

**Due: Today– Oral Presentation Preferences (two dates/two topic areas) due over email by end of day.
No HW assignment for next class.**

1. Charlotte Perkins Gilman (1860-1935) and *The Yellow Wallpaper*
 - . Gilman: An Expansive Voice within First-Wave Women’s Movement; member of “The Feminists”
 2. ***The Yellow Wallpaper (1892)***: Bridging Text between First Wave (1848-1920) and Second + Wave (1966 -) of American Women’s Rights Activism
3. Small Group Discussion: ***The Yellow Wallpaper*** - Charlotte Perkins Gilman
 4. Meanings of this text in the contemporary period; relationship to other accounts of women and mental/emotional disturbance (e.g., Sylvia Plath – *The Bell Jar*, Susanna Kaysen- *Girl, Interrupted*). Is ***The Yellow Wallpaper*** a “feminist” text?
5. The Conceptual Legacy of the “First Wave” of American Women’s Rights Activism for Women’s and Gender Studies
 - a. Critiquing the “Lenses of Gender”—(Psychologist Sandra Bem, *The Lenses of Gender*)- (Grimke, Stanton, Truth, Anthony, Stone-Blackwell, Douglass)
 1. **Biological Essentialism/Determinism**-views gendered roles/hierarchy and male domination as rooted intrinsically in biology, esp. reproductive biology
 2. **Androcentrism** (male-centeredness)- defines males and male experience as the norm and females and female experience as a deviation from that norm.
 3. **Gender polarization**- assumes the gender binary, and that male and female are opposite in nature;
This lens may be superimposed on many aspects of dress, behavior, language, family roles, work and sexuality.
 - b. Articulating a critique of the gender system as one of **performance** and **power**; Describing a model of a system in which the parts (social/cultural, legal/economic) not only work together to maintain a gendered hierarchy, but also can be targeted separately for change (“Dec. of Sentiments...”)
 - c. Identifying *contradictions* within the political, economic and familial system that promote conflict, questioning and change (Smith-Rosenberg); rejecting monolithic concepts of *culture*; affirming model of *cultural conflict*
 - d. Establishing models of social change that include diverse political, social and economic strategies
(Stanton, Anthony, Truth, Douglass, Stone-Blackwell, Cooper, Wells-Barnett, Gilman)
 - e. Questioning the meaning of *gender equality*: sameness or difference?
 - f. Creating connections and affirming differences among various groups of women; theorizing *intersectionality* of race/gender/ethnicity/class
(Davis, Truth, Boydston, Stanton, Cooper, Wells-Barnett)
 - g. Conceptualizing the role of men as allies and beneficiaries in women’s rights movements (“Sentiments” male signers, Douglass, Blackwell);
6. The Years Between the Waves of U.S. Women’s Rights Activism: 1920-60-
“Unobtrusive Mobilization” (Katzenstein) or “Lull Between the Waves”?
Understanding Influence of WWII

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