

WSS 100X (8750): WOMEN CREATING CHANGE

Fall 2013

11:45-1:05 pm

Tuesdays– Earth Science 241; Thursdays – Discussion Sections meet in the following classrooms:

- SECTION A (8751): Earth Science 241
- SECTION B (8752): Education 126
- SECTION C (8753): Education 22
- SECTION D (9821): Humanities 134

Instructor: Dr. Janell Hobson

Office: Social Science 355

Office Hours: Tuesdays & Thursdays, 2:30-4:00 pm, & by appointment

Email: jhobson@albany.edu

COURSE DESCRIPTION

This course serves as an introduction and gateway to the academic field of Women's, Gender, and Sexuality Studies. During the semester, we will explore a diverse range of women and their impact on social, cultural, and political change. We will consider how women have challenged the gender roles they were expected to follow and also how they redefined these roles, especially when they were shaped by other social factors relating to their race, class, sexuality, and nationality. A major project this semester will be for us to determine what makes a successful "change agent" as women have advanced society, culture, and politics.

LEARNING GOALS AND OBJECTIVES

During the course of the semester, students will learn to:

1. Place women and gender analysis at the center of their academic learning.
2. Increase their knowledge in cultural competency and sensitivity toward gender, racial, sexual, and cultural differences.
3. Creatively engage research, teaching, and learning.

GENERAL EDUCATION REQUIREMENTS

This course fulfills two General Education Requirements:

A. Information Literacy – includes finding, evaluating, citing, and using information in print and electronic sources from University Libraries, the World Wide Web, and other sources.

B. Challenges for the 21st Century –meets learning objectives, through interdisciplinary approaches, in which students demonstrate knowledge and understanding of the historical roots, contemporary manifestations, and potential future courses of challenges related to cultural diversity, pluralism, and social interactions, as well as how these challenges simultaneously affect individuals and societies.

CLASSROOM & READING REQUIREMENTS

i-Clicker: This class will use **i-Clickers**, which is available for purchase at the University Bookstore and

Mary Jane Books and can be registered at <http://iclicker.com>. Clickers will be used for regular class participation, engagement with reading assignments, quizzes, and poll-taking.

Ms. in the Classroom (subscribe online). Available: <http://www.msomagazine.com/msintheclassroom/>

Additional readings will be made available on *Blackboard 9.1*.

COURSE REQUIREMENTS

Class Participation: You are expected to regularly attend classes, to bring your Clickers to lecture sessions, to bring reading materials to class the day that we discuss them, and to regularly attend and contribute to discussions and in-class exercises, both on Blackboard and during your Thursday discussion sections, where attendance will be taken. The following items contribute to your Class Participation Grade:

iClicker Polling and Quizzes: In addition to occasional poll questions and surveys, you will be given quizzes, via i-Clicker, based on reading assignments. Because these are unannounced, you must always anticipate a “pop” quiz, so be prepared by doing reading assignments ahead of class time and by showing up to class on time.

Blackboard: In preparation for Thursday discussion sections, you will be given a “prompt” assignment prior to these discussion sessions, and you will be expected to post these “prompts” (from discussion questions to brief exercises to video/reading assignments) in your Blackboard Discussion Section course no later than **Wednesday, 8:00 PM, EST**.

Thursday Discussions: You are expected to regularly attend and participate in your Thursday discussion sessions (which count for half of your Class Participation Grade).

You are allowed to miss **three Clicker assignments**, but once you miss more than these or fail to regularly bring your Clicker to class, you will receive a 1-point deduction for each additional Clicker assignment that you miss.

Resume Project: During the course of the semester, you will be given an opportunity to explore and research the life of an individual woman who you believe represents a radical change agent. Depending on your discussion section, you will be limited by the time period during which your chosen individual lived, and within your section, you will need to sign up for and select your individual based on *where* she lived – 1) Afro-America, Africa, and the Black Diaspora World; 2) Arab-America, Middle East and the Arab World; 3) Asian-America, Asia, and the Pacific World; 4) Euro-America, Europe, and the Western World; and 5) Native America, Latina/Chicana, and the Latin World.

Phase I: The Letter of Nomination (with Annotated Bibliography). You will need to submit a 1 or 2 page *letter of nomination* (typed and double-spaced) nominating a woman who qualifies as one of the “Most Radical Change Agents of All Time.” To prepare your letter, do some research about your nominee, resulting in an *annotated bibliography* (typed and double-spaced) that features a brief 2-3-sentence summary of each source in your bibliography: Include at least one primary source (any artifact produced by your nominee – letter, speech, published/dictated work, artwork, musical composition, etc.) and at least two secondary sources (biography – book and/or

documentary film, book chapter, journal article, website mounted by an educational or governmental organization: *.edu; .gov; or .org* in some instances). Explain what you know about your nominee, based on your research, and make a persuasive argument as to why she qualifies as “the most radical change agent of all time.” The annotated bibliography must be turned in during your discussion section, **Thursday, September 26, 2013**, while you will use the session to draft your letter of nomination, which is due the following week on **Thursday, October 3, 2013**.

Phase II: The Online Resume. Mount a website – through *blogger.com* or *wordpress.com* – on which you will feature an *online resume* for your nominee, including a photo/portrait. Your resume should feature highlights of your nominee’s life activities, organized around the usual categories in a resume – *Education, Occupation, Accomplishments, Recognitions, Publications* – and hyperlinks featuring the nominee’s biographical data and original works. If your nominee never had a formal education, under “Education,” simply write “self-taught” or “home-schooled.” If your nominee never held a formal profession or only served as a housewife or a slave, describe under “Occupation” the following examples: “Developed skills in household labor, childcare, and farm work while enslaved to... /while married to .../ while indentured to ...” etc. You will be expected to create a biographical page to accompany the online resume – featuring a 500-word essay that you have written, describing your nominee’s role as a Change Agent. Another hyperlink should take us to the nominee’s own words or creative work. If your nominee has delivered a renowned speech, dictated or written an influential essay, poem, or work of fiction/non-fiction, then create a hyperlink, “In Her Own Voice,” to this work. If your nominee has composed important and influential art or music or crafts, or established an important foundation or community, then create a hyperlink, “By Her Own Hand,” to this work. Be sure to also feature your annotated bibliography and any online resources as a hyperlink. The completed online resume must be submitted as a hyperlink via Blackboard no later than **Thursday, October 24, 2013, 9:00 AM EST**.

Phase III: The Interview. Your discussion section facilitator(s) will evaluate and select the top 5 online resumes (one from each world region) to be considered for an *Interview Session*. From there, I will select the two best resumes nominated from each discussion section. If you make the cut, you will be expected to perform as your nominee, as if she were showing up for a formal interview. If you prefer, you may also perform as your nominee’s “proxy,” standing in for her during the interview. You may use language and dress that best reflects your nominee’s time period and culture (avoid reducing your nominee to offensive stereotypes). In preparation for these sessions, come to class – having reviewed the Online Resumes of the interviewees, made available on Blackboard – with interview questions (please share with your discussion facilitator, who will be asking these questions in class). The Interview Sessions will take place in class on **Tuesday, November 12**, after which the class will vote via i-Clicker for the interviewee whom they believe represents the “Most Radical Change Agent” from each discussion section. If you receive a Top 5 consideration, you stand to earn 2 bonus points for this assignment. If you are selected to participate in the Interview Session, you stand to earn 3 bonus points for this assignment. If you are voted the “Most Radical Change Agent” from your discussion section, you stand to earn 5 bonus points for this assignment.

Obviously, certain women have more renown than others, and some women have received more opportunities than others to effect change. What is important in this Resume Project is how well and how convincingly you are able to present your nominee in terms of her life goals, accomplishments, and legacy. Doing exceptional research and presentation will determine how well you can complete and succeed with this project.

RESUME PROJECT	BONUS POINTS FOR ASSIGNMENT
Nomination for Interview Session	2 points
Participation in Interview Session	3 points
Most Radical Change Agent	5 points

Council for Change Project: After the Interview Session, the “Most Radical Change Agent” will be charged with the task of facilitating her/hir/his discussion section, on **Thursday, November 14**, and setting the tone for the section’s upcoming “Council for Change,” scheduled the last full week of classes. The Council for Change will comprise different activities designed to raise awareness around an issue based in historical oppression but still resonant today. Based on the “Radical Change Agent” voted to take the lead, what issue is that change agent most concerned about, and what present-day challenge would she want to tackle head on? There are four elements to the Council for Change Presentation and Project, for which discussion section members should sign up and create:

- Exhibit/Decoration: featuring beforehand a visual display of the issue (posters, mural, art installation, performance art, tableau, etc.) to set the tone for the following:
- Performance: featuring a 5-10 minute performance (skit, spoken-word, video, music, or dance, etc.) that highlights the issue at hand.
- Testimonial: featuring a 15-20 minute tribunal/commission on which speakers draw on data, personal and/or communal testimonies, and local activist groups, based in the “then” vs. “now” of how the issue transpired over time.
- Documentation: documentation of this presentation of the Council for Change should include photography, video and/or audio recording, and uploading these materials via social media.

The “Radical Change Agent” will serve as host/moderator/facilitator during this presentation. Each discussion section will have a 30-minute running time to present their Council for Change Project, and the class will evaluate each presentation via i-Clicker. Sections A & B will present on **Tuesday, December 3**, while Sections C & D will present on Thursday, **December 5**. Social Media documentation is due last day of class, **Tuesday, December 10**, via Blackboard posting, no later than **9:00 AM EST**.

Potential Reward: This project’s evaluation will be based on your creativity, criticality, and collaboration with others. However, I will consider the possibility of allowing this Council for Change Project to count in lieu of a Final Exam. There are two possible ways that this will occur:

A.) If one discussion section produces truly outstanding and exemplary work in comparison to the others, then that section will be rewarded with the FULL POINTS OF THE FINAL EXAM. *In other words, those students will be exempt from taking the final exam!*

B.) If all sections do an exemplary and stellar job for this Council for Change Project, then this will result in a **Final Exam Exemption** for the *entire class* (at which point, the 20 points for the Final Exam that contribute to your final grade will be distributed across the remaining assignments that you're graded for: 5+ points added to each: *Class Participation; Resume Project, Midterm Exam; and Council for Change Project*).

Keep in mind, however, that a final exam exemption and bonus points are not givens. This is only in the event that exceptional and stellar work is demonstrated for the Council for Change Project.

Midterm Exam: A midterm exam, which will include short-answer questions, true/false questions, and a short essay, is scheduled for **Thursday, October 17.**

Final Exam: The final exam will cover materials studied during the course of the semester and will include short-answer questions, true/false questions, and a short essay. Be prepared to be examined on the Online Resumes your classmates produced! The final is scheduled for **Tuesday, December 17, 10:30am-12:30pm.**

HOW GRADES ARE DETERMINED

<i>Assignments</i>	<i>Points</i>	<i>Due Dates</i>
Class Participation	20	each session/Blackboard
Resume Project	20	Annotated Bibliography – September 26 Letter of Nomination – October 3 Online Resume – October 24 Interview Session/Questions – November 12
Midterm Exam	20	October 17
Council for Change Project	20	Presentations – December 3 & 5 Social Media Documentation - December 10
Final Exam	20	December 17 – 10:30-12:30

GRADING SCALE

A = 100-93 points | A- = 92-90 points | B+ = 89-87 points | B = 86-83 points | B- = 82-80 points
C+ = 79-77 points | C = 76-73 points | C- = 72-70 points | D = 69-65 points | E = Below 65 points

EXPECTATIONS

Due to the contents of this course, sensitivity and respect for all are a must. Please turn off mobile and smart phones (or keep on vibrator alert in cases of “emergency” calls) before class begins. Texting and Internet surfing on personal laptops are considered disrespectful use of class time and will result in reduced points from your class participation grade if they become regular occurrences.

Late assignments will result in a 5-point reduction for each day late. After two days late, you will receive a “0” for that assignment. Plagiarism and cheating are university offenses and will result in failing grades.

TO AVOID PLAGIARISM:

Understand what it means: plagiarism results when someone uses the ideas or writings of another and presents these ideas or writings as her or his own. When citing sources, it is best to present ideas using your own original words. When quoting directly from sources, it is best to use direct quotes only if the phrasing is apt and powerfully stated; be sure to include proper citation. If the quote is not revelatory or eloquent but simply provides some useful information, then it is best to explain the information completely in your own words while providing proper citation.

TO AVOID COPYRIGHT INFRINGEMENT:

You will need to familiarize yourself with copyright policies on “fair use” of others’ creative works. Copyright “fair use” allows you to reproduce copyrighted work if your use of such work is “transformative” of the original or contains a small portion of it. Visit: <http://fairuse.stanford.edu/>.

COURSE SCHEDULE

INTRODUCTION

- Aug. 27 Lecture: Course overview.
- Aug. 29 Discussion: *Introductions*.
Ms: “A Guide to Consciousness-Raising” (Best of 30 Years).

UNIT ONE: TOWARD SOCIAL CHANGE

- Sept. 3 Lecture: *Creating Change, Building a Vision*.
BLACKBOARD: Almeida, “Radical Social Change: Searching for a New Foundation.”
- Sept. 5 holiday – no class.
- Sept. 10 Lecture: *Histories of Women’s Resistance*.
BLACKBOARD: Allen, “Who is Your Mother? The Red Roots of White Feminism”; Seneca Falls Women’s Convention, “Declaration of Sentiments and Resolutions”; Truth, “Ar’n’t I a Woman?”
- Sept. 12 Discussion: *Women Finding Their Voice*.
BLACKBOARD: United Nations Speech by Malala Yousafzai.

UNIT TWO: SEXUAL POLITICS

- Sept. 17 Lecture: *A Women’s Reproductive Health History*
Ms: “Never Again” (Best of 30 Years); “Body Politic: The Growth of the Women’s Health Movement” (Best of 30 Years); “Unholy Alliance”: Bangladesh (Spring 2013) & South Africa (Summer 2013).
- Sept. 19 Discussion: *From Reproductive Rights to Reproductive Justice*.
BLACKBOARD: Price, “What is Reproductive Justice?”

- Sept. 24 Lecture: *A Different Woman Creating Change*.
BLACKBOARD: Gan, “‘Still at the Back of the Bus’: Sylvia Rivera’s Struggle.”
- Sept. 26 Discussion: *Nominating a Radical Change Agent*.
Due: Annotated Bibliography.
- Oct. 1 Lecture: *Liberating Desire*.
BLACKBOARD: Rich, “Compulsory Heterosexuality and Lesbian Existence.”
Ms: “Marriage is Marriage” (Summer 2013).
- Oct. 3 Discussion: *Defining the Erotic vs. the Pornographic*.
BLACKBOARD: Lorde, “Uses of the Erotic: The Erotic as Power.”
Due: Letter of Nomination.
- Oct. 8 Lecture: *The Culture of Rape*.
BLACKBOARD: “Rape Culture 101”; “I Will Become a Straight Girl.”
- Oct. 10 Discussion: *Rape Laws, Rape Culture*.
Ms: “Rape is Rape” (Spring 2011).

UNIT THREE: WOMEN’S RESISTANCE AND LEADERSHIP

- Oct. 15 Lecture: *Taking the Lead*.
Ms: “Baghdad Underground” (Summer 2009); “Afghan Women Rising” (Fall 2010);
“The Women of the Arab Spring” (Spring 2011); “The Feminist Factor” (Winter 2013).
- Oct. 17 Midterm Exam (Meet in Earth Science 241).
- Oct. 22 Lecture: Video Screening of *Chisholm ’72: Unbought and Unbossed*.
- Oct. 24 Discussion: *Challenges to Women’s Public Leadership*.
Due: Online Resume.

UNIT FOUR: WOMEN IN GLOBAL & ENVIRONMENTAL PERSPECTIVE

- Oct. 29 Lecture: *History Repeats Itself*.
BLACKBOARD: The Triangle Factory Fire.
Ms: “From the Ashes of Rana Plaza” (Summer 2013).
- Oct. 31 Discussion: *Women on the Global Line*.
Ms: “Life on the Global Assembly Line” (Best of 30 Years).
- Nov. 5 Lecture: *Toward Environmental Justice*.
Ms: “It’s Not Nice to Mess with Mother Nature” (Best of 30 Years); “The Feminist Food Revolution” (Summer 2010); “Mujeres de Maiz” (Spring 2011). “Fracking is a Feminist Issue” (Spring 2013).

Nov. 7 Discussion (Meet in Earth Science 241): Video Screening of *Taking Root: The Vision of Wangari Maathai*.

UNIT FIVE: CREATING VISIONS OF A JUST WORLD

Nov. 12 Interview Sessions.
Due: Interview Questions.

Nov. 14 Discussion: *Council for Change*.

Nov. 19 Lecture: *Where are the Great Women Artists?*
Ms: “In Search Of Our Mothers’ Gardens” (Best of 30 Years); “When Feminist Art Went Public” (Summer 2011).

Nov. 21 Discussion: Workshop on Council for Change.

Nov. 26 Lecture (meet in Earth Science 241): Workshop on Council for Change continued.

Nov. 28 holiday – no class.

CONCLUSION (Meet in Earth Science 241 for the remainder of the semester)

Dec. 3 Council for Change Presentations: Sections A & B.

Dec. 5 Council for Change Presentations continued: Sections C & D.

Dec. 10 Course Review and Final Exam preparation; Council for Change Project Announcement.

Dec. 17 Final Exam: 10:30am-12:30pm.