



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School: New College of Interdisciplinary Arts and Sciences Department: School of Humanities, Arts & Cultural Studies
Prefix: WST Number: 276 Title: U.S. Women's Movements Units: 3
Is this a cross-listed course? Yes If yes, please identify course(s): AMS 276 U.S. Women's Movements

Is this a shared course? No If so, list all academic units offering this course: N/A

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials: N/A (Required)

Course description: Historical survey of sources influential in the development of the feminist movement in the United States.

Requested designation:

Mandatory Review: No

Cultural Diversity in the United States-C

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name: Eric Swank E-mail: Eric.Swank@asu.edu Phone: (602)543-1021

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Louis G. Mendoza Date: 9/8/16

Chair/Director (Signature): [Signature]

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	Syllabus, course description, and reading list
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	Syllabus, reading list, and table of contents

Course Prefix	Number	Title	General Studies Designation
WST	276	U.S. Women's Movements	C

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example- See 2b. Compares 2 U.S. cultures	Example- Compares Latino & African American Music	Example- See Syllabus Pg. 5
1) This course contributes to an understanding of cultural diversity in contemporary U.S. society.	This course emphasizes the transformation of gender relations through and by feminist social movements within the United States.	Syllabus, course description, reading list, learning outcomes, Feminist Resistance paper
2c) This course is primarily a study of the social, economic, political, and psychological dimensions of relations between and among women of different backgrounds, races, and ethnicities and the strategies they employed in the feminist movements within the U.S. from 1900 and to the present day.	This course addresses the political, social, and psychological aspects of how women from different races, classes, and sexual identities organize for gender equality.	Syllabus, course description, reading list, learning outcomes, Feminist Resistance paper, and table of contents

WST 276

Wave on Wave: Survey of U.S. Women's Movements

Professor Eric Swank
Spring 2016
Wednesday, 4:30-7:15 PM
CLCC 254

Email: Eric.Swank@asu.edu
Office: FAB N256
Office hours: Wednesday 1:30-2:45
& by appt.

COURSE DESCRIPTION:

This course focuses on individual and collective attempts to alter, resist, and transform sexist practices and conditions. Although the course considers international and global perspectives, it primarily focuses on the breadth of women's mobilizations in the U.S. since 1900. We will read both classic and newer analyses that begins with the Suffrage movement in the U.S. and continues to second wave feminism, the women's liberation movement of the 1970s, the pro-choice movement, anti-rape movement, fat acceptance movement, the women's peace movements, feminist anarchists, and ecofeminism. Through our reading and class discussions, we will address key tensions and debates about how to define a women's movement, how to identify the goals and tactics of the movement, how people become feminists, how movements create coalitions and sustain activist commitments, the role of art and music in feminist mobilizations, and media images of feminists.

The class is fundamentally a social movement course. Feminist movements are collective efforts by people to challenge the sexist practices of institutions, groups, and individual participants. The study of such movements explores the conditions under which feminists make such efforts, the motives feminists bring to their participation, the strategies used to achieve their goals, the strategies used by others to suppress their efforts, and the ways such efforts impact history. This seminar is designed to interrogate several core theoretical topics in social movement literature including framing, identity, ideology, coalitions, organizational structures, and cycles of protest. Each week's class will seek to highlight one of these concepts through lecture and supplementary readings.

This course is central to the women and gender studies curriculum as it is focused on the relationship between culture and politics and aggressively interrogates contested meanings of sex, gender, and politics.

The course is designed to expand your knowledge of relevant theories and historical trends regarding women's movements and to encourage an awareness of contemporary debates among interdisciplinary scholars. Through a combination of lectures and workshops, we will ask how women's movements grow and shrink and how efforts to resist and challenge sexist hierarchies can alter the social world. To engage in these questions and concepts, you are expected to participate actively in class discussions, provide questions that lead class discussion, do a qualitative study on feminist resistance, and complete two take home exams.

REQUIRED READINGS:

Cobble, Dorothy Sue, Linda Gordon, and Astrid Henry. 2014. *Feminism Unfinished: A Short, Surprising History of American Women's Movements*. WW Norton & Company.

Commented [TE1]: #1 Course Description: Transformation of gender relations through and by feminist social movements within the contemporary U.S.

Additional articles available through Blackboard (Required)

Additional Reading (Optional): There are many books that synthesize the theories and research on social movements. The most recent compilation of review essays can be found in:

Snow, David A., Sarah A. Soule, and Hanspeter Kriesi (Eds.). 2007. *The Blackwell Companion to Social Movements*. Oxford: Blackwell.

Certain journals specialize in studies on the women's movement and social movements in general. Good gender journals that often address the women's movement studies include: *Gender & Society*, *Sex Roles, Politics & Gender*, *Signs*, *Women's Studies International Forum*, and *Feminist Review*. There are also three major journals that publish work on social movements, political protest and conflict: *Research in Social Movements, Conflicts and Change, Mobilization*, and *Social Movement Studies*.

LEARNING OUTCOMES:

WST 276 will enable students to:

1. identify the sources of feminist movements and describe their contributions to gender relations today
2. understand why people participate in feminist movements
3. articulate ways in which social identities such as race, class, and sexuality impact the dynamics of feminist movements
4. describe the changing goals, tactics, and mobilizing structures of feminist movements across time
5. become a better researcher and be able to use the resources at ASU and elsewhere to produce original studies on different aspects of feminism and feminist social movements
6. enhance an ability to work collaboratively: take responsibility, listen actively, initiate and participate in discussion, and integrate the ideas of others into class conversations
7. take ownership of your education in an active and critically engaged way

ASSIGNMENTS/ACTIVITIES:

Assignments will explore your comprehension of class content and your ability to apply this content to feminist struggles in Arizona. Please note, below are only brief descriptions of the expectations for the assignments of the course as greater details will be provided in later class sessions.

1. Careful and Engaged Reading:

Our readings are of two sorts. 1) *Feminism Unfinished* is a textbook that provides broad descriptions of the three waves of the U.S. women's movements. 2) Blackboard readings offer original research on the goals, tactics, and mobilizing structures of the women's movement. These studies mostly come from peer-reviewed journals and will introduce key concepts and evidence on feminist challenges to sexism. The readings also serve as exemplars (and inspiration) for our own studies on feminist resistance.

Commented [TE2]: #1 Required Readings reflect the course's focus on understanding the cultural diversity and gender relations within feminist social movements in the contemporary U.S.

Commented [TE3]: #1 and #2c

Commented [TE4]: #1 and #2c

When paying close attention to each text, you should strive to read attentively by jotting down notes and queries in the margins, circling key words and passages, looking up unfamiliar terms, and underlining themes or issues you find intriguing. Moreover, be sure to record any passages or ideas that are pertinent to the theories and methods that will be in your research proposal for this semester.

2. Pop Quizzes

To explore your understanding of the material, you will be asked to take 12 unannounced quizzes throughout the semester. These short quizzes will ask for two or three sentence responses to questions about the readings for the day (you should read and try to understand the class reading before entering class). Quizzes will be conducted at the start of class and there are no make-up quizzes for those who arrive late or miss the class. Each quiz will be worth 5 points each and I will also throw out the two lowest scores in the final calculation of grades (50 points possible for all quizzes).

3. Take Home Exam and Final

These essay based exams will consist of four to five open ended questions. Exam questions will come from readings and topics discussed in class, and will have a focus on comparing and contrasting the arguments made in different readings. Exams will be open-book, open-note and run about six to eight pages long (exams will be submitted via blackboard and the first exam is due March 23 by 4:30 pm and the final is due April 29 by 4:30 pm)

4. Feminist Resistance Paper

The course is structured around feminist social movements. During our semester, we will discuss various components of these political struggles. This paper asks you to apply some concepts and claims of this class to ongoing feminist challenges. As individuals or groups of two, students will use one of the week's readings to create a qualitative study on feminist resistance among college students. You will have the opportunity to engage in each step of the research process, from question formulation and data collection to analysis and write-up. By using class readings as a starting point, you will look to class readings for a topic that interests you (for example, the way feminists from different generations prioritize and frame childcare issues) and then construct an interview guide (that is, questions you will ask to someone) that will probe key aspects of that idea from the class readings. Later this interview guide will lead your conversations with the college students you select. The final paper will combine your literature review with a thematic analysis of the responses of people to your interview questions. Along the way we will have detailed handouts and workshops on how to successfully accomplish each stage of the research process.

The methodological focus for this project will be on interviews and ethnographic data. The elements of the Research Project are as follows:

Interview Guide: In Week 10 of the semester, you will submit your interview guide (3 to 4 pages). Each interview should: 1) State the focus of your paper; 2) Elaborate the

Commented [TE5]: #1 and #2c

key theoretical and empirical claims of the class readings you are analyzing; 3) Provide a complete interview guide that contains the open-ended questions that will lead your future interviews; 4) Briefly identify how you will select your people to interview, and 5) cite the article(s) you are using in the study (due 3/16 before 4:30 pm on Blackboard).

Final Paper: In Week 15 of the semester, your completed paper will use your interviews to evaluate the applicability and accuracy of the class reading (15 to 25 pages). At the bare minimum this paper will 1) elaborate the key dimensions of your topic; 2) address why your topic is important to feminist struggles; 3) discuss the class reading and literature that informs your interview guide; 4) incorporate your interview guide into the text; 5) discuss how and why you selected your research participants; 6) provide a detailed narrative analysis of the common and less common themes that appear in the sample of your participants; and 7) explore how the themes in your sample is similar or different than the findings in the class reading that informed the interview guide (Due 4/20 before 4:30 on Blackboard).

5. **Attendance & Participation:** You are required to be present and to participate in class discussion on a regular basis. Because this course is designed as an interactive seminar, active participation is essential and required and will enhance your comprehension and experience in class. Plan to come to class prepared, arrive on time, listen carefully and participate frequently. More than one absence will negative impact your grade.

GRADING:

Assignment will be graded on a point system as follows:

- | | |
|--|------------|
| 1. 10 Quizzes at 5 points each | 50 points |
| 2. Mid-term Exam | 250 points |
| 3. Final Exam | 250 points |
| 4. Feminist Resistance Interview Guide | 150 points |
| 5. Feminist Resistance Final paper | 300 points |

Final grades will be calculated on this grading scale:

970-1000 points A+
930-969 points A
900-929 points A-
870-899 points B+
830-869 points B
800-829 points B-
700-799 points C
600-699 points D
599 or below E

COURSE POLICIES:

Blackboard Site: The course Blackboard includes information about the course (syllabus, exams, and assignments) along with additional resources for the readings and ideas covered in class.

Collaboration: Our classroom is a space for collaborative learning. Please be willing to ask and answer questions and to share your skills, knowledge, and ideas. Together we are responsible for creating a productive, engaged learning environment.

Because much of our course is based on a collaborative model, I encourage you to introduce yourself to people in class, learn names, exchange contact information with several people so that you can form study groups, find out what you missed if you were absent, and help to create a sense of community in class and on our campus.

Communication devices: Please turn-off cell phones and two-way communication devices before the start of each class. Texting and doing email, Facebook, internet browsing, or any other social media during class is not acceptable.

Communication: Face to face conversations is the ideal way to discuss class content. I hope to see all of you in my office hours this semester to discuss your projects. The second best way to reach me outside of class is via email at Eric.Swank@asu.edu. I generally check my email daily and will likely reply within 24 hours during the weekdays. Just remember that complicated theoretical and substantive questions, and rough drafts of papers, are not well suited to email exchanges and are better for in person office hour meetings. Additionally, I sometimes use email to contact class members with important course-related information. **Be sure to check your ASU email regularly throughout the semester.**

Timely Completion of Assignments: Advance notice of due dates for all assignments will allow you to avoid missing deadlines. Late work will not be accepted and any missed assignments will receive zero points.

Course/Instructor Evaluation: The course/instructor evaluation will be conducted online 7-10 days before the last day of classes at the end of the semester. Your responses are anonymous. I will not have any access to them until after grades have been submitted and, even then, they remain anonymous. About two weeks before the class finishes, watch for an e-mail with "Course/Instructor Evaluation" in the subject heading and please take a few moments to fill out the evaluation. Your feedback is very important to me. I greatly appreciate your cooperation.

Academic Integrity: The highest standards of academic integrity are expected of all students. Students should familiarize themselves with the Student Academic Integrity Policy as outlined at <http://provost.asu.edu/academicintegrity>. This policy details those behaviors considered to be violations of academic integrity (e.g., cheating, plagiarism) and provides guidelines as to the imposition of various sanctions, including a reduction in grade, suspension, and expulsion. I urge you to be diligent because a case of plagiarism will result in at least an "F" on the assignment concerned, if not failure in the course and disciplinary action by the university.

CAMPUS RESOURCES

West Campus Student Services: ASU offers many opportunities to help students be successful right here on the West campus. Visit the Student Success website to learn about university programs, services, events, and activities: [www. http://studentsuccess.asu.edu/frontpage](http://studentsuccess.asu.edu/frontpage). Familiarize yourself with all ASU has to offer and take advantage of what you need to be successful.

Learning Accommodations: If you need accommodations based on the impact of a disability, you are strongly encouraged to see me in my office or to contact the Disability Resource Center in UCB 130 at the beginning of the semester. I rely on the Disability Resource Center to assist me in verifying the need for accommodation and in determining appropriate strategies. Disclosure of a disability to the University is optional and confidential; however, seeking accommodations and additional support services to help you achieve academic success.

Library Services: ASU's West campus library's collection includes more than 400,000 volumes, supports the West campus curriculum and features an extensive media collection, group and individual study space, and a copy center. The three-story library is open seven days a week. Housed in the library's lower level are the Student Success Center and the Computing Commons. Students will also be expected to use inter-library loan throughout the semester.

Writing Center: All of your graded work this semester requires writing. Writing proficiency is considered a significant part of any grade assigned. In other words, pay attention to what you are saying and how you are saying it. Plan time to copy edit. Do what is necessary to ensure error-free, college-level writing. The Graduate Writing Center is located in Fletcher Library, Lower Level, Room 2. Visit the Graduate Writing Center website to set up an appointment: <http://tutoring/asu/edu/graduate>.

Reading Schedule (Please note this schedule is subject to change.)

Commented [TE6]: #1, 2c: Every weekly reading deals with changing gender roles—changes that are intentional or not.

WEEK 1	KEY CONCEPTS
1/13	<u>Reading:</u> Lofland, J. (1993). Theory-bashing and Answer-improving in the Study of Social Movements. <i>The American Sociologist</i> , 24(2), 37-58. (Blackboard)
WEEK 2	GENDER GRIEVANCES
1/20	<u>Reading:</u> England, P. (2010). The gender revolution uneven and stalled. <i>Gender & Society</i> , 24(2), 149-166. (Blackboard) Hall, E. J., & Rodriguez, M. S. (2003). The myth of postfeminism. <i>Gender & Society</i> , 17(6), 878-902 (Blackboard)
WEEK 3	EARLY WAVES OF FEMINISM
1/27	<u>Reading:</u> Staggenborg, S., & Taylor, V. (2005). Whatever happened to the women's movement? <i>Mobilization</i> , 10(1), 37-52. (Blackboard) <i>Feminism Unfinished</i> . Prologue, Chapter 1: More than Sex Equality (pages 1-68)
WEEK 4	LATER WAVES OF FEMINISM
2/3	<u>Reading:</u> <i>Feminism Unfinished</i> . Chapter 2: The Women's Liberation Movement. Chapter 3: From Mindset to a Movement (pages 69-219)

Kinsler, A. E. (2004). Negotiating spaces for/through third-wave feminism. *NWSA Journal*, 16(3), 124-153. (Blackboard)

WEEK 5 INDIVIDUAL RESISTANCE

- 2/10 Reading: Gagne, P., & Tewksbury, R. (1998). Conformity Pressures and Gender Resistance among Transgendered Individuals. *Social Problems*, 45, 81-101. (Blackboard)
- Hollander, J. A. (2002). Resisting vulnerability: The social reconstruction of gender in interaction. *Social Problems*, 49, 474-496. (Blackboard)
- Luna, Y. M. (2009). Single welfare mothers' resistance. *Journal of Poverty*, 13, 441-461. (Blackboard)

Commented [TE7]: #2c Week 5: Sexual identities, gender roles, femmes, race and class experiences of gender.

WEEK 6 FEMINIST CONSCIOUSNESS

- 2/17 Reading: Gurin, P. (1985). Women's gender consciousness. *Public Opinion Quarterly*, 49(2), 143-163. (Blackboard)
- Klatch, R. E. (2001). The formation of feminist consciousness among left-and right-wing activists of the 1960s. *Gender & Society*, 15(6), 791-815(Blackboard)

WEEK 7 INDIVIDUAL LEVELS OF FEMINIST ACTIVISM

- 2/24 Reading: Aronson, P. (2003). Feminists or "postfeminists"? Young women's attitudes toward feminism and gender relations. *Gender & Society*, 17(6), 903-922. (Blackboard)
- Brinkman, B. G., Garcia, K., & Rickard, K. M. (2011). "What I wanted to do was..." Discrepancies between college women's desired and reported responses to gender prejudice. *Sex Roles*, 65(5-6), 344-355. (Blackboard)
- Discuss the Feminist Resistance Paper in class**

Commented [TE8]: #2c Race and class predictors of attitudes toward feminists.

WEEK 8 RADICAL FLANKS AND POLITICAL OUTCOMES

- 3/2 Reading: McCammon, H. J., Bergner, E. M., & Arch, S. C. (2015). "Are You One of Those Women?" Within-Movement Conflict, Radical Flank Effects, and Social Movement Political Outcomes. *Mobilization: An International Quarterly*, 20(2), 157-178. (Blackboard)
- Workshop in class on developing your interview guide**

WEEK 9 SPRING BREAK

- 3/9 No Class / Read ahead, get going on your research, enjoy!

WEEK 10 FEMINIST ORGANIZATIONS: IDEOLOGY AND PRACTICE

- 3/16 Reading: Martin, P. Y. (1990). Rethinking feminist organizations. *Gender & Society*, 4(2), 182-206. (Blackboard)
- Arnold, G. (1995). "Dilemmas of Feminist Coalitions: Collective Identity and Strategic Effectiveness in the Battered Women's Movement." Pp. 276-305 in *Feminist Organizations*, edited by M. Ferree and P. Martin. Temple University Press. (Blackboard)
- Discuss Take Home Exam #1 in class**

Assignment: Interview Guide for Feminist Resistance due (submit on blackboard by 4:30)

WEEK 11 WOMEN'S MOVEMENT: FRAMING MOTHERHOOD

- 3/23 Reading: Reger, J. (2001). Motherhood and the construction of feminist identities: Variations in a women's movement organization. *Sociological Inquiry*, 71(1), 85-110. (Blackboard)

Gillespie, R. (2000). When no means no: Disbelief, disregard and deviance as discourses of voluntary childlessness. *Women's Studies International Forum*, 23, 2, 223-234 (Blackboard)

Assignment: Take Home Exam #1 due (submit on blackboard by 4:30)

WEEK 12 MOVEMENT FRAMING ABOUT WOMEN'S BODIES

3/30 **Reading:** McCaffrey, D., & Keys, J. (1999). Competitive framing processes in the abortion debate: polarization-vilification, frame saving, and frame debunking. *The Sociological Quarterly*, 41(1), 41-61. (Blackboard)

Kwan, S. (2009). Framing the Fat Body: Contested Meanings between Government, Activists, and Industry. *Sociological Inquiry*, 79(1), 25-50 (Blackboard)

Commented [TE9]: 2c Week 12: Race, gender, and body politics

Commented [TE10]: 2c Week 12: Race, gender and body politics

WEEK 13 FEMINIST MOVEMENTS: TACTICS, IDENTITIES, AND WOMEN'S BODIES

4/6 **Reading:** Fahs, B. (2015). The body in revolt: The impact and legacy of Second Wave corporeal embodiment. *Journal of Social Issues*, 71(2), 386-401 (Blackboard)

O'Keefe, T. (2014). My body is my manifesto, SlutWalk, FEMEN and feminist protest. *Feminist Review*, 107(1), 1-19. (Blackboard)

Commented [TE11]: 2c Week 13: Race, gender, and sexual politics

WEEK 14 INTERSECTIONAL TENSIONS IN IDENTITIES, COALITIONS, AND ORGANIZING

4/13 **Reading:** Chun, J. J., Lipsitz, G., & Shin, Y. (2013). Intersectionality as a social movement strategy: Asian immigrant women advocates. *Signs*, 38(4), 917-940. (Blackboard)

Scott, E. K. (2005). Beyond tokenism: The making of racially diverse feminist organizations. *Social Problems*, 52(2), 232-254. (Blackboard)

Last in class Workshop on Feminist Resistance Paper

Commented [TE12]: 2c Week 14: Feminism and race matters

WEEK 15 MUSIC AND THE WOMEN'S MOVEMENT

4/20 **Reading:** Reger, J. (2007). Where are the leaders? Music, culture, and contemporary feminism. *American Behavioral Scientist*, 50(10), 1350-1369. (Blackboard)

Ferriss, S., & Young, M. (2011). Chicks, Girls and Choice: Redefining Feminism. *Junctures: The Journal for Thematic Dialogue*, (6). (Blackboard)

Commented [TE13]: 2c Week 15: Race, gender, class, and feminist music

Assignment: Feminist Resistance Paper Due (submit on blackboard by 4:30)

Distribute Take Home Final

WEEK 16 MEDIA AND THE WOMEN'S MOVEMENT

4/27 **Reading:** Mendes, K. (2012). 'Feminism rules! Now, where's my swimsuit? Re-evaluating feminist discourse in print media 1968-2008. *Media, Culture & Society*, 34(5), 554-570. (Blackboard)

4/29 (Friday) **Take home final due on blackboard (submit on blackboard by 4:30 pm)**

ALSO BY DOROTHY SUE COBBLE

The Sex of Class: Women Transforming American Labor

The Other Women's Movement:

Workplace Justice and Social Rights in Modern America

Women and Unions: Forging a Partnership

Dishing It Out: Waitresses and Their Unions in the Twentieth Century

ALSO BY LINDA GORDON

Dear Sisters: Dispatches from the Women's Liberation Movement
(with Rosalyn Baxandall)

Dorothea Lange: A Life Beyond Limits

The Moral Property of Women:

The History of Birth Control Politics in America

The Great Arizona Orphan Abduction

Pitied but Not Entitled: Single Mothers and the Origins of Welfare

Heroes of Their Own Lives: The Politics and History of Family Violence

Cossack Rebellions: Social Turmoil in the Sixteenth-Century Ukraine

Woman's Body, Woman's Right:

A Social History of Birth Control in America

ALSO BY ASTRID HENRY

Not My Mother's Sister:

Generational Conflict and Third-Wave Feminism

FEMINISM UNFINISHED

A SHORT, SURPRISING HISTORY OF
AMERICAN WOMEN'S MOVEMENTS

Dorothy Sue Cobble,
Linda Gordon, and Astrid Henry



LIVERIGHT PUBLISHING CORPORATION

A Division of W. W. Norton & Company

New York • London

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THE WOMEN'S LIBERATION MOMENT

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FROM A MINDSET TO A MOVEMENT:
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 PREFACE.

Feminism Unfinished provides the first history of the American women's movement over the approximately one hundred years since the women's suffrage amendment passed in 1920. Equally important, it challenges many popular understandings of the women's movement. Much of what is in this book will come as a surprise to many readers. But it is time to set the record straight.

This book is divided into three chapters and moves chronologically across a near-century of American women's activism. Since the intention of *Feminism Unfinished* is to be concise, none of the three chapters is comprehensive. To keep this book brief and as useful as possible, in each chapter we have chosen to focus on a few illustrative individuals, projects, and episodes in order to demonstrate the richness of the ferment and to illuminate major themes. Were the individuals we discuss all placed in a room together, they might well disagree, possibly sharply, but that is part of why feminism has flourished. We frequently use the plural word "feminisms" to emphasize that there have always been a variety of approaches to advancing women's well-being. This is true whether we are discussing the women's movements within a particular era or comparing feminisms across time.