CAS/GRS New Course Proposal Form
This form is to be used when proposing a new CAS or GRS course.

This form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu. For further information or assistance, contact Associate Dean Joseph Bizup (617-353-2409; jbizup@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: Women’s, Gender, & Sexuality Studies Program   DATE SUBMITTED: 12/7

COURSE NUMBER: WS 328

COURSE TITLE: Cultural Constructions of Motherhood

INSTRUCTOR(S): Lynn O’Brien Hallstein

TO BE FIRST OFFERED: Sem./Year: _Fall___ /__2017____

SHORT TITLE: The “short title” appears in the course inventory, on the Link University Class Schedule, and on student transcripts and must be 15 characters maximum including spaces. It should be as clear as possible.

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COURSE DESCRIPTION: This is the description that appears in the CAS and/or GRS Bulletin and The Link. It is the first guide that students have as to what the course is about. The description can contain no more than 40 words.

Motherhood as an intellectual concern, social institution, and site of competing discourses. Impact of race, class, education, and sexual orientation on mothering. Topics include feminisms, celebrity moms, fathering, mother blame, maternal body image, the economic costs of motherhood.

PREREQUISITES: Indicate “None” or list all elements of the prerequisites, clearly indicating “AND” or “OR” where appropriate. Here are three examples: “Junior standing or CAS ZN300 or consent of instructor”; “CAS ZN108 and CAS ZN203 and CAS PQ206; or consent of instructor”; “For SED students only.”

1. State the prerequisites:

None

2. Explain the need for these prerequisites:

N/A
CREDITS: (check one)

☐ Half course: 2 credits  ☐ Variable: Please describe.
☒ Full course: 4 credits  ☐ Other: Please describe.

Provide a rationale for this number of credits, bearing in mind that for a CAS or GRS course to carry 4 credits, 1) it must normally be scheduled to meet at least 150 minutes/week, AND 2) combined instruction and assignments, as detailed in the attached course syllabus, must anticipate at least 12 total hours/week of student effort to achieve course objectives.

Three of the course contact hours occur during in-class meeting times, while the fourth course hour is assigned to writing the required weekly reading notes, preparing to be the discussion leader, writing course assignments, and attending film screenings and office hours. Students not only prepare two pages of reading notes for each session, collected randomly, but students also serve as discussion leader once each semester, and turn their preparatory notes for a grade. The instructor requires that each student attends office hours at least once during the semester to discuss how the course is unfolding and to address any questions. Weekly reading assignments are typically 75 – 100 pages of complex theoretical prose.

DIVISIONAL STUDIES CREDIT: Is this course intended to fulfill Divisional Studies requirements?

☒ No.
☐ Yes. If yes, please indicate which division ______________________ and explain why the course should qualify for Divisional Studies credit. Refer to criteria listed here and specify whether this course is intended for “short” or “expanded” divisional list.

HOW FREQUENTLY WILL THE COURSE BE OFFERED?

☐ Every semester  ☐ Once a year, fall  ☐ Once a year, spring  ☐ Every other year
☐ Other: Explain:

NEED FOR THE COURSE: Explain the need for the course and its intended impact. How will it strengthen your overall curriculum? Will it be required or fulfill a requirement for degrees/majors/minors offered by your department/program or for degrees in other departments/school/colleges? Which students are most likely to be served by this course? How will it contribute to program learning outcomes for those students? If you see the course as being of “possible” or “likely” interest to students in another departments/program, please consult directly with colleagues in that unit. (You must attach appropriate cognate comments using cognate
This course was successfully taught in fall 2016 as a special topics course in Women's, Gender, & Sexuality Studies. The course will serve as one of the 300-level electives WGS minors can take to fulfill the 6-course program requirement. The success of the course as a special topic in WGS warrants moving it to a standalone course number. WGS courses most semesters are at or near full capacity, and in two years, we will be losing the full-time instructors who teach fourteen courses in the department. It is crucial that we begin building a curriculum now. “Cultural Constructions of Motherhood” is an interdisciplinary course that fulfills the curricular goals of the WGS Program.

ENROLLMENT: How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course?

30

CROSS-LISTING: Is this course to be cross-listed or taught with another course? If so, specify. Chairs/directors of all cross-listing units must co-sign this proposal on the signature line below.

OVERLAP:

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course?
   ✗ No.
   ☐ Yes. If yes, any active course(s) with the same number or title as the proposed course will be phased out upon approval of this proposal.
   NOTE: A course number cannot be reused if a different course by that number has been offered in the past five years.

2. Relationship to other courses in your program or others: Is there any significant overlap between this course and others offered by your department/program or by others? (You must attach appropriate cognate comments using cognate comment form if this course might be perceived as overlapping with courses in another department/program. See FURTHER INFORMATION below.)

Some of the topics in “Cultural Constructions of Motherhood” are introduced in the yearlong, interdisciplinary sequence 101-102, and this course allows students to explore motherhood, care, and family in much more details. WGS offers a 200-level elective dealing with gender, literature, and media, but it does not focus on performance WGS offers 200-level electives dealing with gender, literature, and media / sexism and misogyny but neither focuses on motherhood.
FACILITIES AND EQUIPMENT: What, if any, are the new or special facilities or equipment needs of the course (e.g., laboratory, library, instructional technology, consumables)? Are currently available facilities, equipment, and other resources adequate for the proposed course? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

None

STAFFING: How will the staffing of this course, in terms of faculty and, where relevant, teaching fellows, affect staffing support for other courses? For example, are there other courses that will not be taught as often as now? Is the staffing of this course the result of recent or expected expansion of faculty? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

Lynn O’Brien-Hallstein is a new faculty affiliate in WGS. She has also recently permission from the Dean of CGS to teach in WGS on a yearly basis.

BUDGET AND COST: What, if any, are the other new budgetary needs or implications related to the start-up or continued offering of this course? If start-up or continuation of the course will entail costs not already discussed, identify them and how you expect to cover them. (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

None.

EXTERNAL PROGRAMS: If this course is being offered at an external program/campus, please provide a brief description of that program and attach a CV for the proposed instructor.

FURTHER INFORMATION THAT MUST BE ATTACHED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

- A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the specifications of the course described in this proposal; that is, appropriate level, credits, etc. (See guidelines on “Writing a Syllabus” on the Center for Teaching & Learning website.) Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

- Cognate comment from chairs or directors of relevant departments and/or programs. Use the form here under “Curriculum Review & Modification.” You can consult with Joseph Bizup (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT CONTACT NAME AND POSITION:
DEPARTMENT CONTACT EMAIL AND PHONE:

DEPARTMENT APPROVAL: ____________________________ 12.6.16  
Carrie J. Preston  
Department Chair  
Date  

_________________________________________________
Other Department Chair(s) (for cross-listed courses)  
Date
CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved  Date: ________________
☐ Tabled   Date: ________________
☐ Not Approved  Date: ________________

Divisional Studies Credit:

☐ Endorsed
  ☐ HU
  ☐ MCS
  ☐ NS
  ☐ SS

☐ Not endorsed

______________________________________________________________
Curriculum Committee Chair Signature and Date

Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year ________________

______________________________________________________________
Dean of Arts & Sciences Signature and Date

Comments:

CAS FACULTY: Faculty Meeting Date: ________________  ☐ Approved  ☐ Not Approved

______________________________________________________________
Curriculum Administrator Signature and Date

Comments:
CULTURAL CONSTRUCTIONS OF MOTHERHOOD CAS WS 328
Monday: 4-7

Professor Lynn O’Brien Hallstein
lhallst@bu.edu
Office: 119 CGS Phone: 8-2917
Office hours: M: 11-12, W: 12-1; Fri: 12-1 & by appointment

COURSE DESCRIPTION: Motherhood is often lauded as the most important job, and Americans regularly talk about valuing family. However, as it tends to be women who are primarily responsible for caregiving in the family, the work is systematically devalued economically, socially, and legally. The gendered nature of motherhood also has a profound influence on women’s and men’s lives outside of the family, especially at work. Employing an interdisciplinary lens, this course examines motherhood as an intellectual concern, a social institution, and a site of competing discourses. Key questions explored are: How does culture shape mothering practices? How do race, economic class, education, and sexual orientation impact motherhood? How have the large-scale changes brought about by second wave feminisms impacted (or not) contemporary understandings of “good motherhood?” Related topics such as fathering, mother blame, maternal body image, parenting, the economic costs of motherhood, and mediated motherhood are also explored.

The course is founded on a key distinction Adrienne Rich made in her landmark book, Of Woman Born: Motherhood as Experience and Institution. Rich’s most basic argument is that motherhood is a patriarchal institution that oppresses women and that mothering has the potential to be empowering to women if they are allowed to define and practice mothering for themselves. In doing so, Rich was the first feminist scholar to introduce the idea that motherhood was ideological and, as a result, also political and structured by cultural institutions. Even though Rich did not have the language of “social construction” yet, Rich made one of the first social constructionist arguments when she claimed: “The patriarchal institution of motherhood is not the ‘human condition’ any more than rape, prostitution, and slavery are . . . motherhood has a history, an ideology” (33). As such, Rich made an all-important distinction between the institution of motherhood and the potential empowered relations in mothering. As Rich argued, “I try to distinguish two meanings of motherhood, one superimposed on the other: the potential relationship of any woman to her powers of reproduction and to children; and the institution, which aims at ensuring that that potential—and all women—shall remain under male control” (italics in original 13). Integrating this distinction as a foundational principle, this course is primarily designed around the exploration of institutionalized motherhood and explores the various cultural, social, and ideological institutions that construct and structure contemporary
understandings of motherhood. Thus, each week we explore a different institution and related topics, primarily looking for how each plays a role in cultural constructions of motherhood today. We will take a broad look at the ways that each individual institution constructs motherhood, while also exploring how each is also intertwined with various assumptions about what constitutes “good” motherhood today. Because our exploration is broad, each student will choose one of our weekly topics to explore in more depth to continue the conversation about that topic/institution in their final course paper.

TEACHING PHILOSOPHY: I believe we learn best when everyone in a learning community or classroom comes prepared for an active, thoughtful, and open discussion. First and foremost, this requires that each student does the reading—readings that are intellectually rich and complex--each week with the goals of discovering new ideas about how motherhood is constructed, ideas which also might challenge deeply held beliefs. To facilitate your preparation for class discussion, I ask that each of you do weekly reading notes and bring those notes to class. During our class discussion, this also means that each of us comes to class ready to think and discuss actively, thoughtfully, and with the goals of discovering, together, how others are taking in, interpreting, and thinking about the readings. As a result, I expect you to be engaged in class discussions and to thoughtfully and respectfully consider the ideas of others, especially those ideas that differ from yours. My goal is to facilitate a learning community that leans into and fosters a classroom environment that is conducive to open intellectual and personal exploration. These class discussions will help build your knowledge and understanding of the central issues and concepts related to motherhood. Your reading notes and exams will help develop your analytic skills and your ability to think across texts by synthesizing readings and ideas. The discussion-leader assignment will offer you the chance to be responsible for leading the class discussion and to prepare questions, ideas, and in-class activities that will develop your leadership among peers. Your final paper proposal and the paper that results will give you the opportunity to develop further your understanding of one of our course topics by continuing to research additional scholarship and work on a topic of interest to you and then applying those ideas to a focus you choose. Thus, for our class time to work well, for you to develop your academic skills related to a discussion class, and for your successful completion of course requirements, we all must come prepared each week, while also taking responsibility for staying on track with the syllabus and course due dates.

REQUIRED TEXTS:

Course Readings at Blackboard course website

COURSE OBJECTIVES, EVALUATION, FORMAT, AND ASSIGNMENTS

Major Course Objectives and Learning Outcomes:
The course format, readings, discussions, and assignments are designed to facilitate your ability to:
• examine and critique ideological assumptions underlying social institutions and systems of representation, including but not limited to assumptions regarding gender, race, class, nationality, disability, age, and sexual orientation in the context of motherhood studies;
• comprehend the impact of gender on individuals' historical and contemporary agency, and how the ability to express and enact agency in the context of motherhood and mothing have shaped mothers’ lives;
• learn and understand feminisms’ complex history in relation to motherhood;
• enhance your ability to engage in interdisciplinary approaches to intellectual inquiry;
• synthesize course readings by combining, bringing together, and/or interweaving readings in the service of your own analysis and arguments rather than only recounting what a reading says;
• demonstrate the ability to conduct interdisciplinary feminist analysis;
• practice and develop skills related to leading a class discussion—preparing, organizing, and facilitating a group discussion, and
• develop skills associated with initiating, developing, and completing a final paper project.

Evaluation:

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<thead>
<tr>
<th>Grade</th>
<th>Component</th>
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<tr>
<td>15%</td>
<td>Participation, including reading notes</td>
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<tr>
<td>20%</td>
<td>Midterm</td>
</tr>
<tr>
<td>5%</td>
<td>Final Paper Proposal</td>
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<tr>
<td>20%</td>
<td>Final Exam</td>
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<tr>
<td>20%</td>
<td>Final Paper (10-12 pgs.)</td>
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Weekly Class Format: This is a 4 credit course that meets once a week. The weekly course format works such that 3 of the course contact hours occur during our weekly meetings, while the 4th course hour is utilized in the required weekly reading notes, course assignments, and office hours (I request that each of you see me at least once in office hours this semester to discuss how the course is unfolding and to clarify any questions you might have about the course). With the exception of class meetings where we have an exam, each week, the format of the class is as follows: the professor will begin class with a framing conversation/lecture that overviews key issues and ideas related to the weekly topic. In general, we will then take a 10 minute break. After the break, the assigned discussion leader will lead the remaining discussion of the week’s reading based on her/his more extensive thinking about the readings and class-facilitation notes. See below for reading note and discussion-leader requirements.

COURSE ASSIGNMENTS:

Weekly Reading Notes (part of participation grade: 15%): This course is a reading-and-discussion based course. In order for the course to work well, students are expected to come well prepared for our discussions with typed reading notes. The reading notes should be one to two pages and single spaced. The reading notes are designed to encourage students to synthesize—combine, bring together, and/or interweave—the readings as a group or “set” in relation to the weekly course topics. As a result, the reading notes should always cover three areas: (1) commentary on the most significant themes addressed in the readings, (2) the differences between and nuances in that week’s readings and also in relation to prior readings
during the course, and (3) the points of particular interest, concern, curiosity, or confusion to the
student. I will periodically collect the reading notes to verify that students are doing reading
notes. While they are ungraded, failure to do reading notes will significantly impact a student’s
participation grade. Finally, these readings notes should also serve as the foundation for
preparing for the mid-term and final exams.

Discussion Leader (20%): Each week, one student (some weeks, two students) will be the
reading discussion leader; each student will be a discussion leader once this semester. The goal
of the discussion leader is to lead the discussion of the key areas of foci for the readings that
week: the most significant themes addressed in the readings; the differences between and
nuances in that week’s readings and also in relation to prior readings during the course, and the
points of particular interest, concern, curiosity, or confusion to the student. To prepare for the
discussion, the discussion leader should prepare more extensive reading notes than they would
for their normal weekly reading notes, and the discussion leader will turn those notes in at the
end of class to the professor. These notes must be typed and include any questions and
additional material that the discussion leader will cover or use to facilitate the discussion. Also
feel free to bring in any additional material that might facilitate the discussion. So, for example,
a discussion leader might bring in examples of popular culture representations of the week’s
topic for discussion. Or, a student might bring a computer to show video clip examples of the
week’s topic. In short, when a discussion leader, a student should feel free to think of ways to
apply and visual their topic as part of leading and facilitating the discussion.

Mid-Term Exam (October 31) and Final Exam (December 12) (20% each): The mid-term
and final exams are intended to help you think across, synthesize, and differentiate the various
readings and ideas that inform the cultural construction of motherhood. The mid-term will cover
the material from Weeks 1-7. The final exam will cover material from Weeks 8-14. Both exams
will be a mix of short-answer questions, key-word identifications, and essay questions.

Paper Proposal (5%), Due: October 27: The proposal gives you the opportunity to initiate,
focus, and set intellectual boundaries for your final paper project. The proposal also gives you
an opportunity to receive an initial response and feedback from your professor before
undertaking the project work. I will ask you to address the following areas in your proposal: 1.
What course topic will you address and how are you planning to continue the conversation about
that topic?; 2. What is the larger intellectual problem, dilemma, and/or controversy that you
intend to explore about motherhood via your project?; 3. What is the research question you
intend to ask and answer? So, for example, if you are analyzing a popular culture text that
represents one of our course topics, you might ask the following kinds of questions: How do
celebrity mom profiles work to persuade mothers that mothering is the most important part of
their identity as a mother? How does the homebirth movement resist or challenge hegemonic
medicalized birthing ideologies? How are mothers persuaded that slender postpartum bodies are
still essential to “good” female identity? Regardless of your focus and project, provide your
initial research question or questions in your proposal; 4. What course material do you expect to
use to get you started in the research process?, and 5. What other material or concepts do you
anticipate researching to understand better both your topic and research area? The due date listed
above is a final deadline, but you may turn in your proposal at any point that you have begun to
elaborate ideas for the final project. Failure to write the proposal will result in a deduction of five points on the paper itself.

**Final Paper (20%), Due: December 12:** Each student will initiate, design, and execute a research project that culminates in a 10-12 page research paper that explores further a course topic. This paper will be due at the end of the semester. The primary purpose of the paper project is to continue the “conversation” about the topic by learning more about the topic and adding new ideas, information, and/or extending the implications of the material. The goals of the final paper that result are to: (1) extend the conversation about the topic under analysis, i.e., rather than reconfirm the readings and conversations we covered in the course on the topic, the student will offer new understandings and/or interpretations of the topic, and (2) ground the project in the broader academic conversation, utilizing appropriate research sources including but not limited to the course readings. For an example of this process, see the final course topic—Future Families—for an example of a scholar, your professor, who uses some of course readings than extends those readings in new ways. There are many potential approaches and projects that students might develop for their final paper. Students, for example, may do a sociological study of a topic of particular interest by interviewing at least four people with lived experiences of that topic. Or, students might do a literary analysis of a novel that features a mother to explore how that mother enacts and/or challenges notions of “good” motherhood. Finally, students may do a rhetorical analysis of how motherhood is represented in culture either in media—film, television, the popular press—or some other cultural or public forum. Regardless of whether a student takes a sociological, literary, rhetorical, or other focus, the professor will support each student’s development of their project with extensive feedback on each student’s proposal, in-class discussion, and in office hours.
COURSE CALENDAR

FRAMING MOTHERHOOD (total reading: 116 pages)
WEEK 1, Sep 12
FIRST-REFLECTIONS ASSIGNMENT DUE
All Required Readings
- Ann Crittenden “Where we are Now,” Maternal Theory, 601-616
- Ruddick, Sara. “Maternal Thinking,” Maternal Theory, 96-113

BODIES (144 pages)
WEEK 2, Sep 19
All Required Readings
- Keverne, Barry. “Neural & Endocrine Mechanisms of Maternal Care,” and “Oxytocin and Maternal Behavior,” in Neurochemistry and Maternal Behavior, 70-72
- Race & Sterilization excerpts, including “Mississippi Appendectomy” (3 pages)
- Rapp, Rayna. “Constructing Amniocentesis,” 128-141

MYTHS OF GOOD MOTHERHOOD: IDEOLOGIES, IMAGES & INVENTIONS

“GOOD” (MIDDLE-CLASS, INTENSIVE) MOTHERING—AND ITS PERILS (112 pages)
WEEK 3, Sep 26
All Required Readings
- Douglas, Susan J and Michaels, Meredith. The Mommy Myth, 1-27
- Blum, Linda. 2015. Raising Generation Rx, 1-34
- de Marneffe, Daphne “The ‘Problem’ of Maternal Desire,” Maternal Theory, 668-682
- “Fast-Tracking to Kindergarten?” NY Times, 5 pages
- “How to Land Your Kid in Therapy,” Atlantic Monthly, 13 pages
- “Cockpit Parents,” Huffington Post, 3 pages
FEAR & MATERNAL DETERMINISM  (114)
WEEK 4, Oct 3
Librarian Visit to Help Get Started with Research Projects

Required Readings
- Villalobos, Ana. Motherload: ‘Making it All Better’ in Insecure Times, 1-41
- Skenazy, Lenore. Free Range Kids, 6-9, 12-29

Suggested Readings
- Villalobos, Ana. Motherload: ‘Making it All Better’ in Insecure Times, 141-157

NEOLIBERALISM AND INDIVIDUAL SOLUTIONS  (90 pages)
Week 5, Oct 11 No classes; Substitute Tuesday for Monday Schedule Oct. 11

Required Readings
- Giles Vandenbeld, Melinda. Mothering in the Age of Neoliberalism, Intro (1-19 pages)
- Brief excerpts of popular contemporary how-to parenting books including “The Baby Book” (5-9), “What to Expect the First Year” (189-191, 350-354), and “Babywise” (58-59). (total: 19 pages)

Suggested Readings

MOTHER BLAME  (84 pages)
WEEK 6, Oct 17

Required Readings
- Paula J. Caplan “Don’t Blame Mother: Then and Now,” Maternal Theory, 592-600
- Douglas, Susan J and Michaels, Meredith. “Threats from Within,” The Mommy Myth, 140-172

COSTS OF MOTHERHOOD

FATHERING AND THE UNEQUAL DIVISION OF PARENTING LABOR  (94 pages)
WEEK 7, Oct 24
RESEARCH PROPOSALS DUE
Required Readings

- Williams, Joan. 2004. *Unbending Gender*, Chapter 1 (Is Domesticity Dead?), 13-34
- “The New Dad: Caring, Committed, Conflicted” BC Fatherhood Study, 1-35
- “In a Clubby World of San Francisco Mothers, Men Needn’t Apply,” *New York Times*, 4-2-11 (2 pages)

Suggested Readings


ECONOMIC COSTS OF WOMEN’S PRIMARY CAREGIVING (119 pages, 15 reread notes)
WEEK 8, Oct. 31
MIDTERM EXAM
Required Readings

- **Reread** Ann Crittenden “Where we are Now,” *Maternal Theory*, 601-616

FEMINISM, WORK & FAMILY (106 pages)
WEEK 9, Nov 7
Required Readings

- deBeauvoir, Simone. 1952. *Second Sex* (3-page excerpt)
- Williams, Joan. Three Faces of Work-Family Conflict (intro & poor)(missing middle optional), ii-iii, 1-31
- Paying to Work (2 pages)

CHALLENGES TO THE HEGEMONIC NORM: REALITIES OF PLURALITY

BEYOND THE HETERO-NORMATIVE MODEL (109 pages)
WEEK 10, Nov 14
Required Readings

• Hertz, Rosanna. “Single by Chance, Mothers by Choice,” ix-xx, 3-20, 177-193 (43 pages)

**Suggested Readings**

• Hayden, Sara, “Purposefully Childless Good Women,” *Contemporary Maternity in an Era of Choice*, 269-290

**MEDIATED MOTHERHOOD** (89 pages)

**WEEK 11, Nov 21**

**Required Readings**


**NO CLASS – THANKSGIVING BREAK**

**POOR AND “UNFIT” MOTHERS** (128 pages)

**WEEK 12, Nov 28**

**Required Readings**

• Minaker, Joanne and Bryan Hogeveen. “From Criminalizing Mothering to Criminalized Mothers” *Criminalized Mothers* (24 pages)
• Appell, Annette. “On Fixing ‘Bad Mothers’ and Saving Their Children,” *Bad Mothers*, 356-380

**Suggested Readings**

• “The Case of Marie and her Sons,” *NY Times Magazine* (15 pages)

**BEYOND WHITE MOTHERHOOD** (150 pages, only 110 new material)

**WEEK 13, Dec 05**

**Required Readings**


• Patricia Hill Collins “Shifting the Center: Race, Class & Feminist Theorizing About Motherhood,” *Maternal Theory,* 311-330

• bell hooks “Homeplace: a Site of Resistance,” *Maternal Theory,* 266-273


• Brant, Jennifer. “Aboriginal Mothering,” *Mothers, Mothering and Motherhood Across Cultural Differences,* Andrea O’Reilly (ed.), 7-40

• Dreby, Joanna. *Divided by Borders* (34-page excerpt)

• Duncan, Patti & Gina Wong. “Mothering in East Asian Communities,” *Mothers, Mothering and Motherhood Across Cultural Differences,* Andrea O’Reilly (ed.), 161-181


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**FUTURE FAMILIES: GENDER EQUALITY, CHOICE, AND SHARED PARENTING**

**WEEK 14, Dec 12 (123)**

**Required Readings**


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**FINAL EXAM: MONDAY DECEMBER 19 6:00 – 8:00 PM ROOM: TBA**