

**PS401/WS345**  
**Special Topics in Gender in a Global Context:**  
**Psychology of Social Change: Gender and Global Feminisms**  
**Fall 2014**

Professor: Abigail J. Stewart (Psychology and Women's Studies)  
Meets: Mon./Wed. 2:30-4:00  
B117 MLB

This course will focus on two aspects of social change through the lenses of gender and global feminisms. First we will consider how individuals generally, and feminists in particular, are shaped by changing political and economic conditions, especially during times of upheaval and rapid social transformation. We will, of course, also examine how this is different for individuals who are not raised to adulthood in such times. Second, we will examine how and why some individuals become engaged in creating social change (and others do not).

For both parts of the course, we will draw on theoretical literature in feminist theory and in social science, and on studies of the impact of social events on individuals and the role of individuals in creating social change. We will also draw upon the Global Feminisms Project, an online archive of oral histories with feminist activists in five countries (Nicaragua, Poland, China, India and the U.S.) as a source of material in thinking about both issues.

**Required reading:**

1. Dicker, R. (2008). *A history of US feminisms*. Berkeley, CA: Seal Press.
2. Kumar, R. (2002). *The history of doing: An illustrated account of movements for women's rights and feminism in India, 1800-1990*. New Delhi: Zubaan Press.
3. Interviews with participants in the Global Feminisms Project. These are noted on the syllabus as GFP, by name and the site. The overall website is: <http://www.umich.edu/~glblfem/en/index.html>
4. All other readings are on the Ctools website for this course under Resources.

**Sequence of Readings and Classes**

**9/3 Introduction to Course, Participants, and Global Feminisms Project as a Resource**

Note: In this class we will practice accessing the GFP website interviews as transcripts and digital recordings, as well as how to document sections you want to remember. You will need this information throughout the course.

Lal, J., McGuire, K.M., Stewart, A.J., Zaborowska, M., and Pas, J. (2010). Recasting global feminisms: Towards a comparative historical approach to women's activism and feminist scholarship. *Feminist*

*Studies*, 36(1), 13-39.

Website: <http://www.umich.edu/~glblfem/en/index.html>

## **Part 1: Social Change Shaping Individuals**

### **9/8: Impact of Social/Historical Events as a Function of Life Stage**

Stewart, A.J. & Healy, J.M. (1989). Linking individual development and social changes. *American Psychologist*, 44, 30-42.

Zucker, A. & Stewart, A.J. (2007). Growing up and growing older: Feminism as a context for women's lives. *Psychology of Women Quarterly*, 31, 137-145.

### **9/10 and 9/15: Experiencing Events in Childhood: Poland in the 1980s**

Sowa, M. (2011). *Marzi: A Memoir*. Vertigo, excerpts on CTools.

Garton Ash, T. (2002). *The Polish revolution: Solidarity*. New Haven: Yale University Press, Introduction and postscript (3-37; 356-381)

### **9/17: Experiencing Events in Adolescence: Identity and Intersectionality**

Duncan, L. E., & Agronick, G. S. (1995). The intersection of life stage and social events: Personality and life outcomes. *Journal of Personality and Social Psychology*, 69, 558-568

Erikson, E. (1980). *Identity and the Life Cycle*. NY: Norton, pp. 94-100

Cole, E.R. & Luna, Z.T. (2010). Making coalitions work: Solidarity across differences within US feminisms. *Feminist Studies*, 36(1), 71-98.

### **9/22: Experiencing Events in Adolescence: US in the late 60s**

Dicker, chapter 3

McGuire, K., Stewart, A.J., & Curtin, N. (2010). Becoming feminist activists: Comparing narratives. *Feminist Studies*, 36 (1), 99-125.

GFP: Loretta Ross (US)

### **9/24 and 9/29: Experiencing Events in Adolescence: India**

Kumar, chapter 8

GFP: Neera Desai (India)

### **10/1 and 10/6: Experiencing Events in Adolescence: Nicaragua**

Randall, M. (1994). *Sandino's daughters: Revisited: Feminism in Nicaragua*. New Brunswick, NJ: Rutgers University Press, pp. 1-39.

GFP: Sofia Montenegro (Nicaragua)

**10/8 Experiencing Events in Adulthood: China**

Hershatter, G. (2012). Disquiet in the house of gender. *Journal of Asian Studies*, 71(4), 873-894.

GFP: Chen Mingxia (China)

**10/15: The Impact of Generation**

Mannheim, K. (1952). The problem of generations, In *Essays on the sociology of knowledge* (pp. 276-320). New York: Oxford University Press.

**First Paper due by 10/20, 5 pm.**

**10/20: Discussion** of developmental stage, history and generation in the cases we've examined and in your own families.

**Part II: Individuals Creating Social Change: Activism in Context**

In this part of the course, groups of students will sign up to read and present information about particular national contexts. Within each class session, students will be responsible for reading the material about ONE context, though you are always encouraged to read the material about more than one if you can. Please note exceptions as noted in parentheses below for.

**10/22: Women's movements and national revolutionary movements: China, India**

Kumar, chapters 5 and 6

GFP: Vina Mazumdar (India)

**OR**

Wang Zheng (2005). State feminism? Gender and the socialist state formation in Maoist China. *Feminist Studies*, 31(3), 519-551.

GFP: Wang Xingjuan (China)

**10/27: Women's movements and national revolutionary movements: Poland, Nicaragua**

Penn, S. (2005). Introduction. In *Solidarity's secret: The women who defeated communism in Poland* (pp. 1-28). Ann Arbor, MI: University of Michigan Press.

GFP: Barbara Labuda (Poland)

**OR**

Molyneux, M. (1985). Mobilization without emancipation? Women's interests, the state, and revolution in Nicaragua. *Feminist Studies*, 11 (2), 227-254.

GFP: Dora Maria Tellez OR Sandra Ramos

**10/29: Women's movement and reproduction rights in the US (Note: All students responsible for all readings this session.)**

Rory Dicker, chapters 1 and 2

Review: Loretta Ross (US)

11/3: **Women's movement and reproductive rights in Nicaragua and Poland**

Molyneux, M. (1988). The politics of abortion in Nicaragua: Revolutionary pragmatism—or feminism in the realm of necessity? *Feminist Review*, 29, 114-132.

GFP: Juanita Jimenez OR Violeta Delgado (Nicaragua)

**OR**

Fuszara, M. (1993). Abortion and the formation of the public sphere in Poland. In N. Funk & M. Mueller (Eds.), *Gender politics and post-communism* (pp. 241-252). NY: Routledge.

GFP: Malgorzata Tarasiewicz (Poland)

11/5 **Women's movement and domestic violence in India, China and U.S.**

Agnes, F. (2002, Sept. 7). Transgressing boundaries of identity and gender. *Economic and Political Weekly*, 37(36), 3695-3698.

Kumar, Chapter 7

GFP: Flavia Agnes OR Shahjehan Aapa (India)

**OR**

Wang, Z. & Zhang, Y. (2010). Global concepts, local practices: Chinese feminism since the 4<sup>th</sup> UN Conference on Women. *Feminist Studies*, 36(1), 40-70.

GFP: Wang Xingjuan OR Chen Mingxia (China)

**OR**

Smith, A. (2003). Not an Indian tradition: The sexual colonization of Native Peoples. *Hypatia*, 18(2), 70-85.

GFP: Andrea Smith (US)

11/10: **Sexuality in Nicaragua and Poland**

Randall, M. (1993). To change our own reality and the world: A conversation with lesbians in Nicaragua. *Signs*, 18(4), 907-924.

OR

Babb, F.E. (2003). Out in Nicaragua: Local and transnational desires after the revolution. *Cultural Anthropology*, 18(3), 304-328

**OR**

Kitlinski, T. & Leszkowicz, P. (2005). God and gay rights in Poland. *Gay and Lesbian Review Worldwide*, 3, 26, 6pp.

GFP: Anna Gruszynska (Poland)

11/12: **Sexuality in the U.S., India and China**

Solomon, A. (1985). The WOW Café. *The Drama Review*, 29(1), 92-101

GFP: Holly Hughes (US)

**OR**

GFP: Urvashi Butalia (cross-site)

**OR**

GFP: Ai Xiaoming (China)

Review discussion of *Vagina Monologues* in Lal et al

**11/17: Minority women's rights**

***(All students should read one transcript from at least two sites for this class session and should review Cole & Luna. Further information about this session will be provided in the preceding class.)***

GFP: Asch (US) OR Cohen

GFP: Sharifa OR Jarjum Ete OR Lata P.M. (India)

GFP: Lindo OR Ramos (Nicaragua)

GFP: He Zhonghua OR Gao Xiaoxian (China)

GFP: Uminska (Poland)

Review Cole & Luna, 2010

**Second Paper due 11/17, 5 pm**

**Part II: Individuals Creating Social Change: Strategies and Practices**

In this part of the course students will read and/or view interviews from at least two sites for each topic. You are encouraged to review more than two if you have time. In addition, for some classes an article from the literature is assigned. All students are responsible for reading these articles. There will be no class on 11/24, to enable you to use that time to review more of the necessary materials for this section and for the third paper.

Happy Thanksgiving!

**11/19: Violence and Protest**

***Note: All students should review the Chesler, Lewis & Crowfoot chart.***

***Then read/view 2 of the interviews.***

Chesler, M., Lewis, A., & Crowfoot, J. (2005)(Eds.). Figure 8.3, Alternative change strategies and their means of influence. In *Challenging racism in higher education* (p.177). Rowman & Littlefield.

GFP: Tellez (Nicaragua)

GFP: Labuda (Poland)

GFP: Taylor & Kramer (US)

GFP: Lata P.M. (India)

12/1: **Inventing new services (NGOs)**

**Note: All students should review Zheng & Zhang; then read/view 2 of the interviews.**

**review:** Wang, Z. & Zhang, Y. (2010). Global concepts, local practices: Chinese feminism since the 4<sup>th</sup> UN Conference on Women. *Feminist Studies*, 36(1), 40-70.

GFP: Wang Xingjuan (China)

GFP: Marta Ojeda OR Sista II Sista (US)

GFP: Limanowska OR Lipowska-Teutsch (Poland)

GFP: Sharifa (India)

GFP: Ramos OR Valle (Nicaragua)

12/3: **Using the arts**

**Note: All students should read/view 2 of the interviews (from different sites) AND bring in other examples of uses of the arts as a tool for social change from other interviews, including those from Nicaragua and Poland.**

GFP: Holly Hughes (US)

GFP: Mangai OR Mahasweta Devi (India)

GFP: Ai Xiaoming (China)

Bring in other examples from all including Nicaragua and Poland

12/8: **Changing laws and institutions: “Boring from within”**

**Note: All students should read Agnes, 1992; then read/view 2 of the interviews from different sites.**

Agnes, F. (1992, Apr. 25). Protecting women or not? Review of a decade of legislation, 1980-1989. *Economic and Political Weekly*, 27(17), WS19-21 +WS24-33.

GFP: Baltodano OR Cabrales OR Nunez (Nicaragua)

GFP: Li Huiying OR Liu Bohong (China)

GFP: Labuda (Poland)

GFP: Flavia Agnes (India)

12/10: Last Class: **Emerging new strategies and practices in the 21<sup>st</sup> century**

**Note: All students responsible for all readings this session.**

Vargas, J.A. (2012). Spring awakening: How an Egyptian revolution began on Facebook.

<http://www.nytimes.com/2012/02/19/books/review/how-an-egyptian-revolution-began-on-facebook.html?pagewanted=all>

Slackman, M. (2011). Bullets stall youthful push for Arab Spring. New York Times.

<http://www.nytimes.com/2011/03/18/world/middleeast/18youth.html?pagewanted=all>

Harlow, S., & Harp, D. (2012). Collective action on the web: A cross-cultural study of social networking sites and online and offline activism in the United States and Latin America. *Information, Communication & Society*, 15(2), 196-216.

**Third paper due 12/16, 5 pm**

### **Class Participation**

We will be spending much of our class time generating knowledge together in the classroom. You must therefore (1) be there; (2) be prepared by reading the assigned material, searching for examples, creating lists and timelines, etc.; and (3) participate in the classroom discussion. Occasionally there will be written exercises associated with particular classes, which will be part of this participation. Plan to contribute to the conversation during every class meeting, and not to miss more than 3 class sessions in the course of the semester to receive full credit (25% of final grade).

### **Assignments**

For each of these assignments write a paper that is 5-8 pages double-spaced with a 12-point font; that is, between 1250 and 2000 words.

#### **First paper:**

Write an account of three members of your extended family (one may be you, but does not have to be) that articulates how developmental stage, history and generation were important in their autobiography. Draw out similarities and differences between these three people's experiences and the cases we have examined (the five GFP cases and Marzi). You do not need to include all six of the cases we have discussed, but be sure you discuss at least three.

*Due 10/20, 5 pm*

#### **Second paper:**

Choose an issue that interests you that is *not* covered explicitly on the syllabus played out in two different national-historical contexts (examples might include land reform, economic development, labor, sex trafficking, marriage and divorce rights, inheritance, etc.). Draw on at least one GFP interview from each country that provides insight into this issue. Your goal is to illuminate the ways that the different national-historical context mattered for the way the issue was experienced or addressed. You are free to find material from outside the course to supplement that in the course, but this is not required.

*Due 11/19, 5 pm*

**Third paper:**

Choose at least two of the strategies and practices (violence and protest; inventing new services; using the arts; and changing laws and institutions) we have considered. Drawing on both GFP interviews and contextual materials from the course, explain how those strategies were employed to address some issue (it doesn't have to be the same issue) in two different national-historical contexts. Discuss the benefits and costs associated with each strategy or practice as demonstrated in GFP interviews (at least one from each context). Conclude by suggesting how you think this issue might best be addressed in the next ten years in each of the countries (either using one of the strategies or practices we have explored OR proposing how an emergent new practice might work in that context).

*Due Tuesday, 12/16, 5 pm*

**Grading**

Each paper and class participation will contribute 25% to the final grade for the course. All assignments must be completed to pass the course.