THE WOMEN’S LIBERATION MOVEMENT (WMST 20095) – Syllabus.   
Tuesday/Thursday nights @7pm – Merrill 104.  
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Welcome. A Word about the Course.  
 Our subject of study begins with “an astounding revolution.” What we’ve come to identify as “the women’s liberation movement” played out as an unsettling, hard-knocking chapter of history, a drama-in-real-time, on-real-locations. In short, it really happened. The unique set of demands and demonstrations, people and groups, events and documents, moods and purposes, causes and effects fed off and fed the energies of Civil Rights and Peace/Anti-War, dozens of angry rights-based uprisings, fierce pushes for radical change. In the late 1960’s, the women’s movement caught notice and caught on, carrying the country into what we’ve termed “The Decade of Women.” (The U.S. Women’s Liberation Movement had sister-movements around the world, some roughly in sync, some inspired by and happening later).  
  
 Our sequence of material? We will employ as our Startpoint = The very middle of things: in the tradition of a good suspenseful story or film, *in medias res.* We’ll open with the recognized launchpoints of the revolution, this LIBERATION MOVEMENT for women—women who, in this case, could not help noticing that the *other liberation quests then in progress* were categorically leaving them behind, expecting them to get the coffee or put out sex. One of the most famous 60’s radical-men (whom I shall not name, but you can look him up), confronted with his and his brothers’ sexist refusals to allow women in leadership positions, had unabashedly declared that the only available position for women he could think of… was ***prone.*** Similar incentives for women to rise up and be heard occurred within the peace and anti-Vietnam movements. Liberation, it turns out, creates a contagion—for liberation.  
   
 After the movement launched >>> We’ll inquire, what happened then? Once moving, what was the blazed trail? Who blazed it? what women&men joined on in pursuit of feminism, women’s liberation, rights, equality, justice, a new consciousness, an altered world? Why did it happen? What led to it? With what did they struggle? With whom did they clash? And then … what? And then … what? The Women’s Liberation Movement was never officially called, nor was it ever officially called off. We’ll investigate its ongoing thrust (diverted though it has been to other channels) as well as its missteps, stalemates, reported demise and so on … as we make our way to Here and now.  
  
SO … We begin. And … what do we find … In the middle of things? We find women effectively …  
rattling their chains, flailing in their traps, realizing they are not (yet in ways are) alone,  
waking up, tuning in, saying altogether (in time), *something’s wrong with these pictures—*and  
moving >>> against the various bars of their various cages (to borrow Marilyn Frye’s analogy).

WEEK ONE. THE MIDDLE OF THINGS. THE OPPRESSED WOMEN AWAKEN.  
**READ:** \* <http://zinelibrary.info/files/Frye.pdf>

WEEK TWO. AWAKE in 1968.  
**READ**: Notes from the 1st year. 1968. The Jeannette Rankin Brigade  
<http://library.duke.edu/rubenstein/scriptorium/wlm/notes/> (Read/Browse all articles )  
  
WEEK THREE & FOUR The Movement Itself  
Look to see, to understand, feel/put yourself in the moments  
Listen to hear, understand, believe—take them at their word  
Movements are comparatively rare; they come from somewhere—time&circumstance—where  
words and actions get a foothold.

What words, actions—people, individuals, groups, demographics.  
What themes, questions, troubles, issues, hopes, dreams, fears, visions, critiques of the status QUO  
What events, what headlines, what progress & regress, what momentum, what stalemates

The documents, the images, the slogans, the anthems, the resonant language of the day  
**Read: Chapter 8 in Collins text: The WLM. pp. 178-209  
And:** <http://www.uic.edu/orgs/cwluherstory/CWLUArchive/voice.html>  
  
WEEK FIVE – Liberated Women. Bound Women.  
Liberation—the mere choice of the word—says ‘NOT free’—bound //Desire freedom  
**Read Collins Chapters 4-5; 6-7.  
Watch**: <http://www.youtube.com/watch?v=amZD8XxTsjQ>  
<http://video.pbs.org/program/makers-women-who-make-america/>  
**Browse**: <http://www.documentarysite.com/?cat=8>  
**Compare**: <http://feminismincinema.blogspot.com/>

WEEK SIX &SEVEN – Sisterhood.  
Robin Morgan’s Classic Series: ***Sisterhood is Powerful; Sisterhood is Global; Sisterhood is Forever.***We will divvy up the readings from whichever of these texts you have. And you will report on your select chapters, leading the class in discussion of key points (Don’t worry; I’ll explain this in week four.)  
**Read: your assigned chapters.**

WEEK EIGHT &NINE. The issues, challenges, efforts of The Sisters – Unity and Division.  
Choose your Issues. Explore the alliances, conflicts and work/strategies towards “liberations” of different sorts—and same sorts.  
Examples: Sexism. Man: An adversary??Marriage. Motherhood /“Single-Parenting”  
Hookers/Whores/Sex Work; Gender-stratified Work—the Professions for women …. NOT for women.  
The church. The Law. The patriarchal system(s). Old Ideologies / New, emerging ideologies….  
Repression – Oppression—in multiples—intersections of gender, race, class, and … more.  
Sexual Minorities; the forgotten women: Black + Woman = Different bondages/different Liberations  
Chicana Women; Asian/Pacific Island women Native-American – New Splinters [dis]Ability, Workplaces///House&Home; Women and War; Women and Imprisonment  
Birth control. Age … and women.  
Media Images -- Canonical Literature. Music. Art. Representations w/o Representation  
Women’s Perspectives (Woman vs. Woman?) Rethinking housework, femininity, institutionalized sexism, etc.  
**Read: Appropriate chapters from Robin Morgan text of choice.**  
WEEK TEN. The Opposition, The Backlashes, The Uglification of Feminism  
“The U.S. Women’s Movement is in a sense the victim of its own success: our accomplishments, ***while almost never credited to feminism,*** are construed as negating the need for feminism.” – Collins.

“American women and men often suffer from ahistoric unawareness—vulnerable to superficial media interpretation, more reactive than proactive … [care] too little … strategize too little about the future.”  
**Read: Collins Part III – chapters 9. 10, 11.**

WEEK ELEVEN-TWELVE. The Aftermath – the continuing influence of Women  
The 80’s – **Read Collins Chapter 12**  
The 90’s –**Read Collins Chapter 13**The New Millenium – **Read Collins Chapter 14 & Epilogue**Title ix: <http://www1.cuny.edu/portal_ur/content/womens_leadership/title_athletics.html>

WEEK THIRTEEN-FOURTEEN. Return to the 1960’s – when everything changed.  
**Read Collins Part I.** And return to earlier yet.  
<http://www2.hu-berlin.de/sexology/ATLAS_EN/html/the_feminist_movement_in_the_u.html> <http://www1.cuny.edu/portal_ur/content/womens_leadership/feminism.html>

WEEK FIFTEEN: 2013 … and the future of Liberation for Women (and Men)  
Pause. The remains. SEARCH/Reflect on one of these themes (or suggest your own).

Women and the Sciences. New scientific inquiries into sex, gender, body, mind.   
The science of difference/Binary.Biology.  
Reproduction—reproductive rights. Shrinking #s of women in National Politics  
Girlhood/Boyhood—Gender’s incubators. Changes.  
Pornography—Prostitution—Sex Work … and its shadowworld of Trafficked bodies  
Sexual Harassment – Rape Culture.  
Globalization  
War and Peace  
Cyberfeminism  
Spirituality  
Environment; Animal Rights  
Funding for women—Women in Medicine, Technology, Engineering, Science, Economics, etc.

Textbooks**. *Sisterhood is Powerful.*** Or ***Sisterhood is Forever*** (Both by Robin Morgan)  
***When Everything Changed*** (By Gail Collins)

COURSE REQUIREMENTS.  
Attendance, Participation, Discussion, Quizzes: 25%  
In-class report / presentation: 25%  
Midterm Exam: 25%  
Final Exam: 25%

**Please read and make sure you understand the following University policies:**

**STUDENT ACCESSIBILITY SERVICES:** University Policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. **Please note,you must first verify your eligibility for these through Student Accessibility Services** (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

**CHEATING and PLAGIARISM**

In KSU’s digest of rules: *"Cheat" means intentionally to misrepresent the source,*

*nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation.*

"Plagiarize"means to take and present as one's own a material portion of the ideasor words of another or to present as one's own an idea or work derived from an existing source withoutfull and proper credit to the source of the ideas, words, or works.  
*Both cheating and plagiarism violate an important code of conduct within our academic context. Both involve fraudulent misrepresentation—and a fundamental breach.   
Thus, no credit can be given for assignments wherein either cheating or plagiarism are detected. PLEASE TAKE THESE THINGS SERIOUSLY!!*