

# **Interdisciplinary Perspectives in Women's Studies (WST 3015)**

Spring 2021  
Online Synchronous  
Tuesdays Period 4 - 5 (10:40 AM - 12:35 PM)  
Thursdays Period 4 (10:40 AM - 11:30 AM)  
University of Florida

**Instructor:** Alexandria N. Wilson-McDonald

**Email:** w.alexandria@ufl.edu

**Office Hours via Zoom:** Mondays 1 pm - 1:50 pm, Thursdays 11:30 am - 12:30 pm, and by appointment. Links to my Zoom office hours can be found under "office hours" on the home page of the course Canvas site.

**Class Meetings via Zoom:** This is a 100% online course. Links to the class meetings can be found on the corresponding course modules on the course Canvas site.

**Teaching Assistant:** Terri L. Bailey

**Email:** terrilynne@ufl.edu

**Office Hours via Zoom:** Mondays and Wednesdays 11-12 pm. Links to my Zoom office hours can be found under "office hours" on the home page of the course Canvas site.

## Course Description

"The most striking difference between women's rights and men's rights is that the first is up for constant renegotiation and the second is not" - Zuzanna Ziomecka (NewsMavens editor in chief)

Is the study of women and gender still important in the twenty-first century? While much progress has been made with regard to women's rights in the past decade, we still have not reached gender equity and are currently witnessing a backlash against gender equality in many parts of the world. This backlash affects not only those who were assigned female at birth, but also members of the LGBTQ+ community, transgender women, and men, women, and non-binary individuals with other intersecting identities. Gender inequality affects everyone around the world.

In this introductory course to Women's, Gender, and Sexualities Studies students are introduced to the major concepts and theoretical debates within the field. We engage with feminist theory beyond the traditional "waves" approach and apply feminist theories to contemporary issues and debates. While this course primarily focuses on feminism within the American context, we also consider transnational activism and the development and application of feminist concepts around the globe.

In this course we draw on material and methodologies from a variety of disciplines. The readings that are assigned include rationalist/positivist, standpoint, and postmodern feminist epistemologies. We begin with the early modern period of liberal feminism and end with queer theory and transnational activism, covering Radical feminism, Marxist, and intersectional theories along the way. In addition to reading theoretical texts, we also grapple with contemporary women's issues including violence against women, reproductive freedom, intersecting oppressions, and women's representation in the media, among others. This course is required for the Women's Studies major and minor and fulfills the General Education requirement in diversity. (WST: Core; Gen Ed: H, SS, D and Gordon Rule 4000).

### Learning Objectives

- Students will learn to define and apply basic feminist concepts such as the social construction of gender, hegemonic masculinity, intersectionality, etc.
- Students will learn to compare and evaluate the claims of feminist thinkers from different periods of time and different social locations.
- Students will become familiar with the ways in which feminists have used scholarship and activism to address gender injustice in society.
- Students will develop and expand their critical thinking skills through writing assignments and the course project.
- Students will develop and improve their academic writing skills through weekly writing lectures and various writing assignments.

### Required Texts

*Reading Feminist Theory From Modernity to Postmodernity* (2016) by Susan Archer Mann and Ashly Suzanne Patterson, Duke University Press

*A History of U.S. Feminisms* (2016) by Roy Dicker, Seal Press

*Full Frontal Feminism: a young woman's guide to why feminism matters* (2007) by Jessica Valenti (chapters available in Canvas)

All other required readings will be available in Canvas.

### Attendance & Participation

In this class the material that students learn is cumulative; thus, completing the readings, watching the recorded lectures and assigned videos, attending the live class meetings, and engaging with the course material is a requirement of this course. You are responsible for reading all assigned materials carefully, ahead of time in preparation for class.

Attendance for this class will be taken at the end of every live class meeting. There will be several live Zoom meetings throughout the course of the semester. Check the course schedule for the dates of the live meetings. Each student is allowed **one** unexcused absence from these live meetings. Any further unexcused absences (this includes absences without a doctor's note, excuse from the university, or another acceptable excuse) will result in a deduction of 5 points for each absence from your attendance grade. Your attendance grade makes up 5% of your overall grade.

Due to the online format of this course, I understand that participation in class discussion will be difficult; nonetheless, participation accounts for 5% of your overall grade. You should think of this as an opportunity to practice discussing your ideas in a public forum and inputting yourself within relevant debates.

Requirements for class attendance are consistent with the attendance policy stated in the Undergraduate Catalog Regulations found here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

### Discussion Questions

Each module of this course opens up new ideas and allows students to think about feminist questions in a different way. Every student is required to submit a discussion question at the conclusion of each module. We will then begin the next module with a discussion based on the questions that students submitted. Your discussion question must be submitted via Canvas by 11:59 pm of the night in which they are due. See the course schedule for due dates. No late discussion question will be accepted, as we will have held the discussion and moved on to a new module after this time. These questions are worth 3% each, for a total of 15% of your overall grade. To receive full points, discussion questions should demonstrate that you have read the texts for the module, attended all in-person lectures, and watched all recorded lectures for the current module. Each discussion question must be at least 200 words and utilize **proper grammar and spelling and be written using a formal tone**. In your question you may ask me to elaborate on a point or text that you seek more information on (after having described your understanding of a particular point or text). You may relate the module's readings to current events. You may also want to elaborate on how this module's readings relate to a previous module's readings. Questions should be diverse; that is, you should not ask the same type of question each week. Overall, your discussion questions should demonstrate thoughtful engagement with the course material.

### Feminist Zine Project

Zines, non-commercial magazines, have long been a source of feminist resistance and theory building. Zines can serve to document personal experiences, engage critically with current debates, document feminist activism at a particular time, and/or educate the broader community about happenings within a particular feminist community. Zines

have served as a way of producing socially lived knowledge for feminists and theorizing outside the walls of academia. Throughout this course, you will produce a digital feminist zine. Your zine will focus on a topic of historical importance to feminist activists and scholars. A list of suggested topics includes female body image and media, violence against women / gender-based violence, women and work, women and the state, women and the home, sexuality, reproductive freedom and technologies, women and intersecting identities, masculinities, etc. These topics represent long-held concerns for feminists or reflect debates within feminism. These topics are necessarily broad to give you space to think, create, and critically engage with the material. During the first two weeks of the course you will be required to contact me either through email or Zoom for me to approve your topic. You will be unable to complete this assignment if you do not receive my approval on your topic in the **first two weeks** of the course.

In the past, feminist zines were made with paper, photographs, and markers and were distributed within a feminist community. Today, zines can be made online. For ideas on producing digital zines see <https://blog.issuu.com/zine-design-inspiration/>. During the first week of class we will go over the zine assignment and you will decide the theme of your zine. You will also give your zine an original name. You will then add to your zine with each module. Entries will address how the particular theories that we cover relate to your theme.

At the end of the course your zine must have a total of five entries, addressing the topics discussed in each module of the course. While there is no word-count requirement for this assignment, each entry should be two pages. This is a creative project, and content is entirely up to you. You may wish to include poems, photographs, collages, short stories, or essays. **All entries must be original.** If you choose to include entries that are entirely visual, please also include a short written description of how your entry relates to that week's topics. Moreover, as this project will be viewed by others in the course please refrain from using explicit sexual and/or violent imagery. The project is worth 20% of your overall grade.

At the end of the course each student will upload their zines to Canvas to display to the rest of the class. Every student will comment on **two** of their classmate's zines, this will be worth 5% of your overall grade. While I encourage your zine to be personal, creative, and critical, please keep in mind that the entire class will see your zine, so you should be comfortable with others seeing the content of your zine.

### Writing Assignments

Throughout this course you will complete three writing assignments. These three writing assignments combined are worth a total of 40% of your total grade. The first writing assignment is worth 10% and the second and third assignments are worth 15%. These writing assignments will make up the 4,000 word Gordon Rule writing requirement (see below for more information regarding the writing requirement in this

course). Therefore, each assignment will require a total of 1,400 words. Each paper should be written using proper spelling, grammar, style, and tone. Moreover, each paper should conform to the MLA citation format, failure to do so will result in a deduction of points. Students who do not complete these writing assignments will *not* receive Gordon Rule writing credit for this course. Writing assignments will be a reflection on the previous modules' readings and lectures. See the course schedule for due dates. The prompts for the writing assignments will be discussed in class.

At the conclusion of every module, one day is dedicated to the course objective of improving students' writing skills. On these "writing days" we will not have a live class. Instead, students will watch recorded lectures on writing techniques and use these days to write their discussion questions. It is imperative that students watch these recorded lectures, as they will assist students with their writing assignments.

### Peer-Review

To help students improve their writing and practice giving constructive feedback, students will complete a peer-review. After having completed the first writing assignment, students will peer-review each other's second writing assignment. Students will submit their peer review comments through Canvas. Detailed instructions for the peer-review process can be found on the course Canvas site under "assignments." See the course schedule for the due date.

Peer-reviewers should answer each of the five questions below in their comments.

1. Does the student answer the question/address the topic presented in the writing prompt in their paper? Is the answer clear and concise? How could the student improve upon this?
2. Does the student use convincing and appropriate evidence to back-up their argument and claims throughout the paper? How could the student improve upon this?
3. Are quotes used judiciously in the paper? Are references cited correctly throughout the paper and on the works cited page? How could the student improve upon this?
4. Did the student use proper grammar and spelling? Are there common mistakes made that the student could improve upon?
5. Is the style and tone of the paper appropriate for an academic paper? Does the author refrain from using colloquialisms, casual language, first-person, contractions, etc? How could the student improve upon this?

### Writing Requirement

This course fulfills the 4,000 word writing requirement. The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. I will provide feedback on the content of your writing in addition to

grammar, punctuation, clarity, coherence, and organization. All feedback will be provided to you by the end of the course. Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and satisfactory completion of the writing component of the course. Our course will adhere to the Modern Language Association (MLA) citation format. You can access a streamlined style guide in the Writing Resources section of our Canvas site.

If you seek additional assistance on your writing assignments please access UF's Writing Studio for helpful tips and videos: <https://writing.ufl.edu>

For more information on UF's writing requirement, see <https://catalog.ufl.edu/ugrad/current/advising/info/writing-requirement.aspx>.

### Grade Breakdown

Attendance 5%, Participation 5%, discussion questions 15%, feminist zine project 20%, 3 writing assignments 40% in total, peer review 10% zine comments 5%

### Grading

Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Letter grades will be assigned according to the following numerical scales:

Letter Grade	Numerical Equivalent	GPA equivalent
A	94-	4.0
A-	90-93	3.67
B+	87-89	3.33
B	83-86	3.0
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.0
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.0
D-	60-62	0.67
E	<60	0.00
E1	stopped attending	0.00
I	Incomplete	0.00

Information on UF policies for grading may be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Other Policies

**Content Notice** - Some material assigned in this course describes or depicts experiences of trauma, sexual, and/or physical violence. I have assigned these works to facilitate learning about women's lives, gender inequality, and interlocking oppressions. If you believe engagement with any of the material in this course would likely cause you significant discomfort, I'd be happy to discuss any concerns you may have.

**Netiquette Requirements** - In this course we deal with material that may be politically and emotionally charged. It is essential to discuss these issues to expand students' knowledge of women's lives, gender, and sexuality. It is also important to acknowledge that there are multiple opinions about such topics. If disagreements arise, whether it is with other students in the class, the instructor or TA, or the authors of the texts, it is necessary that we use respectful communication to share our thoughts with others in the class. Disagreeing with classmates, the instructor, the TA, and/or the authors of texts is part of the learning process. However, *hostility, aggressive behaviors, insults, and disrespect towards the instructor, the TA, or your classmates will not be tolerated in this course*. Students are expected to remain respectful of each other, the instructor, and the TA at all times in the virtual classroom, through online interactions such as discussion posts and chats, and through email.

All students are expected to follow rules of common courtesy in the virtual classroom, in all email messages, and in any online discussions. *Failure to abide by these expectations can result in loss of participation points*. Additionally, you are required to follow the University of Florida's policies.

- **Be professional** at all times. You are preparing yourself to be a career professional. Remember that you are establishing your professional identity.
- **Be respectful** of other people. Everyone is entitled to their own opinion. While it is okay to disagree, please do so with respect to others. If you believe that someone has intentionally offended or insulted you, please contact the instructor or TA immediately to discuss what has occurred and how to address the issue. *Insults and hate speech are not tolerated in this class*.

**Language Disclaimer** - It is important to note that language related to gender, gender identity, and affectional orientation can change rapidly. While I, as the instructor, and the TA will always do our best to use the most respectful and accurate language, there may be times when outdated or incorrect language may be used unintentionally in readings or in-class conversations. It is important to acknowledge that we are all in this course to learn together and that we may all come from different levels of knowledge and awareness related to gender. It is acceptable to have a respectful discourse about why certain language should no longer be used if the issue arises. Moreover, any intentional misgendering or misnaming of other students or public figures, or any other

type of discrimination or disrespectful communication, will be viewed as a violation of the policies regarding respect and netiquette and could result in a loss of participation points. Thoughtful and respectful dialogue that takes into account different levels of knowledge, awareness, and skills is essential to this course and your overall learning. Please do not hesitate to reach out to the instructor or TA to discuss this further.

**Academic Honesty** - All work in this class is to be your own. Please take note of the Student Honor Code, Student Conduct Code, and Standards of Ethical Conduct. The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel.

**Late Assignments** - All assignments are to be submitted by 11:59 pm on the date in which they are due. Please check the course schedule for assignment due dates. Deadline extensions will be granted only in cases that conform with university policies. Official documentation must be provided for deadline extensions. Otherwise, 5 points will be deducted for each day that an assignment is submitted late. Make-up policies/requirements for this class are consistent with university policies, available at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Accessibility** - I am committed to making learning in this course accessible to all. Please contact me to discuss any learning needs that you may have in the first week of the semester. You can also access the resources listed below.

UF Disability Resource Center - <https://disability.ufl.edu/>

UF Counseling and Wellness Center - <http://www.counseling.ufl.edu/>

**Evaluations** - Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens and they can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

This syllabus is subject to amendment during the semester. Any changes considered necessary by the instructor might be made without prior notification. However, the changes will be announced in lectures and/or via e-mail. If any changes are made, the syllabus will be updated and shared with the students via Canvas.

<b>Course Schedule</b>		
January 12	Course introduction and syllabus review	

<b>Course Schedule</b>		
January 14	Jessica Valenti, Chapter 1 “You’re a Hardcore Feminist. I Swear.” In <i>Full Frontal Feminism</i> (2007)  Catherine MacKinnon “Are Women Human?” (1999)	
January 19	Roy Dicker Chapter 1 “Feminism’s Legacy” in <i>A History of U.S. Feminism</i> (2016)  “How Do Feminists Do Theory and for Whom?” in <i>Reading Feminist Theory</i> pp. 1-6	
January 21	Writing Day Topic: Using MLA Citation Format	
	<b>Module 1: Women and Politics</b>	
January 26	“Enlightenment Thought, Liberal Feminism in Early Modernity, and Women’s Suffrage” from <i>Reading Feminist Theory</i> pp. 42-47  Roy Dicker Chapter 2 “First Wave Feminism: Fighting for the Vote” in <i>A History of U.S. Feminism</i> (2016)  Sojourner Truth, Speech “Ain’t I a Woman?” (1851) pp. 229	<b>Discussion Question #1 Due</b>
	<b>Module 2: Women and Work</b>	
January 28	Roy Dicker Chapter 3 “Second Wave Feminism: Seeking Liberation and Equality” in <i>A History of U.S. Feminism</i> (2016)  Jessica Valenti Chapter 6 “Material World” from <i>Full Frontal Feminism</i> (2007)	<b>Writing Assignment #1 Due</b>

<b>Course Schedule</b>		
February 2	<p>“The “Old” Left - Economics and the Origins of Women’s Oppression” from <i>Reading Feminist Theory</i> pp. 141- 144</p> <p>Friedrich Engels, excerpt from <i>The Origins of the Family, Private Property, and the State</i> (1884) pp. 152-155</p> <p>Charlotte Perkins Gilman, excerpt from <i>Women and Economics: A Study of the Economic Relation between Men and Women as a Factor in Social Evolution</i> (1898) pp. 155-157</p> <p>Mother (Mary) Jones, “Girl Slaves of the Milwaukee Breweries” (1910) pp. 160-162</p>	
February 4	<p>The “New” Left - Economics, Identity, and Women’s Oppression from <i>Reading Feminist Theory</i> pp. 146-148</p> <p>Silvia Federici "Wages Against Housework" (1974)</p>	
February 9	<p>Women and Modernization from <i>Reading Feminist Theory</i> pp. 429-432, pp. 433-435</p> <p>Barbara Ehrenreich and Annette Fuentes, “Life on the Global Assembly Line” (1981) pp. 446-451</p> <p>Grace Chang, “The Global Trade in Filipino Workers” from <i>Dragon Ladies: Asian American Feminists Breathe Fire</i> (1997) pp. 463-467</p> <p>June Jordan, “Report from the Bahamas” (1985) pp. 455-458</p>	
February 11	<p>Writing Day Topic: Writing Thesis Statements</p>	<b>Discussion Question #2 Due</b>
	<b>Module 3: Women and (Sex) Work</b>	

### Course Schedule

February 16	<p><i>“Women and Class Differences in Love, Marriage, and Work” in Reading Feminist Theory pp. 145-146, pp. 430-432, pp. 433-434</i></p> <p>Margaret Sanger, “My Fight for Birth Control” (1920) pp. 171-175</p> <p>Jessica Valenti chapter 5 “If these uterine walls could talk” from <i>Full Frontal Feminism</i></p> <p>Roxane Gay “The Alienable Rights of Women” from <i>Bad Feminist</i> (2014)</p>	
February 18	<p>Angela Davis, “Outcast Mothers and Surrogates: Racism and Reproductive Politics in the Nineties” (1993) pp. 284-288 in <i>Reading Feminist Theory</i></p> <p>Kristen Ghodsee chapter 2 “What to expect when you’re expecting exploitation: on motherhood” from <i>When Have Better Sex Under Socialism and Other Arguments for Economic Independence</i> (2018)</p>	
February 23	<p>The “Sex Wars” from <i>Reading Feminist Theory</i> pp. 92-93</p> <p>Carol Leigh #notavictim (2019)</p> <p>Lily Yue "Empowering Thai Sex Workers: the positive effects of decriminalizing prostitution" in <i>Georgetown Public Policy Review</i> (2020)</p>	
February 25	<p>Writing Day Topic: Using Quotes Appropriately in Your Writing</p>	

<b>Course Schedule</b>		
March 2	<p>Emma Goldman, “The Traffic in Women” from <i>Anarchism and Other Essays</i> (1910) pp. 162-165</p> <p>Sheila Jeffreys, “Chapter 1: Feminists and the Global Sex Industry: Cheerleaders or critics?” from <i>The Industrial Vagina</i> (2008)</p> <p>AF3IRM Hawai’i, “Decolonize Your “Sex Work” Stance: An open letter to 2020 candidates (2019)</p>	<b>Discussion Question #3 Due</b>
	<b>Module 4: Women and Violence</b>	
March 4	<p>Writing Day</p> <p>Topic: Revising and Editing Your Work</p>	<b>Writing Assignment #2 Due for Peer Review</b>
March 9	<p>Catherine MacKinnon “Human Rights and Global Violence against Women” from <i>Human Rights and Global Violence against Women</i> (2006)</p> <p>Liz Kelly, “It’s Everywhere: sexual violence as a continuum” from <i>Surviving Sexual Violence</i> (1988)</p>	
March 11	<p>Jessica Vaneti Chapter 4 “The Blame (and Shame) Game” in <i>Full Frontal Feminism</i> (2007)</p> <p>Roxane Gay “Some Jokes are Funnier Than Others.” From <i>Bad Feminist</i> (2014)</p>	<b>Peer Review Due</b>
March 16	<p>bell hooks “Ending Violence” from <i>Feminism is for Everybody</i> pp. 61-66 (2000)</p> <p>Kylie Cheung "What 'Defund the Police' Means for Sexual Assault Victims" in <i>Dame Magazine</i>. (2020)</p> <p>Miriam Zolia Perez interview with Mia Mingus “What Would it Take to Actually End Intimate Violence?” published on ColorLines (2017)</p>	<b>Discussion Question #4 Due</b>

## Course Schedule

Course Schedule		
	<b>Module 5: Intersecting Identities</b>	
March 18	<p>“Intersecting Theories” from <i>Reading Feminist Theory</i> pp. 218-222</p> <p>Mitsuye Yamada, “Invisibility is an Unnatural Disaster: Reflections of an Asian American Woman” (1979) pp. 253-256</p> <p>Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House” from <i>Sister/Outsider</i> (1984) pp. 257-258</p>	<b>Writing Assignment #2 Due</b>
March 23	<p>Patricia Hill Collins, “Black Feminist Thought: Knowledge Consciousness, and Politics of Empowerment” (1990) 273-277</p> <p>Kimberle Crenshaw, “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics” (1989) pp. 264-273</p> <p>Rosemarie Garland-Thomson, “Integrating Disability, Transforming Feminist Theory” (2002) pp. 294-299</p>	
March 25	<p>“Third-World Feminism” from <i>Reading Feminist Theory</i> pp. 225-227</p> <p>“Postcolonial Feminisms” from <i>Reading Feminist Theory</i> pp. 481-488</p> <p>Gloria Anzaldua, “Borderlands/La Frontera: The New Mestiza” (1987) pp. 258-260</p> <p>Bushra Rehman and Daisy Hernandez, “Introduction” from <i>Colonize This! Young Women of Color on Today’s Feminism</i> (2002) pp. 376-380</p>	

<b>Course Schedule</b>		
March 30	<p>Solidarity Sisterhood? From <i>Reading Feminist Theory</i> pp. 359-361</p> <p>Lia Abu-Lughod, "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others" (2002) pp. 528-533</p> <p>Iveta Jusova, "Situating Czech Identity: Postcolonial Theory and the European Divided" in <i>Czech Feminisms Perspectives on Gender in East Central Europe</i>. (2015) pp. 29-40</p>	
April 1	<p>Writing Day Topic: Outlining and Planning Your Writing</p>	<b>Discussion Question #5 Due</b>
	<b>Module 6: LGBTQ+, Queer, and Transgender Theories</b>	
April 6	<p>Roy Dicker Chapter 4 "Third Wave Feminism: Embracing Contradiction" in <i>A History of U.S. Feminism</i> (2016)</p> <p>Andrienne Rich, "Compulsory Heterosexuality and Lesbian Experience" (1980) in <i>Reading Feminist Theory</i> pp. 117-123</p>	
April 8	<p>Deconstructing the "Natural," Masculinities and Femininities from <i>Reading Feminist Theory</i> pp.300-304</p> <p>Queer Theory from <i>Reading Feminist Theory</i> pp. 305-307, pp. 94-95</p> <p>Anne Fausto-Sterling, "Should There Be Only Two Sexes?" From <i>Sexing the Body</i> (2000) pp. 336-341</p> <p>Judith Halberstam, "An Introduction to Female Masculinity: Masculinity without Men" from <i>Female Masculinity</i> (1998) pp. 331-336</p>	<b>Writing Assignment #3 Due</b>

<b>Course Schedule</b>		
April 13	<p>Transgender Theory from <i>Reading Feminist Theory</i> pp. 307-308</p> <p>Julia Serano, “Trans Woman Manifesto” (2009) pp. 349-353 in <i>Reading Feminist Theory</i></p> <p>Kate Bornstein, excerpt from <i>Gender Outlaw: On Men, Women, and the Rest of Us</i> (1993) pp. 327-331 in <i>Reading Feminist Theory</i></p>	
<b>Feminist Futures</b>		
April 15	<p>Jessica Cadesky, “Built on shaky ground: Reflections on Canada’s Feminist International Assistance Policy.” <i>International Journal</i> (2020)</p> <p>Guest Lecture - “A Look at the International: feminist foreign policy in Canada”</p> <p>Taylor R. McDonald, PhD will provide a guest lecture. Dr. McDonald studies International Relations, and in particular specializes in gender and foreign policy. His research agenda examines the relationship between gender, national identity, and foreign policy in the Canadian context. He has taught several courses on gender and international relations here at UF.</p>	<b>Zines Due</b>
April 20	<p>Jennifer Baumgardner and Amy Richards, “A Day without Feminism” from <i>Manifesta: Young Women, Feminism, and the Future</i> (2000) pp. 367-370 in <i>Reading Feminist Theory</i></p> <p>Roy Dicker Chapter 5 “Knowing Our History, Changing Our Future” in <i>A History of U.S. Feminism</i> (2016)</p> <p>Roxane Gay “When Twitter Does What Journalism Cannot” from <i>Bad Feminist</i> (2014)</p>	<b>Zine Comments Due</b>