Transnational Feminism and Activism
ASTD 299-02
Fall 2013

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Class Time: 3:00-4:15  Class Room: STEIN 212
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Description
Highlighting the legacies of transnational feminism, this class explores two major areas in Women’s, Gender, & Sexuality Studies. The course begins with women’s international activism dating back to the 19th Century, including the anti-slavery and Suffrage movements, and makes a link between past and current transnational feminist activism. The second part of the course provides students with feminist concepts, arguments, and frameworks. The activist aspect of this course also offers students an opportunity to participate in service learning and/or a social action based research project from both a local and global context.

Format
This course is based on lectures, student led presentations, and discussions. Lectures will take one-third of the class time. Every week, one of the students will outline the major arguments of the assigned readings for that week. This student will also be responsible for formulating discussion questions and analyzing the materials.

Objective
This class assists students to develop critical thinking by inquiring about three historical topics: (1) Why should transnational feminist social actions be regarded as an important critique of a male dominated world?; (2) Why has the idea of “creating a women centered movement” been a matter of debate, disagreement, and disunity among transnational feminists and women activists?; and (3) How can we carry out the feminist legacy while being aware of the differences in feminist movements? In addition, this class provides students with the opportunity to work with community-based organizations and/or a social action based research project which helps them apply feminist theory to real life.

Requirements
Students should also follow the class schedule concerning readings and writing assignments. For students who are interested in service learning, they must work two hours per week at the site and keep a field journal to record his/her experiences each week. For students who are interested in doing social action based research, they should work on their research proposal and keep a journal about their research process weekly. The journals provide a basis for class discussion and analysis in class. Your journal should also reflect your readings. You can find a detailed discussion about your journal on page 5-6 of the syllabus.

Grading
Students will be expected to have prepared a short response to weekly readings and assignments which will be due on the dates noted on the syllabus. In addition, two quizzes and a final paper will be required which will also be presented to the class during the final week. Grades will be calculated as follows: responses and assignments: 30%; two quizzes: 40%; final paper and presentation: 30%.
**Extra credit policy**
Encouraging students to be active in various events on campus, this class offers extra credit. To receive extra credit, students must attend a public lecture on a topic relevant to our classroom learning and write a one-page long reflection paper about the lecture. Linking classroom learning to the lecture will be the best way to present what you have learned. It should be typed and double spaced.

**Texts**
Anne Enke: Finding the Movement: Sexuality, Contested Space, and Feminist Activism
Mary Hawkesworth: Globalization and Feminist Activism
bell hooks: Feminism is for Everyone
Melissa Wright: Disposable Women and Other Myths of Global Capitalism

**E-Readers**
June Hannam: “Women’s Suffrage, 1860-1920s” in Feminism
Astrid Henry: “Daughterhood is Powerful” in Not My Mother’s Sister
Devaki Jain: “Development as if Women Mattered” & “Lessons from the UN’s Sixth Decade” in Women, Development and the UN
Jane Jaquette & Kathleen Staudt: “Women, Gender, & Development” in Women and Gender Equity in Development Theory and Practice
Judith Lorber: “Night to His Day”: The Social Construction of Gender
Soyang Park: “Silence, Subaltern Speech and the Intellectual in South Korea: The Politics of Emergent Speech in the Case of Former Sexual Slaves”
Kathryn Sklar: “Introduction: Our Rights as Moral Beings” in Women’s Rights Emerges within the Antislavery Movement 1830-1870

**Assignments**
1. Interview/research a feminist who inspires you. Discuss the meaning of feminism and how this person participates in feminist movement/activities
2. Response papers
3. Interview someone from your internship site to discuss her perceptions of her work and how her work can make a difference in people’s lives. You should also include your interpretation of feminism in her work.
   For social action based research, students should finish their proposal which will include details such as identifying a specific problem, location, purpose, methods, and outcomes.
4. Group project: debates about feminism from the South and North
5. Students are expected to write a final paper, 6 to 8 pages long, in which you will discuss your field experiences. Social action research papers should be based on your analysis of findings, actions, and suggestions. Your paper should be in an essay style. Your paper will be shared through a presentation to the class. In order to remember your internship experience or research process, keep your daily/weekly journal.

**Schedule**
**Week 1: An Introduction**
8/27 Class overview and service learning at Holy Cross: Michelle Sterk Barrett & Lauren Buckley Debates see link at [http://www.youtube.com/watch?v=ZmpiukslnL4](http://www.youtube.com/watch?v=ZmpiukslnL4)

**Week 2: What is Feminism?**
9/2 Lecture and discussion
Week 3: Anti-slavery, Suffrage and US feminism
9/9  Lecture and discussion
Readings: e-readers: Sklar; Hannam
9/11  Lecture and discussion
Readings: Enke: introduction and Part One
*Assignment 1 due: Interview/research on a feminist who inspires you

Finalize your work site and/or your research topic

Recommended Films: “Iron Jawed Angels” and “The Maids”

Week 4: A Theory of Oppression and US Feminism
9/16: Lecture and discussion
9/18: Discussion and Film “Step by Step”
Readings: Enke: Part Two

Start internship and keep your daily journal; if you choose to do a research project, start to document the research process


Historical event see link at http://www.huffingtonpost.com/2013/04/09/women-and-equal-pay-wage-gap_n_3038806.html

Week 5: Sexuality and Third Wave US Feminism
9/23  Lecture and discussion
Readings: E-readers by Henry
9/25  Lecture and discussion
Readings: Enke: Part three
*Assignment 2 due: Responses on Sklar & Hannam

Recommended Films: “Miss Representation,” “Naomi Wolf: the beauty myth,” & “Generation M”

Week 6: What is Transnational Feminism?
9/30  Lecture and discussion
Readings: Hawkesworth: chapter 1
10/2  Lecture and discussion
Readings: Hawkesworth: chapter 2
*Assignment 3 due: Learn about your work site (journal); finalize your research proposal

Form groups for debates

Week 7: Mid-term & Guest Lecture
10/7 Quiz
10/9 Location and Time: 4:30 at Stein 102 Guest Lecture: Professor Di Bai
Readings: E-reader by Bai

**Week 8: Fall Break, no class**

**Week 9: Modernity and Third World Women**
10/21 Lecture and discussion
Readings: E-readers by Jaquette & Staudt
10/23 Discussion and documentary Film “Global Factory”
Readings: E-readers by Wright, chapters 1 & 2
*Assignment 4 due-response on Enke*

Group meeting: Debates about feminism between the North & South

**Recommended Films:** “Wal-Mart: the high cost of low price,” & “Bringing it all back home”

**Week 10: UN and Transnational Feminism**
10/28 Lecture and discussion
Readings: E-reader by Jain
10/30 Discussion and film: Beyond Beijing
Readings: Hawkesworth: chapter 3

**Recommended Film:** “Goldwidows”

**Week 11: Neo-Liberalism and Issues between the South and North**
11/4 Lecture and discussion
Readings: Hawkesworth: chapter 4
11/6 Lecture and discussion
Readings: Wright: chapter 3

Group meeting

**Week 12: Neo-Liberalism and Issues from the South**
11/11 Lecture and discussion
Readings: Hawkesworth: Chapter 5
11/13 Lecture and discussion
Readings: Wright: Chapter 4
*Assignment 5 due: response on Hawkesworth*

Group Proposal due

Hand out evaluation form

**Week 13: Activism from the South**
11/18 Lecture and discussion
Readings: Wright: Chapters 5 to the end
11/20 Lecture and discussion
Readings: E-reader by Park
*Assignment 6 due: response on Wright

Group meeting

**Week 14: Film & Thanksgiving**
- 11/25 Discussion and Film “China Blue”
- 11/27 Happy Thanksgiving

**Week 15: Class Debates, Student Presentations and Wrap Up**
- 12/2 Feminism between the North & South
- 12/5 Presentations: Internships & Social Action Research

**Week Sixteen Study and Exam**
- 12/7 Study period begins
- 12/10 Final Quiz (time and location for final exam will be announced)
  - Final Reflection/Research Paper due

**Final Paper and Presentation**
A final analytic paper of 6 to 8 pages is required. (1) For students doing an internship: You should select the most compelling experience that was related to one particular social and gender issue during your internship as raw material for your final paper. It is better if you focus on one particular issue in order to provide an in-depth analysis. Use the reading materials to frame your discussions. (2) For students doing social action based research: You should first define one particular issue which needs to be addressed in the organization. Then identify the causes and how to deal with such an issue in order to make a change. Again, linking your discussion with readings should be important. Your suggestions for changing the problem should be discussed and evaluated by a leader of the organization prior to your presentation. You will present your final paper during one of the last several classes. Each student will be expected to give a five-minute presentation.

**Keeping Your Daily Journal**
As one of the requirements for the class, you are expected to keep a journal. The following explanations are provided to answer some of the questions you may have regarding this part of the course.

**What is a journal?**
A journal is a daily record of events or matters affecting you personally. Keeping a journal offers a method for you to keep track of what you do, what you learn, and what you think about the work you are doing for this class.

**Why do you need to keep a journal?**
This class emphasizes learning through participation in community service and/or social action based research. It is important for you to record your activities so that later you can evaluate and reflect upon your experiences. In addition, a journal provides you with a history of your project and helps you to see your experience, progress, and insights you have gained. You will find the journal very helpful for you to note your first impressions on entering the internship site and/or research process.

**What should you include in your journal?**
You should start to write in your journal as soon as you have entered the internship site and/or begin doing your research project. In order to capture the best and freshest memories, you should write in your journal right after your work/research. Your journal should include a brief factual account of what happened during each time you work/research. It should note the date and time of your internship work/research project, describe the setting, the people with whom you interacted, and events that occurred. It is also important to reflect on issues from your readings, class discussions, and media that relate to our course.

Feel free to raise any questions that arise during the course of your work/research in your journal. Questions are very useful in journal writing because they help you to develop themes and ideas. For example, was there anything that puzzled you in the internship setting and/or research project? Did you wonder why certain people behaved in a particular way? Why were certain procedures used? It is important to ask yourself what it would be like to be one of the other people in this situation. What would it be like to be a homeless mother, a resident in a shelter, a woman who had been battered? How would you feel? What would you do? How would you relate to others? What is it like to be a social worker?

Tips for your journal

- Details
To obtain details in your worksite, you should remember your dual identities. One role is that you are a worker/volunteer and the other one is that you are also an observer and “researcher”. Being a volunteer, you have to perform whatever assignments you have. Being a researcher and observer, you have to utilize your observation, listening, communication, and other skills in order to collect “raw data”. That means you should pay attention to the physical environment of the office, staff members who work there, and people (customers) who use the service. Listening to conversations that take place in the worksite will be important. Their conversations could provide you with issues staff and customers are concerned about; or their opinions about certain issues. Recording your details about conversations is important since it links to research skills. Conversation material is part of your “raw data”. Developing your research skills by acquiring and analyzing your data can help you to understand a particular topic in your workplace.

- Doing and Learning
Doing and learning are two different things. Doing refers to what you have performed. Learning is about what you have gained from performing a particular work task/observation/listening, communication/interaction. Learning is a process of realization of a higher level of understanding of your work performance. Your work experience needs to be framed within a particular perspective, content, and or related to a societal issue. Then you can say what you have learned by working in a site.