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:**

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](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.
Website: globalfeminisms.umich.edu

Part 1: Social Change Shaping Individuals

1/8: Impact of Social/Historical Events as a Function of Life Stage

1/10 and 1/17: Experiencing Events in Childhood: Poland in the 1980s
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
Watch the introduction to the US Global Feminisms interviews here: https://www.youtube.com/watch?v=zR1LTQTB7sY

1/24: Experiencing Events in Adolescence: US in the late 60s
Dicker, chapter 3
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

2/7 and 2/12: Experiencing Events in Adolescence: Nicaragua
GFP: Sofia Montenegro (Nicaragua)

2/14: Experiencing Events in Adulthood: China
GFP: Chen Mingxia (China)
Watch the introduction to the China Global Feminisms Interviews here:
https://www.youtube.com/watch?time_continue=169&v=14nsISCU78c

2/19: The Impact of Generation
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
GFP: Wang Xingjuan (China)

3/14: Women’s movements and national revolutionary movements:
Poland, Nicaragua
GFP: Barbara Labuda (Poland)
OR
GFP: Dora Maria Tellez OR Sandra Ramos

3/19: Women’s movement and reproductive 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
GFP: Juanita Jimenez OR Violeta Delgado (Nicaragua)
OR
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.

Kumar, Chapter 7
GFP: Flavia Agnes OR Shahjehan Aapa (India)
OR
GFP: Wang Xingjuan OR Chen Mingxia (China)
OR
GFP: Andrea Smith (US)

3/28: Sexuality in Nicaragua and Poland

OR
OR
GFP: Anna Gruszynska (Poland)

4/2: Sexuality in the U.S., India and China

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  
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.*  
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 21st century**  
*Note: All students responsible for all readings this session.*


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.