

01:988:101:16 Introduction to Gender, Race, and Sexuality  
Department of Women's and Gender Studies, Spring 2016

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Office hours by appointment  
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Tuesday & Thursday  
7:15 – 8:35 PM  
Hickman Hall Room 216  
Cook/Douglass Campus

*"Violence is to be found in any action in which one acts as if one were alone to act."*  
- Emmanuel Levinas, *Difficult Freedom*

**Course Description:** This course is meant as an introductory survey of topics relevant to Women's and Gender Studies. The key concepts and themes we will examine include race, class, feminisms, gender/sex, body image and media, intersectionality, patriarchy and privilege, reproductive justice, sexuality and queer theory, social justice and human rights, globalization and neoliberalism, violence, conflict, and terrorism.

**SAS Learning Goals:** This course meets the following Core Curriculum Learning Goals:

- Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world.
- Analyze a contemporary global issue from a multidisciplinary perspective.
- Analyze issues of social justice across local and global contexts.

**Current Academic Integrity Policy:** <http://academicintegrity.rutgers.edu/academic-integrity-policy/>. Violations include cheating, fabrication, plagiarism, denying others to information or material, and facilitating violations of academic integrity.

**If You Have a Disability or Need Other Accommodations:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For all other accommodation requests, please speak with me directly.

**Assessment:** Grades will be determined by class participation (25%), weekly reflection blog posts (25%), the midterm paper (15%), the final project (20%), and the final paper (15%).

- **Class Participation (25%):** Regular attendance and class participation are necessary to make this course worthwhile, and as such, will be monitored. Please make every effort to

come to class, and contact me as soon as possible if you must miss class. Two absences are permitted without penalty; more absences can seriously impact your grade, so please be in communication with me. For each absence beyond the first two, your participation grade will be docked by 1/3 of a grade.

- I understand that everyone participates in their own way based on their own ability and comfort level. If you are worried about being penalized for not participating enough, please let me know, and we can talk about it. I'm not looking to punish anyone; I just want an engaged classroom.
  - That said, I do expect you to come to class having completed the assigned homework. You should mark up your texts with questions and comments and take notes while watching movies/other videos. Please be ready to discuss your thoughts by the time you arrive! Our course meetings will revolve around the new information you learn between classes, so coming to class unprepared will be a waste of your time and mine. If you're having trouble keeping up with the homework, please let me know, and we'll sort it out!
  - This course is designed to enable you to learn from your fellow students through participating in class discussion. Our experiences in the world are the richest resources we have for contextualizing theories of oppression, but they are limited to our own embodied experiences. Listening carefully to others allows us to better understand the variety of social forces at play in the political structures discussed throughout the course. Being in conversation with each other about differences in our experiences allows us to have a more thoughtful, nuanced, and useful discussion, but it requires a great deal of respect as well.
  - Some of the topics covered in this class may touch on issues that have affected you, your family, or your classmates directly. We will discuss racism, sexual orientation, sex, politics, abortion, rape, violence, and many other incredibly personal topics. Constructive class participation includes listening carefully to each other's thoughts and experiences, and thinking thoughtfully about how different experiences are related to each other through social practices. Disrespecting others through derogatory comments, body language, or harassment of any kind will not be tolerated. If a student expresses threats through demeaning language or posturing, they will be disciplined accordingly.
  - Please see the brave space guidelines for further details.
- **Weekly Reflection Blog Posts (25%): DUE BY 5 PM THURSDAY EACH WEEK**  
The importance of studying gender, race, and sexuality can be found all around us, in our own lives as well as on a local, national, and global scale. Each week, you are expected to post a blog entry on Sakai (only to be shared with the instructor) reflecting on the weekly homework. A blog post should include:
    1. A reflection on the content of the homework, e.g. a question, something you liked, something you didn't like, and/or something you didn't understand and couldn't figure out on your own. This reflection can apply to the homework due for Tuesday, the class discussion on Tuesday, or on the homework due for Thursday. You may also reflect on assignments from previous weeks, but please make sure to include something from the current week as well.

2. A comment on how your experience in the course so far is interfacing with the rest of your life. Please especially document new observations or insights on your life, relevant news (small or large scale), and/or any strong feelings/reactions you may be having.
3. Anything else you want me to know – these posts will be confidential, and I will be reading every single one, so if there’s something you need to make me aware of, this is a good place to do it.

These posts don’t have to be formal or even coherent, but **please** make sure you cite your sources! If you quote from a reading, make that explicitly clear and include a page number! If you quote from a movie, please include the timestamp of the moment you’re referencing. And if you’re referencing elsewhere – like a webpage, for example – make sure I can find it easily from the information you give me!

- **Midterm Paper (15%): DUE FEBRUARY 28, 2016**

This paper is an opportunity to more formally apply the information we’ve covered to real-world, relevant scenarios. Please write a 4 – 5 page paper covering two incidents of discrimination, one in your own life, and one that you’ve encountered through the media. Compare and contrast these events using theory we’ve covered in class, and discuss why you chose to write about them. You are encouraged to expand upon one or more of your weekly blog posts in this paper if you so choose. You are also very encouraged to meet with me to discuss your paper topic ahead of time. Papers should be formatted and cited in MLA style. See <https://owl.english.purdue.edu/owl/resource/747/01/> for details. If you are unfamiliar with the MLA style, please attend a tutoring session at one of Rutgers’ many writing centers. **Papers should be submitted digitally via the Assignments tab on Sakai and will be scanned with Turnitin to check for plagiarism. A hard copy is also due in class.**

- I expect each of you to run your midterm topic by me before the paper is due, either in person or via email.

- **Final Project (20%): DUE APRIL 28, 2016 (LAST DAY OF CLASS)**

This is a very open-ended project that can be done alone or in a small group. It is meant as an opportunity to incorporate your major or outside interests into this class. I am open to your ideas for this final, provided we check in periodically about your progress to make sure that your final product is appropriate for a class of this rigor. I encourage you to begin thinking about this project early on, and to meet with me multiple times as you plan and execute it.

- **Project Proposal (30%): DUE MARCH 27, 2016**

Submit to me a detailed overview of your project, your motivation for choosing it, your timeline for work, and your proposed final product. If you are working in a group, each group member may submit the same proposal. You must submit this to me and get my feedback to ensure your project will be sufficient to meet this course’s requirements!

- **Annotated Bibliography (30%): DUE APRIL 10, 2016**

Select three to five sources relevant to your project and for each, write a brief paragraph summarizing the source’s content and your rationale for using this

source. Group projects may have different requirements for this portion of the project.

- **Final Product (40%): DUE APRIL 28, 2016**

This product may include a paper, a presentation, a creative piece, an installation, a video, an event, or any number of other things.

- **Final Reflection Paper (15%): DUE MAY 5, 2016 BY 11:55 PM ON SAKAI**

The final reflection paper should be a chance for you to explore your trajectory through this course. In 3-5 pages, please expand upon the following questions:

- What were the most significant things you learned this semester? Why?
- What were your favorite readings/assignments? Least favorite?
- Have you changed your thinking about the topics we've covered? If so, how?
- Did taking this course affect other aspects of your life? Why or why not?
- How did you approach the assignments in this course?
- What was it like to do your final project?
- Is there anything you wish you had done differently this semester?
- What advice would you give to students who take this course in the future?
- Is there anything you wish you had learned about that we didn't cover?
- What feedback do you have for me about the course?

Use these questions as a guide for what your paper should include. You don't need to answer each one specifically, although you are welcome to if you choose. What I'm really looking for are concrete examples of significant events or revelations you had this semester – please avoid broad or abstract generalizations and try to focus on specific things that might have happened; for example, a reading that really got through to you, a question you ended up discussing outside of class, or an exercise we did that you were able to apply somewhere else. You should mention the actual titles of readings or videos and find the name of any lecture you discuss (lecture titles can be found in the syllabus). This paper is a formal essay, so please check your spelling and grammar, paginate, write in complete sentences and paragraphs, MLA cite anything you reference, and use an appropriate header and essay format (12 pt font, double spacing, etc.)

**Class Format and Special Events:** The class format is a combination of lecture by the professor, class discussion, student presentations, and in-class small group work. Some classes may also be comprised of guest lectures, video clips, and/or films. Each class meeting will have a 3 minute break for phone calls, text messaging, and/or rest room.

**Required Texts:** All required texts will be available on Sakai or online.

**Course Schedule: This Course Schedule is subject to change. However, I will always notify you in advance when I make adjustments, and those adjustments will also be reflected on Sakai. It is your responsibility to follow the most recent version of the syllabus, but please email me if you are ever confused about what your homework is.**

## Course Schedule:

### Introductory Material

#### January 19, 2016

*Topic:* Introduction

#### January 21, 2016

*Topic:* Pedagogy & Classroom Expectations

*Due Today:*

1. hooks, bell – “Introduction” and “Engaged Pedagogy” from *Teaching to Transgress*

#### January 26, 2015

*Topic:* Epistemology & Situating Ourselves in Time & Space

*Due Today:*

1. The Danger of a Single Story | Chimamanda Ngozi Adichie | TED Talks  
<https://youtu.be/D9Ihs241zeg>
2. Jones & Okun – White Supremacy Culture
3. Salovey, Peter – Launching a Difficult Conversation
4. “We Are Still Here! The Tribal Saga of New Jersey’s Nanticoke and Lenape Indians”
  - a. A Brief Historical Summary of the Lenape and Nanticoke (p. 10 to top of p.13)
  - b. The “None Left Behind” Fallacy (p.23-24)
5. Brown, Yawo – “The Subtle Linguistics of Polite White Supremacy”  
<https://medium.com/@YawoBrown/the-subtle-linguistics-of-polite-white-supremacy-3f83c907ffff>

### The Social Production of Difference

#### January 28, 2016 – BLOG POST DUE

*Topic:* The Basics: What is Race? What is Racism? What is Intersectionality?

*Due Today:*

1. Watch MTV documentary “White People:” <https://youtu.be/zj1PmJcRM>
2. Andersen & Collins - “Why Gender, Race, and Class Still Matter” from *Race, Class, and Gender: An Anthology*
3. Wilchins, Riki - “Race-Critical Thought and Postmodernism’s ‘Second Wave’” from *Queer Theory, Gender Theory: An Instant Primer*
4. (Skim) “Just Because It Doesn’t Affect You Personally Doesn’t Mean It’s Not Oppressive” <http://everydayfeminism.com/2015/09/doesnt-affect-you-oppression/>

#### February 2, 2016

*Topic:* The Basics: What is Race? What is Racism? What is Privilege?

*Due Today:*

1. Lorde, Audre – “Age, Race, Class, and Sex: Women Redefining Difference” from *Sister Outsider*
2. Yudell, Michael – “A Short History of the Race Concept”
3. McIntosh, Peggy - “Unpacking the Invisible Knapsack”  
<https://youtu.be/DRnoddGTMTY>

4. (Optional) Yancy, George – “The Elevator Effect: Black Bodies/White Bodies” from *Black Bodies, White Gazes: The Continuing Significance of Race*
5. (Optional) Mahoney, Salina – “How Being the Only Black Student Taught Me What Internalized Racism Is Really About”  
<http://everydayfeminism.com/2015/08/what-internalized-racism-about/>
6. (Optional) Wong Macabasco, Lisa – “The Shocking History of My People and My State”  
[http://www.slate.com/articles/life/classes/2015/09/take\\_an\\_ethnic\\_studies\\_class\\_to\\_understand\\_history\\_and\\_racism\\_asian\\_american.html](http://www.slate.com/articles/life/classes/2015/09/take_an_ethnic_studies_class_to_understand_history_and_racism_asian_american.html)
7. (Optional) Bell, Toni – “I’m Not Your Token” –  
<http://thebodyisnotanapology.com/magazine/im-not-your-token/>
8. (Optional) Nowlan, Robert – “Teaching Against Racism in the Radical College Composition Classroom”

#### **February 4, 2016 – BLOG POST DUE**

*Topic:* The Basics: What is Cultural Appropriation? How Does It Relate to Racism?

*In Class:* Kat Blaque “What’s Wrong with Cultural Appropriation?”

<https://youtu.be/HuO8Z12Ri1U>

*Due Today:*

1. Uwujaren, Jarune – “The Difference Between Cultural Exchange and Cultural Appropriation”  
<http://everydayfeminism.com/2013/09/cultural-exchange-and-cultural-appropriation/>
2. Anti-Palindrome, Annah – “This White Feminist Loved Her Dreadlocks – Here’s Why She Cut Them Off”  
<http://everydayfeminism.com/2015/08/white-feminist-with-dreadlocks/>
3. K, Adrienne – “So Your Friend Dressed Up as an Indian. Now What?”  
<http://nativeappropriations.com/2013/10/so-your-friend-dressed-up-as-an-indian-now-what.html>
4. (Optional) Redkar, Nikita - “My Generation Hates Cultural Appropriation – But My Indian Parents Love It”  
<http://everydayfeminism.com/2015/09/indian-parents-appropriation/>

#### **February 9, 2016**

*Topic:* The Basics: What is Gender? What is Sex?

*In Class:*

What’s the Difference Between Sex and Gender?

<https://youtu.be/8kX5vNmat7Q>

Pink and Blue: Communicating Gender to Children

<https://youtu.be/6O9BKRJDqNA>

Judith Butler – “Your Behavior Creates Your Gender”

<http://bigthink.com/videos/your-behavior-creates-your-gender>

*Due Today:*

1. Beyond the Gender Binary: Yee Won Chong at TEDxRainier  
<https://youtu.be/-Lm4vxZrAig>
2. “Sex, Sexuality, and Gender Explained”  
<http://au.reachout.com/sex-sexuality-and-gender-explained>
3. Herbenick & Baldwin – “What Each of Facebook’s 51 New Gender Options Means”

<http://www.thedailybeast.com/articles/2014/02/15/the-complete-glossary-of-facebook-s-51-gender-options.html>

### **February 11, 2016 – BLOG POST DUE**

*Topic:* The Basics: What is Gender? What is Sex?

*In Class:*

Gender Pronouns Guide from the LGBT Campus Center at the University of Wisconsin-Madison

*Due Today:*

1. Last Week Tonight with John Oliver: Transgender Rights (HBO)  
<https://youtu.be/hmoAX9f6MOc>
2. Wilchins, Riki - “Butler and the Problem of Identity” from *Queer Theory, Gender Theory: An Instant Primer*
3. “It’s Time for People to Stop Using the Social Construct of ‘Biological Sex’ to Defend Their Transmisogyny”  
<http://www.autostraddle.com/its-time-for-people-to-stop-using-the-social-construct-of-biological-sex-to-defend-their-transmisogyny-240284/>

### **February 16, 2016**

*Topic:* The Basics: What is Sexuality?

*Due Today:*

1. Wilchins, Riki - “Homosexuality: Foucault and the Politics of Self” from *Queer Theory, Gender Theory: An Instant Primer*
2. Lauryn, Inda – “A Beginner's Guide to Understanding Important Gender and Sexuality Terms”  
<http://www.forharriet.com/2015/03/a-beginners-guide-to-understanding.html>
3. McKelle, Erin – “5 Reasons Why We Need to Ditch The Concept of Virginity For Good”  
<http://everydayfeminism.com/2013/08/losing-virginity-for-good/>

### **February 18, 2016 – BLOG POST DUE**

*Topic:* Gender, Sex, & Sexuality: The Patriarchy, Discrimination, & Activism

*Due Today:*

1. “What is the Patriarchy?”  
<https://youtu.be/bzFo150G4V8>
2. Tatum, Erin – “10 Examples of Straight Privilege”  
<http://everydayfeminism.com/2015/03/examples-straight-privilege/>
3. Anti-Palindrome, Annah – “10 Types of Misogynist Men We All Need to Know About – And Then Call Out!”  
<http://everydayfeminism.com/2015/11/types-of-misogynistic-men/>
4. Kat Blaque – “Unfunny Transmysogynistic Tropes + Trans Comedy”  
<https://youtu.be/uaGhMyJ4eqU>
5. (Optional) Kat Blaque – “Being Colorblind + Equity”  
<https://youtu.be/iowrOauxXj8>

### **February 23, 2016**

*Topic:* The Basics: What is Feminism?



*Due Today:*

1. We should all be feminists | Chimamanda Ngozi Adichie | TEDxEuston  
[https://youtu.be/hg3umXU\\_qWc](https://youtu.be/hg3umXU_qWc)
2. hooks, bell – “Introduction” and “Feminist Politics: Where We Stand” from *Feminism is for Everybody*
3. Coffin, Laura – “I Was a Misogynist”  
<https://beingloquacious.wordpress.com/2013/08/15/i-was-a-misogynist/>

## **Histories of Activism in the West**

### **February 25, 2016 – BLOG POST DUE**

*Topic:* Genealogies of Feminism – First Wave

1. Hewitt, Nancy – “From Seneca Falls to Suffrage: Reimagining a “Master” Narrative in U.S. Women’s History” from *No Permanent Waves: Recasting Histories of U. S. Feminism*

### **MIDTERM DUE SUNDAY 2/28 BY 11:55 PM**

#### **March 1, 2016**

*Topic:* The Rise of Birth Control

*In Class Film Screening:* ***The Pill*** from PBS’s *American Experience*

*Due Today:*

1. Ralstin-Lewis, D. Marie – “The Continuing Struggle against Genocide: Indigenous Women’s Reproductive Rights”

#### **March 3, 2016 – BLOG POST DUE**

*Topic:* The Racist Origins & Practice of Gynecology

*Due Today:*

1. Kapsalis, Terri “Mastering the Female Pelvis: Race and the Tools of Reproduction” from *Public Privates: Performing Gynecology from Both Ends of the Speculum*

#### **March 8, 2016**

*Topic:* Genealogies of Feminism – Second Wave

*Due Today:*

1. (Last names A – L) Thompson, Becky – “Multiracial Feminism: Recasting the Chronology of Second Wave Feminism” from *No Permanent Waves: Recasting Histories of U. S. Feminism*
2. (Last names M – Z) Chávez, Marisela – “We Have A Long, Beautiful History: Chicana Feminist Trajectories and Legacies” from *No Permanent Waves: Recasting Histories of U. S. Feminism*
3. The Combahee River Collective Statement  
<http://www.sfu.ca/iirp/documents/Combahee%201979.pdf>

#### **March 10, 2016 – BLOG POST DUE**

*Topic:* Genealogies of Feminism – Third Wave



*Due Today:*

1. Fernandes, Leela – “Unsettling ‘Third Wave Feminism’” from *No Permanent Waves: Recasting Histories of U. S. Feminism*
2. Gay, Roxane – “Confessions of a Bad Feminist”  
[https://youtu.be/Fxt\\_MZKMdes](https://youtu.be/Fxt_MZKMdes)

**MARCH 15, 2016 – SPRING RECESS – NO CLASS**

**MARCH 17, 2016 – SPRING RECESS – NO CLASS**

### **Expanding Our Perspective Through Space & Time**

**March 22, 2016**

*Topic:* Feminism, Class, & Capitalism

*Due Today:*

1. McKelle, Erin – “7 Reasons Why Class is a Feminist Issue”  
<http://everydayfeminism.com/2014/09/class-is-a-feminist-issue/>
2. Tong, Rosemarie – “Marxist and Social Feminism: Classical and Contemporary” from *Feminist Thought: A More Comprehensive Introduction*
3. Fraser, Nancy – “How Feminism Became Capitalism's Handmaiden”  
<http://www.theguardian.com/commentisfree/2013/oct/14/feminism-capitalist-handmaiden-neoliberal>
4. (Optional) hooks, bell – “Dig Deep: Beyond Lean In”  
<http://www.thefeministwire.com/2013/10/17973/>
5. (Optional) Cohen, Patricia – “What Could Raising Taxes on the 1% Do? Surprising Amounts”  
<http://www.nytimes.com/2015/10/17/business/putting-numbers-to-a-tax-increase-for-the-rich.html>

**March 24, 2016 – BLOG POST DUE**

*Topic:* Transnational Surrogacy & The Commodification of Women’s Bodies

*Due Today:*

1. **WATCH BEFORE CLASS – Google Baby** (<https://youtu.be/pQGLAM0iWFM>)

**FINAL PROJECT PROPOSAL DUE 3/27/16 BY 11:55 PM**

**March 29, 2016**

*Topic:* Transnational, International, and Colonial Feminisms

*In Class Exercise:* Mohanty, Chandra Talpade – “Under Western Eyes: Feminist Scholarship and Colonial Discourses”

*Due Today:*

1. Alvarez, Julia – “The Stranger” from *Yo!*
2. Hall, Julie – “Here’s What’s Really Happening When White Saviors Try to ‘Save’ Muslim Women”  
<http://everydayfeminism.com/2015/03/white-saviors-muslim-women/>
3. Valoy, Patricia – “Transnational Feminism: Why Feminist Activism Needs to Think Globally”

- <http://everydayfeminism.com/2015/01/why-we-need-transnational-feminism/>
- (Optional) Uzodinma Iweala – “Stop Trying to ‘Save’ Africa”  
<http://www.washingtonpost.com/wpdyn/content/article/2007/07/13/AR2007071301714.html>
  - (Optional) Kascak & Dasgupta – “#InstagrammingAfrica: The Narcissism of Global Voluntourism”  
<http://www.psmag.com/business-economics/instagrammingafrica-narcissism-global-voluntourism-83838>

### **March 31, 2016 – BLOG POST DUE**

*Topic:* Terrorism, Islamophobia, and US Foreign Policy

*In Class Video:* Deepa Iyer: Eliminating Hate Crimes in Post-9/11 America

<https://youtu.be/7PKQxIANt-w>

- The Center for American Progress – “Fear, Inc. The Roots of the Islamophobia Network in America
- Haya El Nasser – “US Syrian Refugees Fear Backlash in Paris Attacks”
- James Woods – “What Americans Thought of Jewish Refugees Fleeing Nazi Europe”
- (Optional) Last Week Tonight with John Oliver: Translators  
<https://youtu.be/QplQL5eAxIY>

### **April 5, 2016 – NO CLASS – WORK ON YOUR FINALS**

### **April 7, 2016 – NO CLASS – WORK ON YOUR FINALS**

### **ANNOTATED BIBLIOGRAPHY DUE 4/10/16 BY 11:55 PM**

### **April 12, 2016**

*Topic:* Women in the Military; Violence, Conflict, & Terrorism

*Due Today:*

- WATCH BEFORE CLASS - *The Invisible War*** (available on Hulu)
- T.L. – “Soldier or Slut: Body Shaming in the Military”  
<http://thebodyisnotanapology.com/magazine/soldier-or-slut-body-shaming-in-the-military/>
- (Last Names A – L) Fluri, Jennifer – “‘Rallying Public Opinion’ and Other Misuses of Feminism” from *Feminism and War: Confronting US Imperialism*
- (Last Names M – Z) Chew, Huibin Amelia – “What’s Left? After ‘Imperial Feminist’ Hijackings” from *Feminism and War: Confronting US Imperialism*

### **April 14, 2016 – BLOG POST DUE**

*Topic:* Rape Culture in the US

*Due Today:*

- Paulino, Karmenife - *Sea Salt and Sandalwood*  
<http://issuu.com/gorillapublishingcollective/docs/seasaltandsandalwood-issuu>
- Bell, Toni – “Yeah, I’m a Victim. What About It?”  
<http://thebodyisnotanapology.com/magazine/yeah-im-a-victim-what-about-it/>

3. Johnson, Danica – “5 Reasons We Need to Stop Making Jokes About Men Who Have Been Raped By Women”  
<http://everydayfeminism.com/2015/09/stop-joking-about-men-raped-by-women/>
4. (Optional) Mogilevsky, Miri – “Need Proof of Rape Culture? Here Are 5 Ridiculous Things Some Men Say When Accused of Rape”  
<http://everydayfeminism.com/2015/06/ridiculous-responses-to-rape-accusations/>
5. (Optional) Chemaly, Soraya – “It’s Not ‘Forced Sex,’ It’s Rape – And Why Not Calling It That Is Dangerous”  
<http://everydayfeminism.com/2015/05/rape-euphemisms-and-myths/>
6. (Optional) Jezebel Delilah X – “Why Keeping to Yourself and Ignoring Strangers Is Not the Way to Fight Rape Culture”  
<http://everydayfeminism.com/2015/05/fear-of-strangers-rape-culture/>
7. (Optional) Truong, Ashley – “These 4 Behaviors That Fictional Media Tells Us Are Romantic Are Actually Really Harmful”  
<http://everydayfeminism.com/2015/09/romantic-behaviors-harmful/>
8. (Optional) Finch, Sam Dylan – “6 Reasons Why Revenge Porn Is Really F\*cked Up (And How One Woman Is Pushing Back)”  
<http://everydayfeminism.com/2015/06/6-reasons-why-revenge-porn-is-actually-really-fcked-up-and-how-one-woman-is-pushing-back/>

#### April 19, 2016

*Topic:* Reproductive Justice in the United States

*Due Today:*

1. **WATCH BEFORE CLASS** – *After Tiller from PBS POV* (available on Netflix)
2. Last Week Tonight with John Oliver: Sex Education (HBO)  
<https://youtu.be/L0jQz6jqQS0>
3. Excerpt: “Abortion” from *Our Bodies, Ourselves for the New Century*
4. Robot Hugs – “The Beginner’s Guide to Reproductive Rights – What They Are and Why We Need Them”  
<http://everydayfeminism.com/2015/07/intro-to-reproductive-rights/>
5. (Optional) Lancione, Marisa – “Pregnancy and Mental Health: How One Psychiatrist Told Me I Shouldn’t Have Kids”  
<http://everydayfeminism.com/2015/01/pregnancy-and-mental-health/>
6. (Optional) Qu’emi, Jack – “4 Ways to Be Gender Inclusive When Discussing Abortion”  
<http://everydayfeminism.com/2014/08/gender-inclusive-discussing-abortion/>
7. (Optional) Sánchez, Erika L – “4 Ways the US is Hostile Toward Mothers”  
<http://everydayfeminism.com/2014/06/us-hostile-toward-mothers/>

#### April 21, 2016 – BLOG POST DUE

*Topic:* Body Image

1. Kilbourne, Jean – “Killing Us Softly 4” (available to stream on Sakai)
2. Fabello, Melissa – “5 Reasons Why Everything You Think You Know About Obesity Is Wrong (Or At Least Really Shady)”  
<http://everydayfeminism.com/2015/05/gtfo-with-obesity-epidemic/>
3. Chastain, Ragen – “Banning Anorexic Models”  
<http://danceswithfat.wordpress.com/2015/03/18/banning-anorexic-models/>

4. National Eating Disorders Association – “Eating Disorders Among Men: A Silent Epidemic”  
<http://everydayfeminism.com/2014/11/eating-disorders-among-men/>
5. (Optional) Junk Food Science – “How We’ve Come to Believe that Overeating Causes Obesity”  
<http://junkfoodscience.blogspot.com/2008/02/how-weve-came-to-believe-that.html>
6. (Optional) “Poodle Science” from *The Association for Size Diversity and Health*  
<https://youtu.be/H89QQfXtc-k>
7. (Optional) Bias, Stacy – “12 Good Fatty Archetypes”  
<http://stacybias.net/2014/06/12-good-fatty-archetypes/>
8. (Optional) Brown, Harriet – “How Obesity Became a Disease”  
<http://www.theatlantic.com/health/archive/2015/03/how-obesity-became-a-disease/388300/>
9. (Optional) Rakova, Kira – “5 Facts About Eating Disorders You Won’t Learn from Mainstream Media”  
<http://everydayfeminism.com/2015/10/eating-disorders-beyond-media/>
10. (Optional) Cooper, Charlotte – “Headless Fatties”  
<http://charlottecooper.net/publishing/digital/headless-fatties-01-07/>

**April 26, 2016**

*Topic:* Feminism & Disability

*Due Today:* **NOTHING – WORK ON YOUR FINALS**

**April 28, 2016 – FINAL PROJECT**

*Topic:* Final Project Presentations & Expanding Beyond the Classroom

*Due Today:* **FINAL PROJECT DUE IN CLASS AND UPLOADED ON SAKAI**

**FINAL REFLECTION PAPER DUE THURSDAY MAY 5, 2016 BY 11:55 PM  
UPLOAD TO SAKAI**

**Student-Wellness Services:**

**Just In Case Web App**

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

**Counseling, ADAP & Psychiatric Services (CAPS)**

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

**Violence Prevention & Victim Assistance (VPVA)**

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

**Disability Services**

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

**Scarlet Listeners**

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.