

**PS401/WS345**  
**Special Topics in Gender in a Global Context:**  
**Psychology of Social Change: Gender and Global Feminisms**  
**Winter 2018**

Professor: Abigail J. Stewart (Psychology and Women's Studies)

Meets: Mon./Wed. 10-11:30

2328 SEB

Office Hours: Mondays, 2-3 pm in 3265 East Hall or by appointment

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 six countries (Poland, China, India, U.S., Nicaragua and Brazil) as a source of material in thinking about both issues.

Finally, we will examine Wikipedia as a resource for understanding women's activism worldwide, and will participate in improving it with the assistance of digital experts from the UM Library.

**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: <https://globalfeminisms.umich.edu>
4. All other readings are on the Canvas website for this course under Resources.
5. The course page for the Wikipedia aspect of this course is here: [https://dashboard.wikiedu.org/courses/University\\_of\\_Michigan/Psychology\\_of\\_Social\\_Change\\_\(Winter\)/home](https://dashboard.wikiedu.org/courses/University_of_Michigan/Psychology_of_Social_Change_(Winter)/home)

Be sure to sign up for a Wikipedia account before Feb. 5.

**Sequence of Readings and Classes**

### **1/3 Introduction to Course, Participants, and Global Feminisms Project as a Resource**

Note: In this class we will access the GFP website interviews as transcripts and digital recordings. 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: [globalfeminisms.umich.edu](http://globalfeminisms.umich.edu)

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

### **1/8: 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.

### **1/10 and 1/17: 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)

Watch the introduction to the Polish Global Feminisms interviews here:

<https://www.youtube.com/watch?v=c5a0fXW8ulM>

**NOTE: 1/15 is MLK Day and there is NO CLASS**

### **1/22: 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.

Watch the introduction to the US Global Feminisms interviews here:

<https://www.youtube.com/watch?v=zRILTQTB7sY>

### **1/24: 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)

**1/29 and 1/31: Experiencing Events in Adolescence: India**

Kumar, chapter 8

GFP: Neera Desai (India)

Watch the introduction to the India Global Feminisms Interviews here:

<https://www.youtube.com/watch?v=tOu2xnd3pLw>

**2/5: Introduction to Wikipedia as a Resource for Studying Social Change**

(presented by Meghan Sitar, Anne Cong-Huyen and Meredith Kahn)

Gallery Lab on the entry level of Hatcher North

Some research will be assigned to complete between this introduction and the March 5 lab. This is all part of the second paper project; other details are contained on the Wikipedia course page for the course:

[https://dashboard.wikiedu.org/courses/University\\_of\\_Michigan/Psychology\\_of\\_Social\\_Change\\_\(Winter\)/home](https://dashboard.wikiedu.org/courses/University_of_Michigan/Psychology_of_Social_Change_(Winter)/home)

**2/7 and 2/12: Experiencing Events in Adolescence: Nicaragua**

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

GFP: Sofia Montenegro (Nicaragua)

**2/14: 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)

Watch the introduction to the China Global Feminisms Interviews here:

[https://www.youtube.com/watch?time\\_continue=169&v=14nsISCU78c](https://www.youtube.com/watch?time_continue=169&v=14nsISCU78c)

**2/19: 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.

GFP: Elizabeth Viana and Giovana Xavier (Brazil)

Also read this summary by Sueann Caulfield:

<https://globalfeminisms.umich.edu/sites/default/files//GFP-Brazil-SiteSummary.pdf>

**First Paper due by 2/20, 5 pm.**

**2/21: Discussion** of developmental stage, history and generation in the cases we've examined and in your own families.

**Winter Break: No Class 2/26 or 2/28**

## Part II: Wikipedia Edit-a-Thon

**3/5 and 3/7: In-Class Edit-a-Thon** (presented by Meghan Sitar, Anne Cong-Huyen and Meredith Kahn)

**3/5:** Bring results of your research to class.  
Gallery Lab on the entry level of Hatcher North

**3/7:** ScholarSpace on the second level of Hatcher North

## Part III: 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.

**3/12: 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)

**3/14: 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

**3/19: 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)

**3/21: 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)

## **Second Paper due 3/23, 5 pm**

### **3/26: 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)

### **3/28: 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)

### **4/2: 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

**4/4: 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

**Part IV: 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.

**4/9: 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)

**4/11: 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)

**4/16: 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 4/20, 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 2/20, 5 pm*

#### **Second paper:**

Reflection on Wikipedia Edit-a-Thon

For this paper I would like you to reflect on your experience with the Wikipedia Edit-a-Thon, particularly focusing on both what you learned about Wikipedia, and

how attempting to contribute it might influence your future writing and research using Wikipedia. Organize your essay to cover these points:

1. Describe the role Wikipedia has played in your academic activities and your life outside of class. What kind of information do you use it for in different contexts (home vs. classroom)? What kinds of questions is it good at helping you answer? When do you seek out other sources?
2. Now that you have learned a bit about how articles are created and maintained on Wikipedia, and you've done some research using it for this class, describe what you think its strengths and weaknesses are, what kinds of topics might not be covered well, whose voices might not be represented, or how larger social and cultural phenomena might influence what you find there.
3. Writing for Wikipedia is very different from writing many of the papers you have written in the past. Rather than interpreting material on your own, you must write in a neutral style and use only secondary sources. What did you find challenging about this kind of writing experience? What was appealing?
4. How has the experience of editing and creating content changed your view of Wikipedia; how you might use it differently in the future, both in your academic work and in your life outside of class?

*Due 3/23, 5 pm*

**Third 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 of the two countries 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.

OR

Choose at least two strategies and practices for social change (these include violence and protest; inventing new services; using the arts; and changing laws and institutions; you may identify other strategies but should clear them with me to be sure you're on the right track). 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, 4/20, 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.