

## CONTEMPORARY FEMINIST DEBATES

GWSS 3004W \* Fall 2011 \* Tues/Thurs: 11:15-12:30 \* Ford 110

3 Credits

CLE Requirement: Civic Life and Ethics

**Instructor:** Dr. Sara Puotinen

Office Hours: Thurs 12:45-2, Online Office Hours (via twitter): Wed, 12-1

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**Blog Address:** <http://blog.lib.umn.edu/puot0002/feministdebates2011>

**Twitter:** [www.twitter.com/gwssprof](http://www.twitter.com/gwssprof) (hashtag: #femd2011)

### COURSE DESCRIPTION

The following passages have inspired the development of this course:

I approach feminism with the presumption that no undisputed premises are to be agreed upon in the global context. And so, for practical and political reasons, there is no value to be derived in silencing disputes. The questions are: how best to have them, how most productively to stage them, and how to act in ways that acknowledge the irreversible complexity of who we are?

Judith Butler, "The End of Sexual Difference?"

What is distinctive about developing a *feminist curiosity*? One of the starting points of feminism is taking women's lives seriously. "Seriously" implies listening carefully, digging deep, developing a long attention span, being ready to be surprised.

Cynthia Enloe, *The Curious Feminist*

There is no magic formula for reaching fair and workable resolutions of these pressing and complicated problems. The best we can do is resolve to be as open and sensitive as we can to the diversity of interest and range of values involved. This in turn requires us to commit ourselves to seeking as many different perspectives as possible. If we are sincerely concerned with ending the subordination of *all* women, feminists cannot afford unquestioned assumptions, orthodoxies, or dogmatic commitments to positions alleged to be "politically correct." Instead, we must find ways of hearing the voices of women muted in the dominant culture, and we must respond to these voices by giving special attention and weight to the concerns they express

Jaggar, *Living with Contradictions*

In this course we will take as our premise that debate is essential for the success of feminism as democratic movement and that that debate requires a healthy dose of feminist curiosity and a willingness to not resolve complexity but to engage with it. We will explore how feminists have energized their theoretical/political projects through productive debates on key issues, giving particular attention to how these debates are articulated and negotiated within social media spaces (especially on blogs and via twitter).

After beginning with brief introductions to feminist social media, feminism and feminist debate, we will spend most of the semester on in-depth explorations of four key clusters of issues within transnational U.S. feminisms: (1) Street Harassment, (2) Reproductive Rights/Justice and (3) Domestic Labor and (4) Education and the Academic Industrial Complex. Through the process of exploring these clusters of issues, we will engage in our own ethical and political deliberation on feminisms and its various agendas for social justice and transformation.

Some questions that we will explore this semester include:

- What is feminism? What are feminisms?
- How much should feminists compromise their ideals in order to get their goals realized?
- What is the meaning of “choice” in pro-choice?
- How can feminists work with other social justice movements to challenge oppression in its many forms?
- What role should social/online media play in feminist activism?
- How/where should feminism be taught?
- What is a feminist issue?

#### **GOALS FOR THE GWSS DEPARTMENT**

- To study interdisciplinary scholarship on women and gender
- To focus on multicultural and cross-cultural studies both in the US and globally
- To develop critical, analytical and interdisciplinary problem-solving skills
- To enhance research skills and creative talents
- To develop new ideas and theories about women and gender that challenges assumptions and contribute to social change.

#### **GOALS FOR THIS COURSE**

- To reflect on the value of debate for feminists’ ethical and political projects
- To apply the concepts discussed in class to contemporary culture, and your own lives
- To engage in a critical exploration of several contentious issues within feminism
- To foster a sense of community in which we all can critically explore a wide range of perspectives in respectful and productive ways
- To brainstorm strategies for addressing key issues of concern for feminists
- To develop, defend and challenge your own personal values and beliefs on feminism
- To acquire important critical digital literacy skills
- To explore the limits/possibilities of online media for feminist principles and projects

**IMPORTANT:** To be successful in this course, you will need to spend considerable time on our blog and twitter. Please contact me as soon as possible with any concerns you have about this requirement. If you are completely opposed to using blogs and/or twitter in the classroom, I encourage you to seek out another class to fulfill your writing intensive/civic life and ethics requirements.

#### **CIVIC LIFE AND ETHICS REQUIREMENT**

This course focuses on critically examining the ethical and political choices that feminists and feminist communities have made as they develop, defend and challenge each other’s solutions to some central problems within contemporary feminism. The connection between ethics and civic life is central to the course in two key ways. This course requires that you critically reflect on the *ethics* of civic engagement (what principles are at stake in feminists’ developments of their agendas), and it allows you to collectively debate the value of these ethical principles in your own thinking about how feminists should work for social justice.

#### **WRITING INTENSIVE COMPONENT OF COURSE**

Writing is a central part of this course. Your formal writing assignment is a feminist reflection paper, with an initial draft of 3 pages due on September 22 and a final, revised version of 8 pages

due on December 1. In addition to this “formal writing,” you will be required to write extensively on our course blog. We will experiment with using the blog and twitter to reflect on/document the writing process and to receive feedback from each other. Emphasis will be placed on developing ways to effectively express your critical and creative engagement with course topics and other members of the class.

### COURSE EXPECTATIONS

**Attend Class Regularly:** You are allowed to have **two** unexcused absence during this semester. You are responsible for contacting other students to get any notes, handouts or information on assignments that you might have missed. **Please do not contact me requesting missed notes or assignments.** Instead, I would encourage you to exchange email addresses or phone numbers with several other students. You can also tweet questions to our class.

**Let me know if you have any questions or concerns:** You are always welcome to visit me during my office hours (offline: Tues. 12:45-2 or online via twitter: Wed. 12-1). If you can't make my office hours, you can email me ([puot0002@umn.edu](mailto:puot0002@umn.edu)) or tweet me (@gwssprof) with your questions or to set up another time.

**Be an active and respectful participant in class:** Your participation is crucial to the success of the class. To that end, you are responsible for coming to class fully prepared, actively and respectfully contributing to discussions, listening attentively to others' ideas and experiences, asking questions when you don't understand the material and giving me feedback on what is working and not working in the class. You can also post questions/comments on our course blog or twitter feed.

**Hand in all assignments on time:** Complete all work on time. “On time” means at the beginning of the class period on the particular due date (hard copy) and by 11 PM online on the particular due date (blog/twitter assignments). **Due dates are final and non-negotiable.** Exceptions will only be granted in extreme circumstances. All due dates will be posted on our course blog on the course information page (<http://blog.lib.umn.edu/puot0002/feministdebates2011/about/>). **All assigned work must be completed in order to pass the class.**

**Check the blog on a regular basis:** We will be using our course blog a lot in this class. If possible, make sure to bookmark it on your computer. You must check it regularly to read what other students in the course have to say about the readings, topics, and feminist debates. You should also check it to read any announcements from class (like revised assignments) or to download handouts. I will also occasionally post my notes or reflections on the topic/readings.

**Don't procrastinate:** At the end of every semester, I ask students to give advice to future students. One of the most popular suggestions is: don't procrastinate. The readings, papers, and blog assignments always take more time than you think so don't wait until the last minute to do them.

### MY TEACHING PHILOSOPHY

As a teacher, two of my primary goals are to empower students to claim their own education and to inspire them to be curious and critically aware of their world/s. I will emphasize discussion and student participation and limit the number (and length) of my lectures. This discussion/participation-based format means that you, along with your classmates, bear a lot of

responsibility for the success of the class. You must hold each other accountable for the claims that you make and the ideas you express. And you must make sure that you come to class prepared with some thoughts and questions so that we can have respectful and productive discussions about the material/topics.

### **SOME THOUGHTS ON BLOGGING AND TWITTER**

Our course **blog** (<http://blog.lib.umn.edu/puot0002/feministdebates2011>) will play a central role in our class. I will use it to post announcements, class summaries, assignments, and handouts. You will be using it to complete several of your assignments and to engage and develop connections with your class members and instructors. To help you become familiar with the blog, I will provide training sessions on how to use the blog in the Rachel Raimist Feminist Media Center (Ford 468) on the second day of class and post an online tutorial. We will also devote time to reading about/discussing the value of blogs and twitter for feminist activist projects. Throughout the semester, I will include more blog training and discussion during class time and I will be available for blog training sessions upon request. Finally, I hope to enlist some class members to serve as technology mentors to other students. If you are familiar with blogging at the U (on UThink) and are willing to help others, please let me know.

We will also be using **twitter** (a class list and a hashtag). I will be using it to post announcements and hold virtual office hours. And you will be using it to post links, ask questions, connect with other students, and experiment with expressing ideas succinctly. I will provide a brief tutorial (in person and online) on how to sign up for twitter and use it for class engagement.

### **OTHER IMPORTANT INFORMATION**

#### **Academic Dishonesty**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

**SCHOLASTIC DISHONESTY:** submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to an including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask. - University of Minnesota

#### **Disability Services**

Students with disabilities who require accommodations in meeting course requirements should meet with me as early as possible in the term. Class materials, including this syllabus, can be made available in alternative formats upon request. It is your responsibility to provide documentation from Disability Services to receive accommodations.

#### **Non-native English Speakers and Writers**

If you need some extra assistance with the reading and writing assignments, please contact me early in the term.

### U of M Harassment Policy

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. For further information, call the University Office of Equal Opportunity and Affirmative Action, 418 Morrill Hall, 624-9547.

### GRADE BREAKDOWN

Feminism Reflection Paper	100 points
Revised Fem. Reflection Paper	200 points
Informal Writing	150 points
Blog Assignments	110 points
Diablog	150 points
Twitter	40 points
Social Media Assessment	100 points
Participation	150 points
<b>total</b>	<b>1000 points</b>

### CLA GRADING CRITERIA

- A *outstanding* achievement (900-1000 points)
- B achievement *significantly above* necessary level (800-899 points)
- C achievement meeting the *basic* course requirements (700-799 points)
- D achievement *worthy of credit* (600-699 points)
- F performance *failing* to meet the basic course requirements (500-599 points)
- S equivalent to a grade of C or better

### FEMINISM REFLECTION PAPER

**100 points**

In the preface to *Feminism is for Everybody*, bell hooks' explains that she wrote the book in order to provide her friends and family with a brief and accessible explanation of what feminism is and why it is important. The goal of this assignment is to write a **3 page/double-spaced/11 or 12 point font** paper in which you offer your own clear and compelling definition of feminism and why it is/is not important.

### REVISED FEMINISM REFLECTION PAPER

**200 points**

In this **8 page paper**, you should do a substantial revision of your first paper on feminism and whether or not it is necessary. Taking into consideration my comments on your first draft, our discussion of feminism (its histories, key issues, debates), and your informal writing assignments, this paper should reflect a more informed vision of feminism and its importance (or lack of importance). You must include your initial draft (with my comments) and print-outs of your informal writing assignments with your final draft.

### INFORMAL WRITING

**150 points**

These informal writing assignments are designed to help you as you engage in the process of writing and revising your reflection paper on feminism: developing your definition of feminism, focusing your ideas, using examples to support your claims, and learning how to succinctly and compellingly communicate your ideas. The following is a breakdown of your 5 required informal writing exercises:

Assignment	Points	Where to post	Due Date
Feminism definition	25	twitter and blog	oct 7
2 Reading examples	2@25 = 50 total	twitter and blog	1: oct 17 2: nov 7
Current example	25	twitter and blog	nov 21
Reflection on writing	50	blog	oct 30

### GENERAL BLOG ASSIGNMENTS

You are required to be an active participant on our course blog. Here is a list of the general blog assignments:

Assignment	Points	Due Date
This is a feminist issue ENTRY	20	september 23
3 This is a feminist issue COMMENTS	3@10 = 30 total	1: sept 25 2: nov 8 3: dec 8
4 Open Thread COMMENTS	4@10 = 40 total	1: sept 14 2: nov 6 3-4: dec 8
2 Feedback COMMENTS	2@10 = 20 total	1: nov 8 2: dec 8

### DIABLOG

**150 points**

To foster connections between our online and offline engagements, to help us to cultivate our class community, and to give you even more opportunity to shape the class, you and 7 classmates will lead us in a mini diablog about the readings. More details about this assignment and a sign-up sheet will be distributed on sept 22. The first diablog will begin on sept 29.

**Note:** Dialogue + blog = **diablog** (noun) A collaboration involving two (or more) people who exchange ideas with others via posts and comments on their shared blog. A diablog requires a explicit commitment to engaging with blog-writing partners through reading and commenting on their posts and referring to/incorporating ideas into your posts.

### TWITTER ASSIGNMENTS

You are required to actively participate on twitter. Here is a list of your assignments:

Assignment	Points	Due Date
Tweet about "this is a fem. issue"	5	sept 23
3 Tweets about feminist resources	3@5 = 15 total	1-2: nov 8 3: dec 8
4 Tweets of your choice	4@5 = 20 total	dec 8

### FEMINIST SOCIAL MEDIA ASSESSMENT

You are required to complete two different assignments in which you assess the value/ importance of social media for feminist ethical and political projects.

**Feminist Social Media Example**

**50 points**

You and 1-2 other students will critically assess one form of feminist social media and present this assessment to the class (in-class and on the blog). You will do research online in order to find a suitable example of feminist social media. Then collectively assess your example for its value as a feminist education resource. Finally, you will give a brief (about 10 minutes) presentation in class on either oct 18, nov 8 or nov 29. A sign-up sheet and more details about this assignment will be distributed in a few weeks.

**Assessment of class use of Social Media**

**50 points**

In early december (by dec 8), you are required to post a blog entry in which you reflect on the value and effectiveness of social media in our feminist class. More information about this assignment will be distributed after Thanksgiving.

**PARTICIPATION**

**150 points**

You are required to attend class regularly and contribute to class discussions. **More than two unexcused absences will lower your class participation grade.** For each class, you must be prepared, with fully read text in hand. Included in this grade are any in-class assignments (such as free-writing assignments, small group work, film worksheets).

**COURSE READINGS**

**Books**

- Smith, Joanne, Meghan Huppuch and Mandy Van Deven. *Hey Shorty! A Guide to Combating Sexual Harassment and Violence in Schools and on the Streets*
- Yee, Jessica, ed. *Feminism for Real: Deconstructing the Feminist Academic Industrial Complex*
- hooks, bell. *Feminism is for Everybody* (if available)

**Blogs/Twitter**

Most of our course readings are from blogs and/or websites. Links will be provided on the blog and in the hard copy of the syllabus.

**Additional Articles**

Readings without links are available as downloadable pdfs on our moodle\* site.

Access muddle through [MyU](#). Click on MyCourses and then GWSS 3004. Log in and then click on our class again. The readings will be organized under the week we will be reading and discussing them.

**COURSE SCHEDULE (subject to change)**

**sept 6 Introduction to Class**

**sept 8 Introduction to Blog and Twitter Basics**

Training Workshop on how to blog and tweet in the Rachel Raimist Feminist Media Center (Ford 468).

Class will be divided into 3 groups:

Group A	11:15-11:40
Group B	11:40-12:05
Group C	12:05-12:30

**Readings:**

- Review my blog entry for class: How to blog, a primer  
<http://blog.lib.umn.edu/puot0002/fd2011/2011/01/how-to-blog-a-primer.html>
- Browse through our course blog and the course blog for last year's class  
<http://blog.lib.umn.edu/puot0002/fd2011> (last year)  
<http://blog.lib.umn.edu/puot0002/feministdebates2011> (current, fall 2011)
- How to blog and tweet handouts:  
<http://blog.lib.umn.edu/puot0002/feministdebates2011/Howtoblogchecklist3004.pdf>  
<http://blog.lib.umn.edu/puot0002/feministdebates2011/twitteruserguidefemd.pdf>

**sept 13 More on Blog and Twitter Basics**

**Readings:**

- Closely read entire course syllabus online. Come to class with questions.
- Puotinen, Sara. "Why Blog?"  
<http://blog.lib.umn.edu/puot0002/3004/2010/01/why-blog.html>
- Puotinen, Sara. Why I Blog  
<http://teachingblogs.room34.com/about-slp-2>
- ProfHack. "How to Start Tweeting"  
<http://chronicle.com/blogPost/How-to-Start-Tweeing/26065>
- Twitter in Plain English  
<http://www.youtube.com/watch?v=ddO9idmax0o>

**optional:**

- Puotinen, Sara. blog writing: for students, parts 1 and 2  
<http://trouble.room34.com/archives/1684>  
<http://trouble.room34.com/archives/1728>

Discuss feminist reflection paper and blog/twitter assignments.

**sept 15 What is feminism?**

**Readings:**

- hooks, bell. chapters from *Feminism is for Everybody* (moodle)
- Castro, Joy. "On Becoming Educated"  
[http://barnard.edu/sfonline/polyphonic/castro\\_01.htm](http://barnard.edu/sfonline/polyphonic/castro_01.htm)
- Hoffman, Jessica. "Unmooring to Connect: Holistic Feminisms"  
[http://barnard.edu/sfonline/polyphonic/hoffmann\\_01.htm](http://barnard.edu/sfonline/polyphonic/hoffmann_01.htm)

**sept 20 Feminisms, Mass-based Education and Social Media**

**Readings:**

- Herold, Stephanie. "Young Feminists to Older Feminists: If you can't find us, it's because we're online"  
<http://rm34.us/693>
- Sen, Rinku. BCRW. Video clips from "New Feminist Activism"  
<http://vimeo.com/6798156>
- Browsing Feminist Blog Assignment

**sept 22 Feminist Curiosity and Debate**

**Readings:**

- Enloe, Cynthia. "Being Curious about our Lack of Feminist Curiosity" (moodle)
- Jagger, Alison. "Living with Contradictions" (moodle)
- Puotinen, Sara. "Why did we stop asking questions?"  
<http://trouble.room34.com/archives/3182>
- Overview of category: This is a feminist issue because...
  1. First entry/explanation: <http://blog.lib.umn.edu/puot0002/3004/2010/01/this-is-a-feminist-issue-becausehaiti-earthquake.html>
  2. Browse category: <http://blog.lib.umn.edu/puot0002/3004/this-is-a-feminist-issue-because>

**DUE:** Feminist reflection paper

Distribute and discuss diablo log assignment. Sign-up for week/discussion group.

## ISSUE I: Street Harassment

**sept 27      Slutwalk, part one: some background**

**Readings:**

- SlutWalk Minneapolis <http://www.slutwalkminneapolis.org>
- SlutWalk Toronto <http://www.slutwalktoronto.com>
- Valenti, Jessica. Excerpt from *Yes Means Yes: Visions of Female Sexual Power and a World Without Rape* (moodle)
- Kearl, Holly. Excerpt from *Stop! Street Harassment* (moodle)
- Feminism, 101. "What is slut-shaming?"  
<http://finallyfeminism101.wordpress.com/2010/04/04/what-is-slut-shaming>

**sept 29      Slutwalk, part two: some debate**

**Readings:**

- Feministing. "Slutwalk redux with Rebecca Traister and Feministing Writers"  
<http://feministing.com/2011/07/22/slutwalk-redux-with-rebecca-traister-and-feministing-writers>
- HollabackDC. "Why I Don't Care to Slutwalk" read post *and* all comments  
<http://hollabackdc.wordpress.com/2011/08/12/why-i-dont-care-to-slutwalk>
- Blogando, Aura. "Slutwalk: A Stroll Through White Supremacy"  
<http://tothecurb.wordpress.com/2011/05/13/slutwalk-a-stroll-through-white-supremacy/>

### SLUTWALK MINNEAPOLIS ON OCTOBER 1ST

**oct 4/6      Hey Shorty!**

**Readings:**

- Joanne Smith, Meghan Huppuch and Mandy Van Deven. *Hey Shorty!*

**DIABLOG #1 on Hey Shorty! on oct 6**

**oct 11      Social Media Focus: the Hollaback! App**

**Readings:**

- <http://www.ihollaback.org>
- iPhone app: <http://itunes.apple.com/us/app/hollaback/id379866261?mt=8>
- watch clips of panel from Barnard Center for Research on Women: <http://bcrw.barnard.edu/videos/hollaback-feminist-responses-to-street-harassment>

**oct 13 FEMINIST SOCIAL MEDIA TOOLS/EXAMPLES, pt 1**

## **ISSUE 2: Reproductive Rights/Justice**

**oct 18/20 Reproductive Rights: What is choice? Who gets to choose? What choices?**

### **Readings:**

- Ross, Loretta J. "The Color of Choice" (moodle)
- Roberts, Dorothy. Excerpts from "The Dark Side of Birth Control" (moodle)
- Crews, Allison. "And So I Chose" (moodle)
- Sayce, Liz and Rachel Perkins. "They should not breed: Feminism, disability and reproductive rights"
- "Language: On choice" (moodle)
- SubRosas. "Culture of Eugenics"

<http://barnard.edu/sfonline/reprotech/subrosa/subRosa-Culture-of-Eugenics.pdf>

**DIABLOG #2 on Choice on oct 20**

**INTERLUDE: A Feminist Horror Movie?**

**oct 25/27 Stepford Wives, 1975**

### **Readings:**

- Silver, Anna Krugovoy. "The Cyborg Mystique: The Stepford Wives and Second Wave Feminism" (moodle)

**nov 1 Reproductive Justice a "woman's" issue?**

### **Readings:**

- Kaitlyn. "Transgender and Choice: Can We Start a Conversation?"  
<http://abortiongang.org/2011/08/transgender-and-choice-can-we-start-a-conversation>
- Lori. "Why I won't be talking about abortion as a woman's issue anymore"  
<http://feministing.com/2011/04/11/why-i-wont-be-talking-about-abortion-as-a-womens-issue-anymore>
- JOS. "Expanding Abortion Care and Gender Politics"  
<http://feministing.com/2011/04/21/expanding-abortion-care-and-gender-politics>
- Spade, Dean. "About Purportedly Gendered Body Parts"  
<http://www.deanspade.net/wp-content/uploads/2011/02/Purportedly-Gendered-Body-Parts.pdf>

**nov 3 Reproductive Justice, 2011**

### **Readings:**

- Sister Song <http://www.sistersong.net>

- ACRJ (Asian Communities for Reproductive Justice) <http://reproductivejustice.org>
- The Native Youth Sexual Health Network <http://www.nativeyouthsexualhealth.com/index.html>
- abortion gang <http://abortiongang.org>
- Class Summary from Feminist Debates Blog, Spring 2011  
<http://blog.lib.umn.edu/puot0002/fd2011/2011/02/day-eleven-february-23.html>

### **DIABLOG #3 on Reproductive Justice**

**nov 8            Focus on Social Media: Live-tweeting an abortion**

#### **Readings:**

- Wakeman, Jessica. "I'm Live-tweeting My Abortion"  
<http://www.thefrisky.com/post/246-im-live-tweeting-my-abortion-on-twitter>
- Wakeman, Jessica. "Frisky Q&A: Angie Jackson, the Woman Who Live-Tweeted Her Abortion"  
<http://www.thefrisky.com/post/246-im-live-tweeting-my-abortion-on-twitter/>
- Jill on *Feministe*. "Live-tweeting an abortion"  
<http://www.feministe.us/blog/archives/2010/02/25/live-tweeting-abortion>

### **ISSUE 3: Domestic Labor**

**nov 10            Feminism, Nannies and Domestic Labor**

#### **Readings:**

- Ehrenreich, Barbara. Excerpt from *Global Nannies* (moodle)
- Bose, Christine. "The Interconnections between Paid and Unpaid Domestic Work"
- Hotschild, Arlie. "Love and Gold"  
[http://barnard.edu/sfonline/work/hochschild\\_01.htm](http://barnard.edu/sfonline/work/hochschild_01.htm)
- Jezebel. "Don't you just love your [insert ethnicity here] nanny"  
<http://jezebel.com/5364420/dont-you-just-love-your-%5Binsert-ethnicity%5D-nanny>
- 2010 Feminist Debates Course Blog. "Who are...Undocumented Workers?"  
<http://blog.lib.umn.edu/puot0002/3004/2010/02/who-areundocumented-workers.html>

**nov 15            clips from *Maid in America***

#### **Readings:**

- Hondagneu-Sotelo. "Cleaning Up a Dirty Business"

**nov 18            Focus on Social Media: "La Colectiva" and "Drop the I word"**

#### **Readings:**

- La Colectiva Campaign: <http://www.lacolectivasf.org>
- Various articles/videos on Domestic Worker Safety and Dignity Project:  
<http://newroutes.org/projects/domesticworkerdignity>
- <http://colorlines.com/drop-the-i-word>

### **DIABLOG #4 on La Colectiva and Drop the I word**

**nov 22/24        THANKSGIVING BREAK, NO CLASSES**

nov 29      **FEMINIST SOCIAL MEDIA TOOLS/EXAMPLES, pt 2**

## **ISSUE 4: Feminist Education revisited**

dec 1/6      **The (feminist) Academic Industrial Complex**

**Readings:**

- Yee, Jessica. *Feminism for Real*

**DUE dec 1:** Final Draft of Feminist Reflection paper *and* folder with all drafts/informal writing

**DIABLOG #4 on the Feminist AIC**

dec 8      **Focus on Social Media: Whose University?**

dec 13      **Course Wrap-up**