hewetth@newpaltz.edu)

## **CAMPUS POLICIES AND PROCEDURES**

---

### **Maintaining Public Health**

**To protect the health of everyone in this class, all students are required to wear a mask or other face covering while inside campus buildings.** Your mask must adequately cover both your nose and mouth. This is in keeping with the College’s fall 2021 policy of an on-campus, indoor mask requirement for everyone, including those who have been fully vaccinated. A student who comes to class without a mask will be required to obtain one before returning to class. A limited number of masks may be available at designated locations on campus. Any student who refuses to wear a mask or face covering may not enter the classroom nor participate in the class. There will be no exemptions or waivers of the 100% compliance mask policy. Continued refusal to wear a mask or face covering will be reported to the Student Conduct Office based on Student Conduct Code’s ‘Non-Compliance with Official Requests’ (which includes public health policy). Masks are for both your own and for others’ safety and wellbeing – please remember our campus commitment to the ‘We Not Me’ approach, and take this simple step to protect yourself and others. Students with temporary illnesses must work with professors and make arrangements to make up coursework.

### **Academic integrity policy statement**

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious violations of academic integrity. Students found guilty of any violation of academic integrity are subject to disciplinary action, up to and including expulsion. New Paltz’s [undergraduate](#) and [graduate academic integrity policies](#) are published in the respective catalogs. Sojourner Truth Library’s website contains several excellent resources to help with [avoiding plagiarism](#).

### **Reasonable accommodation of individuals with disabilities statement**

Students needing classroom and/or testing accommodations related to a disability should contact the [Disability Resource Center](#) (Haggerty Administration Building, Room 205, 845-257-3020) as close as possible to the beginning of the semester. The DRC will then provide students’ instructors with Accommodation Notifications verifying the need for accommodations. Specific questions about services and accommodations may be directed to Deanna Knapp, Assistant Director ([knappd@newpaltz.edu](mailto:knappd@newpaltz.edu)) or Jean Vizvary, Director ([vizvaryj@newpaltz.edu](mailto:vizvaryj@newpaltz.edu)).

### **Veteran & Military Services statement**

New Paltz’s Office of Veteran & Military Services (OVMS) is committed to serving the needs of veterans, service members and their dependents during their transition from military life to student life. Student veterans, service members or their dependents who need assistance while attending SUNY New Paltz may refer to [OVMS’s website](#); call 845-257-3120, -3124 or -3074; e-mail [np-vms@newpaltz.edu](mailto:np-vms@newpaltz.edu); or stop by the Student Union, Room 100 South.

**Computer and network policies statement**

Users of New Paltz's computer resources and network facilities are required to comply with the [Acceptable Uses and Privacy Policy](#) and other [institutional policies](#) related to computer and internet access and usage.

**Identity verification policy statement for online courses**

New Paltz's [Online Identity Verification Policy](#) is designed to verify that students enrolled in our online courses and/or programs are the ones who take the courses, complete the programs, and receive the academic credit.

**Title IX and related policy statement**

Gender discrimination, sexual harassment, sexual assault, sexual violence, stalking, and power-imbalanced sexual/romantic relationships between faculty and students are strictly prohibited within the SUNY New Paltz community. We encourage students to report, confidentially discuss, or raise questions and concerns regarding potential violations. Reports can be made to the Title IX Office, the department chair and/or the dean of your school. The Office of Human Resources, Diversity & Inclusion can provide more information on [Title IX reporting and support](#) as well as the College's [Consensual Relationships Policy](#).

**SEI**

You are responsible for completing the Student Evaluation of Instruction (SEI) for this course and for all your courses with an enrollment of five (5) or more students. I value your feedback and use it to improve my teaching and planning. Please complete the online form during the period April 27 – May 11.

## READING SCHEDULE

---

All course texts are available on the Blackboard course site as PDF documents or web links, listed as **PDF** or **Online** in the reading schedule. Video resources and lectures are available on the course site. **TB** refers to readings from Introduction to Women, Gender, and Sexuality Studies, edited by Kang, et al., available as a PDF and web link on the course site.

### I. Feminist Foundations

*In this section of the course, we devote class sessions to key conceptual tools and frameworks that we will draw on throughout the remainder of the semester.*

Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender.

### **Week One: Introductions and the Promise of Feminism**

Tuesday, 1/25

- Syllabus review

Friday, 1/28

- **TB:** Chapters 1-2, “Critical Introduction to the Field” and “Theorizing Lived Experiences” (pp. 18-25)
- **Online:** Jaskiran Dhillon, “Feminism Must Be Lived: An Interview with Sara Ahmed” <https://truthout.org/articles/feminism-must-be-lived-an-interview-with-sara-ahmed/>

### **Week Two: Identities, Binaries, Intersections**

Tuesday, 2/1

- **PDF:** “Identities” (pp. 60-76)
- **TB:** Chapter 3: “Identity Terms” (pp. 26-30)

Friday, 2/4

- **PDF:** Combahee River Collective, “A Black Feminist Statement” (11 pages)

### **Week Three: Sex/Gender/Sexuality**

Tuesday, 2/8

- **TB:** Chapters 9-12: “The Sex/Gender/Sexuality System”; “Gender and Sex: Transgender and Intersex”; “Sexualities”; “Masculinities” (pp. 49-56)

Friday, 2/11

- **PDF:** Emily Martin, “The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles” (pp. 485-501)

## Week Four: Race, Colonialism, and White Feminism

Tuesday, 2/15

- **PDF:** Margo DeMello, "Racialized and Colonized Bodies" (pp. 83-93)

Friday, 2/18

- **PDF:** Dreama G. Moon and Michelle A. Holling, "'White supremacy in heels': (white) feminism, white supremacy, and discursive violence" (pp. 253-260)

## Week Five: Sexualities – Power and Pleasure

Tuesday, 2/22

- **PDF:** Chrys Ingraham, "Heterosexuality: It's Just Not Natural!" (pp. 73-82)

Friday, 2/25

- **PDF:** Juno Roche, "Pleasureless Principle: Who Gets to Decide What Your Anatomy Is Capable Of?" (pp. 26-29)
- **PDF:** Audre Lorde, "Uses of the Erotic: The Erotic as Power" (pp. 87-91)

## II. Feminist Platforms

*In this section of the course, we address specific topical areas and issues that have been the subject of feminist thought and action*

Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity.

## Week Six: Media and Visual Culture

Tuesday, 3/1

- **TB:** Chapter 19: "Media" (pp. 78-81)
- **PDF:** Karin A. Martin and Emily Kazyak, "Hetero-Romantic Love and Heterosexiness in Children's G-Rated Films" (pp. 315-336)

Friday, 3/4

- **PDF:** José Johnson and Judith Taylor, "Feminist Consumerism and Fat Activists: A Comparative Study of Grassroots Activism and the Dove Real Beauty Campaign" (pp. 941-966)

## Week Seven: Family and Work

Tuesday, 3/8

- **TB:** Chapter 17-18 and 24-28: "Institutions, Cultures, and Structures" and "The Family"; "Gender and Work in the Global Economy"; "Gender and Work in the US"; "Gender and the US Welfare State"; "Transnational Production and Globalization";

"Racialized, Gendered, and Sexualized Labor in the Global Economy" (pp. 68-77 and 98-110)

Friday, 3/11

- **PDF:** Cynthia Dewi Oka, "Mothering as Revolutionary Praxis" (pp. 51-57)

### **Week Eight: Spring Break**

### **Week Nine: Reproductive Justice**

Tuesday, 3/22

- **TB:** Chapter 20: "Medicine, Health, and Reproductive Justice" (pp. 82-86)

Friday, 3/25

- **PDF:** Loretta Ross et al., "Introduction" to *Radical Reproductive Justice: Foundation, Theory, Practice, Critique* (pp. 11-31)

### **Week Ten: Gendered Violence**

Tuesday, 3/29

- **TB:** Chapter 22, "Intersecting Institutions Case Study: The Struggle to End Gendered Violence and Violence Against Women" (pp. 91-93)

Friday, 4/1

- **PDF:** Aurora Levins Morales, "Torturers" and "Histerimonia: Declarations of a Trafficked Girl, or Why I Couldn't Write This Essay" (pp. 192-206)

### **Week Eleven: U.S. Imperialism and Militarism**

Tuesday, 4/5

- **PDF:** Carol A. Stabile and Deepa Kumar, "Unveiling Imperialism: Media, Gender, and the War on Afghanistan" (pp. 765-782)

Friday, 4/8

- **Discussion:**  
*Not Done: Women Remaking America* (MAKERS, 2020, 55:54 min.)  
*Defiant Lives: The Rise of the Disability Rights Movement* (Women Make Movies, 2017, 85 min.)

### **III. Feminist Actions**

*In this section of the course, we examine a number of specific sites and movements where feminists have worked to create individual and collective change.*

Apply the principles of rights, access, equity, and autonomous participation to past, current, or

future social justice action.

### Week Twelve: Feminist Social Movement Activism

Tuesday, 4/12

- **TB:** Chapters 30-33: “Introduction: Feminist Movements,” “19th Century Feminist Movements,” “Early to Late 20th Century Feminist Movements,” “Third Wave and Queer Feminist Movements” (pp. 113-133)

Friday, 4/15

- **PDF:** Bernice Johnson Reagon, “Coalition Politics: Turning the Century” (pp. 356-368)

### Week Thirteen: Queer Revolutionaries

Tuesday, 4/19

- **Online:** Explore The ACT UP Oral History Project <https://actuporalhistory.org>
- **Film Screening:** *United in Anger: A History of ACT UP* (Jim Hubbard, 2012, 93 min.)

Friday, 4/22

- **PDF:** Cathy Cohen, “The Radical Potential of Queer? Twenty Years Later” (pp. 140-144)

### Week Fourteen: Abolition Feminism

Tuesday, 4/26

- **Online:** Victoria Law, “Against Carceral Feminism,” *Jacobin*, 2014. <https://jacobinmag.com/2014/10/against-carceral-feminism/>

Friday, 4/29

- **PDF:** Mariame Kaba, “So You’re Thinking About Becoming an Abolitionist” (pp. 2-4)

### Week Fifteen: Radical Love and Mutual Aid

Tuesday, 5/3

- **PDF:** bell hooks, “Love as a Practice of Freedom” (pp. 243-250)

Friday, 5/6

- **Online:** Dean Spade, “Mutual Aid is Essential to Our Survival Regardless of Who Is in the White House,” *Truthout*, 2020. <https://truthout.org/articles/mutual-aid-is-essential-to-our-survival-regardless-of-who-is-in-the-white-house/>

Tuesday, 5/17 10:15-12:15 Scheduled Final Exam time