

POLI/WMST 265: Feminist Political Theory

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Office Hours (303 Hamilton Hall): Mondays 9-11, Tuesdays 2-3, and by appointment
Class Meetings: Tuesday/Thursday 3:30-4:45, 106 Fetzner Hall

This course is the first of a two-course sequence on feminist political theory (the second course is POLI/WGST 477). There are no prerequisites, and this course fulfills requirements for both Political Science and Women's and Gender Studies majors, as well as the following general education requirements: PH – Philosophical and Moral Reasoning, CI – Communication Intensive, and NA – North Atlantic World.

Goals

This course aims to enable you to:

- 1) understand the main concerns of and concepts in feminist political thought
 - 2) become a better critical and analytical thinker, speaker, and writer by asking questions about the assumptions, expectations, and implications for politics of feminist theories
 - 3) apply political theoretical and feminist thinking to issues and questions in the world around you
 - 4) imagine and evaluate alternative political and social practices in light of feminist theories explored in the course.
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Assignments and Expectations

I am here to help you learn, and you should also expect to put in a lot of work this semester. This is a difficult, reading-intensive class that requires you to read lots of materials, come prepared to class, and discuss readings in detail. You should expect to spend about two hours working (reading, writing, taking and organizing notes) outside of class for each hour we spend in class – this means you should plan for and schedule five hours of independent work on this course each week.

Discussion Questions

Each day you turn in a response paper (see below), you will also post to the Sakai forum two discussion questions about the readings. These should be concise – one or two sentences each, not a whole paragraph. You should also bring them to class to help guide our discussion for that day. They can be related or unrelated to the topic of your response paper. Discussion questions are due at 10 AM.

Response Papers

In two double-spaced pages (stick to this! Let's cultivate concise writing skills), respond to one or more pieces we have read for the day the assignment is due. Response papers should:

- Spend the first half of the paper summarizing the work you have chosen to analyze
- Spend the second half of your paper analyzing the piece. This could be:
 - 1. Finding an inconsistency in the argument or message and arguing that that inconsistency undermines the larger piece in some significant way
 - 2. Setting two or three different authors in conversation with one another

- 3. Thinking about how an author's argument applies (or doesn't) to a particular real-world example
- 4. Presenting a thoughtful criticism
- 5. Identifying and critiquing or providing alternatives to the author's assumptions
- Spend the last few sentences of your analysis explaining what you think the implications of your analysis are for the larger theory or set issues we're talking about. In other words, so what? If your analysis was a critique, was the point you were critiquing like a weight-bearing wall of a house that, if knocked down, would undermine the structural integrity of the whole house, or was it more like a decorative wall that could be knocked down without toppling the whole house?
- Make sure to cite any sources you use

Response papers are due at 10:00 AM the day you signed up for via your Sakai drop box. I will grade your paper on whether it fulfills the assignment, accurately represents the theorists' perspective and references the text when appropriate, is clear about its point of view on the theory, is stylistically and mechanically error-free, and fully cites its sources.

Pop Feminism Paper

This assignment asks you to analyze, through the lens of a theorist we read in class, a piece of "pop feminism" from recent (2009 or later) mainstream media sources, nonfiction or fictional writing, blog posts, film, or television. The piece you pick should be pertinent to the topics of our course. Feel free to run the piece you have chosen by me to make sure it is appropriate. The following are examples of acceptable pieces:

- This news piece from Elle: <http://www.elle.com/culture/news/a46816/family-leave-sexist/>. Other media sources that might be fruitful include Jezebel, *Teen Vogue*, the major news networks' websites, Vox.com, *The New York Review of Books*, or any major newspaper.
- A chapter from Roxanne Gay's *Bad Feminist*, Ivanka Trump's *Women Who Work*, or Sheryl Sandberg's *Lean In*
- A novel, such as Chimamanda Ngozi-Adichie's *Americanah*, or poetry by Rupi Kaur
- This blog post on Medium <https://thelily.com/what-its-like-to-watch-a-harvey-weinstein-movie-now-d74874e3f877>, or this op-ed in the *Daily Tar Heel*: <http://www.dailytarheel.com/article/2017/10/column-the-layers-of-race-behind-me-too>
- The 2017 Wonder Woman film or an episode of *The Handmaid's Tale*

In two double-spaced pages (again, please stick to this):

- Spend one paragraph (1/4 to 1/3 of your paper) summarizing the pop feminism piece. Assume I haven't seen the pop feminism piece before. You can assume I've read the theory piece from class; no need to summarize that.
- Spend the rest of your paper analyzing the piece through the lens of one of the theorists we've read:
 - What would Patricia Hill Collins have to say about Sheryl Sandberg's book? And do you agree with such a reading of the book? Why/why not? What are the implications of your analysis for the theory and for our world?
- Cite the pop feminism piece and any theorists or other sources you mention

Pop feminism papers are due at 10:00 AM the day they are due via your Sakai drop box. I will grade your papers on whether it fulfills the assignment, accurately represents the theorists' perspective and references the text when appropriate, makes a clear connection between the pop feminism piece and the theory, is clear about its point of view on the theory, is stylistically and mechanically error-free,

and cites its sources. If you are struggling to frame your analysis within the themes of the course, the Stanford Encyclopedia of Philosophy (<http://plato.stanford.edu/>) has a lot of good essays on various topics in feminism.

You will have the chance to rewrite either your pop feminism paper or one response paper for a better grade *if you score 78% or below*. If you choose to do so, you have a week after you receive comments on your original paper; please email me to let me know you have turned a rewrite in.

Final Paper

Your final paper will be an analytical/argumentative essay on a subject of your choice. This means not an empirical research paper (ex. “why are women not equally represented in legislatures?”) but an analysis of and normative claim about an issue (ex. “what are the pernicious effects of unequal political representation by gender on democracy?”). This is your chance to “do” political theory yourself after spending a semester reading it.

This is an iterative assignment, so there are several steps you will complete to earn full points:

- Meet with me to discuss your topic – 1.5 points of final grade
 - You will need to discuss with me your idea for a topic before turning in a detailed outline for your paper. Your topic must be pertinent to the goals and themes of the course. If my office hours don’t work for you, please email me to set up a 10-minute appointment.
 - Due 3.26.19
- Turn in a detailed outline – 1.5 points of final grade
 - The detailed outline is the skeleton of your paper: the topic/question, a thesis statement, and a plan for the structure of your argument, including your main supporting arguments and the main points you want to make in each paragraph and a preliminary bibliography of at least 2 sources (including the main theorist(s) with whom you’ll be in conversation). The detailed outline should be about a page of bulleted list items.
 - Due 3.26.19
- Turn in a completed rough draft – 3 points of final grade
 - This should be your whole paper, written but not perfect. You should have complete sentences and paragraphs rather than bullet points, and you can use citation placeholders instead of full citations, but the more complete the paper, the better the feedback you’ll be able to receive from your classmates during peer evaluation.
 - Due 4.23.19
- Complete peer evaluations in class and submit a short reflection – 1.5 points of final grade
 - If you are absent from this day of class, you should email me for an alternative assignment for these points
 - 4.23.19 in class
- Present your paper– 1.5 points of final grade
 - During our final exam block 4.30.19
- Turn in a final paper – 21 points of final grade
 - The paper should be 6-7 pages double-spaced, not including a title page and references section.
 - Due by the beginning our final exam period, Tuesday, 4.30.19 4:00pm

Ackland Art Museum Reflection Paper

You will have an opportunity to write an optional extra credit reflection paper on the painting “Crazy Quilt” that we will be discussing and visiting on our trip to the Ackland Art Museum. This paper should be two pages double spaced. I will distribute the paper prompt after our trip to the museum and it is due on 2.19.19. This assignment is worth up to ½ of an extra credit point on your final grade.

Notes on All Papers

Please submit each paper by the date and time due in your personal drop box on the Sakai site. To access: Sakai > your section site > Drop Box > [drop box labeled with your name] > Actions > Upload Files > Choose file > Continue and submit.

- You will be able to see if your file has successfully uploaded. If you can see it in your personal drop box, I can see it but your classmates cannot.
- The submission time will be timestamped. Late assignments will receive half of a letter grade penalty for each day they are late.
- I will submit graded papers in your personal drop box.

Each written assignment should be typed in Times New Roman, 12-point font, double-spaced with one-inch margins. Use whichever (legitimate) citation style you’d like, but keep it consistent throughout a paper. For information on citation styles, see <http://guides.lib.unc.edu/citing-information/home>. I encourage you to bring your work to the Writing Center, whose website is <http://writingcenter.unc.edu/>.

Participation/Attendance

This course fulfills the Communication Intensive course requirement, and as such it requires your engagement and participation in each class meeting. Participation is earned by speaking up respectfully in class and by demonstrating your preparation for each session. If you are comfortable speaking up in class, please help others participate by engaging in dialogue and being mindful about letting others speak. If you are uncomfortable speaking up in class, please consider this section an opportunity to grow and push yourself to contribute to the discussion – and come chat with me in office hours if you are having trouble participating. I implement active learning strategies because education research has found that active learning is much more conducive to student learning than lecture is, so you should expect to be engaging in discussion and/or activities in every class meeting.

- Halfway through the semester, I will ask you for a verbal self-evaluation of your class participation. Next, I will post a temporary midterm participation grade on Sakai. That will be a placeholder that will be replaced with your final participation grade at the end of the semester.

Your participation grade will rely on both subjective and objective measures. Objective measures include attendance, timeliness, and possession of readings. Subjective measures include my evaluation of your activity in the classroom, including:

- asking questions and making observations which demonstrate that the reading assignments have been completed
- asking questions and making observations which demonstrate that you are listening to others
- accurately and concisely summarizing others’ arguments
- charitably evaluating the strengths and weaknesses in others’ arguments
- recognizing one’s own assumptions and biases
- making positive contributions to help move the conversation forward

- thoughtfully responding to the ideas offered by your classmates, the authors we read, and/or me.

The environment of this course will be informed by principles of feminist pedagogy:

- the recognition that knowledge is constructed collectively, meaning
- the valuing of community and collaboration and
- the acknowledgment of individual experiences within that community, which requires
- the ability for us to recognize and challenge power dynamics within our classroom.
- Lived experiences can help illuminate our subject at hand, but anecdotes do not equal universal trends or truth.
- If a point brought up by a fellow classmate challenges you, I urge you to:
 - always assume good rather than malicious intent and
 - ask yourself what it means for our society or world that an idea that seems to anathema to you is true to another person.
- If you feel discomfort about an idea presented by our readings or a classmate, I encourage you to lean into that feeling. Discomfort can be an important part of the learning process. You might reflect on why a particular topic is creating discomfort and use your insights from that reflection to deepen your learning.

Attendance is mandatory and will be taken every meeting on Sakai.

- Except for a legitimate excuse caused by a personal, medical, or family emergency (for which I reserve the right to ask for documentation), your participation grade will be lowered by 15 points (out of 100) for each unexcused absence (after the second unexcused absence) at the end of the semester. Please arrive a few minutes early so that you are ready to participate fully in class on time. I reserve the right to count latecomers as absent.

I expect civil discourse and mutual respect for all participants in this course. This is a class about big ideas and political thought, which are sometimes contentious. We will not always agree on the topics we are discussing. Please assume that your classmates have good intent when you are engaging in discussion. We will aim to be able to make sound arguments for our judgments that are backed up with evidence. That evidence may include empirical phenomena, passages from the course texts, and lived experience.

Extra Credit Glossary

I will distribute a glossary worksheet at the beginning of the semester. Throughout the semester, I will ask you to pull it out and add definitions and relevant authors to it (and perhaps to add new terms that I left out). You will have the opportunity to turn your completed glossary in on our last class meeting before the final exam for an extra credit point on your final grade. These definitions should be what we discussed in our class, not definitions you Googled; you will not earn extra credit if you attempt to throw a glossary together all at once at the end of the semester. This is meant to be a reference guide to aid you in your understanding of the major themes of our class and how different authors address them. Completed and correct glossaries are worth up to ½ of a point extra on your final grade.

Reading Quizzes

Five times a semester, I will administer a short quiz at the beginning of class to check reading comprehension and completion. If you have done that day's reading, you should be able to ace these quizzes; they won't be trick questions or gotchas. Quizzes will be 2-3 questions long and questions will be multiple choice, fill in the blank, and/or true/false. If you miss a reading quiz for an excused

absence, you will receive a grade equal to the average of all of the rest of your reading quizzes (calculated after the final reading quiz). If you miss a reading quiz for an unexcused absence, you will receive a zero.

Grading

Any late assignment will have a reduction of one grade level (ex. an A- becomes a B-) for that assignment. *Any incomplete paper will mean failure of the course.*

Grade Definitions and Grading Scale

- A = mastery, highest level of attainment, outstanding promise
 - A = 93-100
 - A- = 90-92.99
- B = strong attainment, solid promise
 - B+ = 87-98.99
 - B = 83-86.99
 - B- = 80-82.99
- C = acceptable, adequate level of attainment, reasonable promise
 - C+ = 77-79.99
 - C = 73- 76.99
 - C- = 70-72.99
- D = marginal performance, minimal passing level of attainment
 - D+ = 67-69.99
 - D = 63-66.99
- F = unacceptable performance, demonstrates almost no understanding
 - F = 0-59.99
- These grade definitions come from UNC's policy (<http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/>)

Grade Composition

- Response paper 1 10%
- Response paper 2 15%
- Discussion questions 1 5%
- Discussion questions 2 5%
- Pop feminism paper 15%
- Final paper (including outline, rough draft, peer evaluation, final draft, and presentation) 30%
- Participation (with deductions for attendance) 15%
- Reading quizzes 5%
- Extra credit Ackland Art Museum reflection up to +0.52%
- Extra credit completed and correct glossary +0.5%

Technology

- *Laptops* will not be needed for this class, and I ask that you put them away. Studies show both that laptops and electronics detract from learning and participation and that the brain

processes handwritten notes more easily (see <https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html?module=inline>).

- You should read printed versions of our readings and bring printed versions to class. You may want to print all our semester's readings at once so that you aren't stuck with last-minute printer problems. This might mean you will need to re-load money onto your UNC account to print more than the \$40 that is allotted to you by the university each semester. This is still less of an expense than buying books for this class. To add value: <https://onecard.unc.edu/card-management/adding-value/>. If you really do not want to print readings, you should consider buying a cheap tablet (\$50 tablets are available for sale online) – see below.
- *Tablets and e-readers* will be allowed in class for reading PDFs of class readings, but not for answering emails or using the internet. Otherwise, please bring readings to class printed out.
- *Cell phones* should be silenced and out of reach until you use them to answer non-graded exit tickets through PollEverywhere.
 - You can use text messages, a webpage, or the PollEverywhere app to answer exit tickets.

Communication

I am reachable at lcbritt@unc.edu. I am generally responsive to email, but am slower on weekends. If you have a longer question or many different questions, please visit my office hours or email me to meet outside of them. I enjoy talking about political theory, so visit me if you have questions about the materials or an assignment, or if you have questions about your experience here at UNC. I may not be able to answer last-minute questions about papers, so take this as an incentive to write well in advance of due dates!

Honor Code

All of your work in this class must comply with the UNC Honor Code, which can be accessed at <http://honor.unc.edu>. It is each student's responsibility to understand the Honor Code and how it applies to this course. *I will immediately report any suspected cases of plagiarism or other academic dishonesty to the honor court, and the grade penalty I recommend will be an F for the course.* Two specific things to note are 1) when you quote or paraphrase someone else's specific idea you must include a page number citation and 2) that when you use someone else's words you should always use quotation marks – even in your own notetaking.

Accessibility

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. [See the ARS Website for contact information: accessibility.unc.edu](http://accessibility.unc.edu). Relevant policy

documents as they relation to registration and accommodations determinations and the student registration form are available on the website.

Resources

I acknowledge that certain barriers may arise that hamper your ability to fulfill the expectations of our course. Below are some resources that you should know about in case you need to make use of them:

- If you or someone you know are sexually assaulted: <https://safe.unc.edu/> and <https://campushealth.unc.edu/urgent-needs/sexual-assault-response/options-services-sexual-assault-survivors> and <http://ocrcc.org/> and <https://eoc.unc.edu/what-we-do/address-misconduct/resources-and-support/>
 - If you are sexually harassed or otherwise treated inequitably at UNC: <https://safe.unc.edu/> and <https://eoc.unc.edu/what-we-do/address-misconduct/resources-and-support/>
 - If you feel your needs are not being met by other campus resources or need to report an employee or branch of the university for misconduct, the University Ombuds is a watchdog and catch-all that might be able to help you: <https://ombuds.unc.edu/>
 - If you want help looking over a lease, dealing with a sketchy landlord, or navigating other minor legal issues, UNC students have a team of lawyers that provides free legal assistance: <http://studentlegalservices.web.unc.edu/>
 - If you will be missing a lot of classes and need a note excusing your absences for a university-approved reason: <https://odos.unc.edu/>
 - If you need treatment for mental health: <https://caps.unc.edu/>
 - If you need treatment for physical health: <https://campushealth.unc.edu/>
 - If you're looking for help on your papers: <http://writingcenter.unc.edu/>
 - If you're looking for help managing time or planning effective study strategies: <https://learningcenter.unc.edu/tips-and-tools/>
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Reading

All readings are available on Sakai under “Resources.” I expect you to come to class with the printed reading, having read and processed the materials marked under that day in the schedule. This should involve writing major arguments by the author and questions you have about the reading in the margins. You may want to put any comments/questions/critiques of your own in [brackets] so you know it's your comment and not the author's.

Reading is like shopping: you're not wandering aimlessly through the text; you've got a shopping list, a specific set of questions to answer and themes to note. Read my notes and questions corresponding to each section of the syllabus before you start in order to read more purposefully. After you're done reading, you should be able to summarize the reading to your roommate in plain English. You should also be able to answer the following questions:¹

¹ Kirk, Gwyn and Margo Okazawa-Rey, eds. *Women's Lives: Multicultural Perspectives*. 2nd Edition Mountain View, CA: Mayfield Publishing Company, 2001.

1. What does the theory aim to explain?
 2. How does it do this? What are the basic arguments and assumptions?
 3. What does the theory focus on? What does it ignore?
 4. What is the cultural and historical context giving rise to the theory?
 5. Do you find this perspective useful? If so, why?
 6. Are you convinced by the arguments? Why or why not?
 7. What kinds of research questions does this perspective generate?
 8. What kinds of actions and projects follow from this perspective?
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Schedule

I reserve the right to make changes to the syllabus, including project due dates and test dates. These changes, if they happen, will be announced as early as possible.

I. Introduction to History, Approaches, and Topics in Feminist Political Thought

The goal of this section is to give you both a wide, incomplete overview of major issues and debates in feminist political thought and to give you thematic frameworks through which you may view the rest of the semester's issues and debates. Although our theorists' different approaches vary significantly, they all agree that our politics and society are structured by power imbalance, dominance, oppression, privilege, and resistance.

1. Thursday, 1.10.19 – Syllabus Day: Syllabus, Course Expectations, and a “Practice” Reading

- Gunnarsson, Lena. “Loving Him for Who He Is: The Microsociology of Power.” In *Love: A Question for Feminism in the Twenty First Century*, edited By A.G. Jónasdóttir and A. Ferguson, 97-110. London: Routledge, 2014.

2. Tuesday, 1.15.19 – Brief, Incomplete History of Feminist Thought

What are the major schools of thought or approaches within feminist political thought? What is the relationship between the history of feminist activism and feminist scholarship/theory?

- McCann, Carole R. and Seung-kyung Kim. Introduction to *Feminist Theory Reader: Local and Global Perspectives*, 2nd Edition, edited by Carole R. McCann and Seung-kyung Kim, 13-25. New York: Routledge, 2010.
- Fudge, Rachel. “Everything You Always Wanted to Know About Feminism but Were Afraid to Ask.” *Bitch Magazine* no. 31 (2006): 58-67.
- Covington, Elle. “On Women’s Equality Day, A Very Brief Timeline of Feminist History in America.” *Bustle*. August 26, 2015. <https://www.bustle.com/articles/106524-on-womens-equality-day-a-very-brief-timeline-of-feminist-history-in-america>. 12 pages.
- Optional: Stanford Encyclopedia of Philosophy. “Feminist Political Philosophy.” Last modified 2018. <https://plato.stanford.edu/entries/feminism-political>. 15 pages.

3. Thursday, 1.17.19 – Introduction to our Questions

What is *feminism*? Is the point of feminism to liberate (women, all people), to equalize? To uproot structures of oppression? To change behavior or a whole society? What is *theory* and what is the importance of its accessibility? What is *politics*?

- Optional: Stanford Encyclopedia of Philosophy. “Feminist Philosophy.” Last modified 2018. <https://plato.stanford.edu/entries/feminist-philosophy/>. 11 pages.
- hooks, bell. “Theory as Libratory Practice.” *Yale Journal of Law & Feminism* 4, no. 1 (1991): 1-12.
- Young, Iris Marion. “Five Faces of Oppression.” In *Theorizing Feminisms*, edited by Elizabeth Hackett and Sally Haslanger, 3-16. Oxford: Oxford University Press, 2005.
- Narayan, Uma. “The Project of Feminist Epistemology: Perspectives from a Nonwestern Feminist (1989).” In *Feminist Theory Reader: Local and Global Perspectives*, 2nd Edition, edited by Carole McCann and Seung-kyung Kim, 332-340. New York: Routledge, 2010.

4. Tuesday, 1.22.19 – First Wave Feminism: Equality/Humanist/Sameness Feminism

What are the political goals of these early feminists? What kinds of claims do they make to argue that these are worthy goals? Are these claims still valid today? How do these texts advance or critique liberalism?

- Stanton, Elizabeth Cady. “Declaration of Sentiments and Resolutions.” 1848. 5 pages.
- Truth, Sojourner. “Ain’t I A Woman? (1851).” In *Theorizing Feminisms*, edited by Elizabeth Hackett and Sally Haslanger, 113. Oxford: Oxford University Press, 2005.
- Luxembourg, Rosa. “Women’s Suffrage and Class Struggle.” 1912. 5 pages.
- Goldman, Emma. “Women Suffrage.” 1911. 10 pages.

5. Thursday, 1.24.19 – Second Wave Feminism: De Beauvoir and Friedan

How do the thinkers below view what it means to be a woman? What critiques are de Beauvoir and Friedan making of society? How are these thinkers’ political goals and theoretical claims different from/similar to the earlier feminists?

- De Beauvoir, Simone. “Conclusion.” In *The Second Sex*, translated and edited by H.M. Parshley, 716-732. New York, Random House, 1989. Originally published 1949.
 - Optional: John Gerassi’s Interview with Simone de Beauvoir, “The Second Sex 25 Years Later,” *Society*, Jan-Feb 1976. <https://www.marxists.org/reference/subject/ethics/de-beauvoir/1976/interview.htm>.
- Friedan, Betty. “The Crisis in Woman’s Identity.” In *The Feminist Mystique*, 123-136. New York: W.W. Norton and Co., 1997. Originally published 1963.

6. Tuesday, 1.29.19 – Women’s Experience and Knowledge I: Feminist Epistemology

Can there be such a thing as a feminist epistemology (theory of knowing)? What is the relationship between women’s experience and feminist knowing? Can lived experience or standpoint generate a type of knowing that is equal to/privileged over knowledge that doesn’t come from experience? What’s the relationship between experience and theory?

- MacKinnon, Catharine “Consciousness-Raising.” In *Toward a Feminist Theory of the State*, 81-105. Cambridge, MA: Harvard University Press, 1989. Can skim or skip pages 100-105.
 - Optional: “Sexuality,” 127-130.
- Sarachild, Kathie. “A Program for Feminist ‘Consciousness-Raising.’” *Notes from the Second Year: Women’s Liberation – Major Writings of the Radical Feminists*, edited by Shulamith Firestone and Anne Koedt, 78-80. New York: self-published, 1970.
- Lugones, Maria C. and Elizabeth V. Spelman. “Have We Got a Theory for You! Feminist Theory, Cultural Imperialism and the Demand for ‘the Woman’s Voice.’” In *Hypatia Reborn:*

Essays in Feminist Philosophy, edited by Azizah Al-Hibri and Margaret Simmons, 18-33.
Bloomington: Indiana University Press, 1990.

7. Thursday, 1.31.19 – Women’s Experience and Knowledge II: Standpoint Theories, Womanism
What are the major claims made by the black feminist “womanist” critique of previous theories? Are the womanists forwarding a feminist epistemology? What critique are they mounting of the earlier first- and second-wave theorists?

- Collins, Patricia Hill. “Distinguishing Features of Black Feminist Thought.” In *Black Feminist Thought*, Second Edition, 24-48. New York: Routledge, 2000. Originally published 1990.
- Lorde, Audre. “The Master’s Tools Will Never Dismantle the Master’s House” and “The Transformation of Silence into Language and Action.” In *Sister Outsider: Essays and Speeches*, 110-113 and 40-44. New York: Crossing Press, 2007. Originally published 1984.

8. Tuesday, 2.5.19 – Women’s Experience and Knowledge III: Standpoint Theories
What does Anzaldúa’s writing style/genre-bending mean for her epistemology and for her theory? What special contributions does Anzaldúa argue that mestiza consciousness brings? What is the theory of identity Anzaldúa posits or assumes?

- Anzaldúa, Gloria. “*La conciencia de la mestiza / Toward a New Consciousness.*” In *Borderland/La Frontera: The New Mestiza*, 25th Anniversary Fourth Edition, 77-91. San Francisco: Aunt Lute Books, 2012. Originally published 1987.

9. Thursday, 2.7.19 – Intersectionality and Ackland Art Museum Visit

What is Crenshaw’s critique of previous theories of feminism? Of Black liberation politics? What is her proposed solution for thinking about identity? What do these insights mean for theory and for politics? What can we learn from and observe about gender, race, and the American South in Lauren E. Adams’ “Crazy Quilt”? What is the role of art in theorizing and/or doing feminism?

- Crenshaw, Kimberlé. “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics.” *University of Chicago Legal Forum* 1989, no. 1: 139-168.
- Please complete and bring to class the Crenshaw Worksheet posted on Sakai under “Resources.”

10. Tuesday, 2.12.19 – Bridge-Building, World-Travelling, and Solidarity

What does Lugones suggest playful world-travelling can *do* politically and socially? What are the *This Bridge Called my Back* writers’ objections to the burdens for women of color that world-traveling might entail? What are the possibilities for feminist solidarity across different identities?

- Excerpts from *This Bridge Called My Back: Writings By Radical Women of Color*, 2nd Edition, edited by Cherríe Moraga and Gloria Anzaldúa. New York: Kitchen Table: Women of Color Press, 1983. Originally published 1981.
 - Moraga, Cherríe. “Preface,” xiii-xix.
 - Rushin, Donna Kate. “The Bridge Poem,” xxi-xxii.
 - Moraga, Cherríe and Gloria Anzaldúa. “And When You Leave, Take Your Pictures With You,” 61-62.
 - Carrillo, Jo. “And When You Leave, Take Your Pictures with You,” 63-64.
 - Yamada, Mitsuye. “Asian Pacific American Women and Feminism,” 71-75.

- Lugones, Maria. "Playfulness, 'World'-Traveling, and Loving Perception." In *Making Face, Making Soul/Haciendo Caras*, edited by Gloria Anzaldúa, 390-402. San Francisco: Aunt Lute Foundation Books, 1990.
- Paper prompt for Ackland extra credit paper distributed

11. Thursday, 2.14.19 – The Rejection of Essentialism

What does Spelman mean when she argues against treating identities like tootsie rolls or pop beads (if you don't remember what pop beads are, Google image search them)? How is Spelman's theory different from the other intersectional theories we've read? What is essentialism? What are her critiques of previous theories she sees as essentialist? Go back through the syllabus thus far and list all the readings you think Spelman would see as essentialist.

- Spelman, Elizabeth. "Woman: The One and the Many." In *Inessential Woman*, 133-159. Boston: Beacon Press, 1988.
 - You can skip section III (153-158)

II. Sexuality and Gender

In this section, we will engage with theories that define and challenge the politics of identity, gender, and sexuality.

12. Tuesday, 2.19.19 – Masculinity

What is masculinity? Is it natural? Socially constructed? Is it an identity? What would an essentialist theory of masculinity look like? What is Connell's main critique, and is she, as a transsexual woman, specially positioned to comment on masculinity? What are Sedgwick's four claims about masculinity? What are the political implications of masculinity? Is it better to rethink masculinity to be less oppressive or to ditch the idea of masculinity altogether?

- Connell, Raewyn. "The Social Organization of Masculinity (2005)." In *Theorizing Feminisms*, edited by Elizabeth Hackett and Sally Haslanger, 232-242. Oxford: Oxford University Press, 2005.
- Sedgwick, Eve Kosofsky. "Gosh, Boy George, You Must Be Awfully Secure in Your Masculinity!" In *Constructing Masculinity*, edited by Maurice Berger, Brian Wallis, and Simon Watson, 11-20. New York: Routledge, 1995.
- Optional Ackland reflection paper due at beginning of class.

13. Thursday, 2.21.19 – Sex and Sexuality

Can bodies be the sites of both oppression and agency/resistance to oppression? What is Irigaray's challenge to Freudian visions of sexuality? How do Irigaray and Vance understand sexuality? What is the political significance of sexuality, sexual pleasure, and bodies? Are these theories subject to critiques of essentialism?

- Irigaray, Luce. "This Sex Which Is Not One." In *This Sex Which is Not One*, translated by Catherine Porter, 23-33. Ithaca, NY: Cornell University Press, 1985. Originally published 1977.
- Vance, Carole S. "Pleasure and Danger: Toward a Politics of Sexuality." In *Pleasure and Danger: Toward a Politics of Sexuality*, edited by Carole S. Vance, 1-27. Boston: Routledge & Kegan Paul, 1984.
 - Can skip or skim pages 16-20.
- In class, collect participation self-evaluation for midterm participation grade

14. Tuesday, 2.26.19 – Making Gender Trouble

What is Butler's project? What theories is she critiquing, and what does her alternative theory say? What is Butler's theoretical method? How does she think gender is currently construed and how does she think we should construe it instead? What does gender performativity mean? How does Butler challenge all the other ways we've been thinking about gender thus far in the semester?

- Butler, Judith. "Preface (1999)," in *Gender Trouble*, Tenth Anniversary Edition, vii-xxvi, New York: Routledge, 2014. Originally published 1990.
 - This is a short but very dense reading. I will collect, for completion (toward your participation grade), your notes on this reading at the beginning of class. You can either write in the margins and bring a copy of your marked-up PDF to class or take notes on a separate page and bring a copy to class.
 - Optional: watch this summary before you start reading (3 min.): <https://www.youtube.com/watch?v=piF4YOiIYS0>
- Midterm class participation grades posted

15. Thursday, 2.28.19 – Biopolitics

What is biopolitics, and what does it mean for theory? What does Foucault mean by the "disciplinary gaze"? What historical changes is he noting? How does Bartky apply Foucault's theory to women? What is Bordo's "commercial plastic," and what problems does she argue it obscures? Is it possible for a society to have gender differences of masculine and feminine without hierarchy?

- Bartky, Sandra Lee. "Foucault, Femininity and the Modernization of Patriarchal Power." In *The Politics of Women's Bodies*, 25-45. Oxford: Oxford University Press, 1998.
 - Optional: Foucault, Michel. "The Means of Correct Training." In *Discipline and Punish: The Birth of the Prison*, translated by Alan Sheridan, 170-177. New York: Random House Books, 1995. Originally published 1975.
- Bordo, Susan. "Material Girl." In *Theorizing Feminisms*, edited by Elizabeth Hackett and Sally Haslanger, 385-403. Oxford: Oxford University Press, 2005. Excerpt originally published 1993.

16. Tuesday, 3.5.19 – Queer Feminism

How do questions of queer politics intersect with feminist ideas? What is compulsory heterosexuality and what does Rich say its effects are? What does this mean for politics? To what theoretical and political needs are queer theorists responding? What is Park's response to straight or normative ideas of the family? Do you agree? What is Park's response to queer theorists and activists? Do you agree?

- "The Woman-Identified Woman: By the Radicalesbians." Pamphlet. Duke University Libraries Repository. Accessed May 6, 2019. Originally published 1970. <https://repository.duke.edu/dc/wlmpc/wlmms01011>.
- Rich, Adrienne. "Compulsory Heterosexuality and Lesbian Existence." In *Feminism and Sexuality*, 130-141. Ithaca: Columbia University Press, 1996. Originally published 1987.
- Park, Shelley M. Introduction to *Mothering Queerly, Queering Motherhood*, 1-21. Albany: SUNY Press, 2013.
- Start thinking of a final paper topic; remember that you are required to run the topic by me before you turn in your outline

17. Thursday, 3.7.19 – Transgender Politics

What would a liberatory trans and gender-nonconforming politics look like? What's the relationship between trans and drag? What are the possibilities for alliance or intersection between feminist and trans politics and theory? What do the claims made by trans theory mean for our conceptions of gender and identity? Should we eradicate compulsory gender identification in public spaces? What does intersectional trans theory imply?

- Oliveira, D.A. et al. June 1977. "Published Letter." Originally published in *Sister*. <http://eminism.org/michigan/1977-lettertooliviarecords.pdf>. 1 page.
- Severns, Tamara and Lesbians for Justice. "An Open Letter to the Organizers of the Michigan Womyn's Festival." *Trans.Sisters* issue 2 (1993): 6-7. Originally published 1992. https://archive.org/details/transsistersjour00unse_0/page/6.
- Bornstein, Kate. "Send in the Clowns." In *Theorizing Feminisms*, edited by Elizabeth Hackett and Sally Haslanger, 382-384. Oxford: Oxford University Press, 2005.
- Fogg Davis, Heath. "Sex-Classification Policies as Transgender Discrimination: An Intersectional Critique." *Perspectives* 12, no. 1 (2014): 45-60.

—Spring Break—

III. Feminism in Politics/Feminism in Practice

The goal of this section of the course is to analyze the issues that arise when we combine the claims of feminists with the politics of a liberal democracy such as the United States or with the politics of societies that are less liberal/less democratic than the United States.

18. Tuesday, 3.19.19 – Democratic Feminism and Feminist Citizenship

What is democracy? Is feminism part of democracy? What responsibilities do feminist theory and practice have toward furthering democracy? What are the politics of recognition and the politics of redistribution? What would a feminist conception of citizenship look like?

- Fraser, Nancy. "Multiculturalism, Antiessentialism, and Radical Democracy." In *Theorizing Feminisms*, edited by Elizabeth Hackett and Sally Haslanger, 59-69. Oxford: Oxford University Press, 2005. Excerpt originally published 1997.
- Dietz, Mary. "Context is All: Feminism and Theories of Citizenship." *Daedalus* 116, no. 4 (1987): 1-24.

19. Thursday, 3.21.19 – Political Representation

What is political representation, and what type of representation do we want (descriptive, substantive, etc.)? Do we need equal representation for women? If so, should what are the best justifications for equal representation? And should we have quotas to secure equal representation? What is the shift in framing Murray proposes, and do we agree with it?

- "Women in Politics: 2019," Inter-Parliamentary Union. From <https://www.ipu.org/resources/publications/infographics/2019-03/women-in-politics-2019>. Scroll through the map to find the U.S. and your favorite countries' rankings and representation percentages.
- Phillips, Anne. "Quotas for Women." In *The Politics of Presence*, 57-83. Oxford: Oxford University Press, 1995.
- Murray, Rainbow. "Quotas for Men." *American Political Science Review* 108, no. 3 (2014): 520-532.

20. Tuesday, 3.26.19 – Work and the Gendered Division of Labor

What are the implications for politics of our basic social institutions and personal choices? How do concepts of work and the family play out in women's lives and in social inequalities or relations of domination? What are Marçal's critiques of liberal economic theories? What do you think feminist theories of work and the family should look like?

- Marçal, Katrine. Chapters One, Three, and Sixteen. In *Who Cooked Adam Smith's Dinner? A Story of Women and Economics*, 7-17, 29-41, and 179-189. New York: Pegasus Books, 2016. Originally published 2015.
- Final paper outline due

21. Thursday, 3.28.19 – Reproductive Politics, Reproductive Justice

What are, and what should be, the rights of women to control their bodies and their reproduction? What does Mills say the effects of ultrasounds are on women's reproductive decisions? Is "rights" the right framework for this question, or is another framework, like "autonomy," better? Who is marginalized by practices thought by some to be liberatory? Do we need a more intersectional idea of reproductive justice, and if so, how?

- Roberts, Dorothy. "Introduction." In *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*, 3-21. New York: Pantheon Books, 1997.
- Mills, Catherine. "Ultrasound, Embodiment and Abortion." In *Futures of Reproduction: Bioethics and Biopolitics*, Volume 49, *International Library of Ethics, Law, and the New Medicine*, edited by David N. Weisstub, 101-121. Dordrecht, Netherlands: Springer, 2011.
 - Skip section 6.3, from halfway through p. 110 through the top of p. 115.

22. Tuesday, 4.2.19 – Porn, Violence, and Free Speech

(How) are our identities shaped by social relations of domination and oppression? How does MacKinnon think porn affects women? And should pornography's exposure to the public be limited because of these concerns? What is Dworkin's liberal response to that suggestion? What do you think about porn and feminism in the Internet age?

- McKinnon, Catherine. "From *Pornography, Civil Rights, and Speech*." In *Doing Ethics*, edited by Lewis Vaughn, 299-311. New York: W.W. Norton & Co., 2007. Excerpt originally published 1985.
- Dworkin, Ronald. "Women and Pornography." *The New York Review of Books*. October 1, 1993. <http://www.nybooks.com/articles/1993/10/21/women-and-pornography>. 8 pages.
- Schmitz, Matthew. "The case for banning pornography." *The Washington Post*. May 24, 2016. https://www.washingtonpost.com/news/in-theory/wp/2016/05/24/the-case-for-banning-pornography/?utm_term=.9463644a429c. 2 pages.

23. Thursday, 4.4.19 – Feminism in Non-Liberal Contexts/Transnational Feminism I

How should feminists theorize power relations and politics internationally and in contexts shaped by colonial histories of power imbalances? Is an anti-imperialist coalition of transnational feminism possible, and if so, what would it look like? What is the substantive critique and what is the methodological critique that transnational feminism makes of other strains of feminist thought? How does Mahmood challenge and reformulate liberal conceptions of freedom and agency by examining the Islamist pietism movement in Egypt?

- Narayan, Uma. “Cross-Cultural Connections, Border-Crossings, and ‘Death by Culture’: Thinking About Dowry-Murders in India and Domestic-Violence Murders in the United States.” In *Theorizing Feminisms*, edited by Elizabeth Hackett and Sally Haslanger, 62-77. Oxford: Oxford University Press, 2005. Excerpt originally published 1997.
- Mahmood, Saba. “The Subject of Freedom.” In *Feminist Theory: A Reader*, ed. Wendy Kolmar and Frances Bartkowski. Fourth Edition. 2013, 533-542. Originally published in *Politics of Piety: the Islamic Revival and the Feminist Subject*, Princeton: Princeton University Press, 2005.

24. Tuesday, 4.9.19 – Feminism in Non-Liberal Contexts/Transnational Feminism II

What is Nussbaum’s concept of what makes a human? What does humanism mean for feminism? What capabilities does Nussbaum think we need to secure for all people? Are these valid criteria/can we have such criteria? Can and should feminists from the Global North “judge” practices in the Global South?

- Nussbaum, Martha C. “Human Capabilities, Capable Human Beings.” In *Theorizing Feminisms*, edited by Elizabeth Hackett and Sally Haslanger, 124-139. Oxford: Oxford University Press, 2005. Excerpt originally published 1995.
- Zerilli, Linda M. G. “Toward a Feminist Theory of Judgment,” *Signs* 34, no. 2 (2009): 295-317. Can skim or skip pages 313-316.

25. Thursday, 4.11.19 – Choice Feminism

What is “choice feminism”? What role should individual choice play in feminist theory and practice? What are the strongest arguments for and against choice feminism? Can feminists adhere to patriarchal roles and still be feminists? How does choice feminism apply to transnational feminism and/or feminist discussions of porn?

- Symposium on “Women’s Choices and the Future of Feminism,” *Perspectives on Politics* 8, no. 1 (2010): 241-278:
 - Kirkpatrick, Jennet. “Introduction”
 - Ferguson, Michael L. “Choice Feminism and the Fear of Politics”
 - Snyder-Hall, R. Claire. “Third Wave Feminism and the Defense of ‘Choice’”
 - Hirschmann, Nancy J. “Choosing Betrayal”

26. Tuesday, 4.16.19 — Sexual Assault and Consent

What kinds of theories do we want around consent and sexual assault? What work are ideas of agency and social structure doing in these conversations? How can we evaluate standards like “enthusiastic consent”? How do we know what kinds of flirtation are acceptable in the workplace?

- “SB-967 Student safety- sexual assault.” California Legislative Information. September 28, 2014.
https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=201320140SB967. 3 pages.
- Marcus, Sharon. “Fighting Bodies, Fighting Words: A Theory and Politics of Rape Prevention.” In *Theorizing Feminisms*, edited by Elizabeth Hackett and Sally Haslanger, 368-381. Oxford: Oxford University Press, 2005. Excerpt originally published 1992.
- Please read:
 - EITHER

- Srinivasan, Amia. "The Right to Sex." *London Review of Books* March 22, 2018. <https://www.lrb.co.uk/v40/n06/amia-srinivasan/does-anyone-have-the-right-to-sex>. 11 pages.
- OR
 - Benedikt, Allison. "The Upside of Office Flirtation? I'm Living It." *Slate*. December 5, 2017. http://www.slate.com/articles/double_x/doublex/2017/12/where_is_the_line_between_office_flirtation_and_sexual_harassment.html. 3 pages.
 - AND
 - Livingstone, Josephine. "So You Married Your Flirty Boss." *The New Republic*. December 7, 2017. <https://newrepublic.com/article/146145/married-flirty-boss>. 5 pages.

—No class 4.18—

27. Tuesday, 4.23.19 – Peer Reviewing Day

- We will spend class workshoping final papers in class. Bring in two hard copies of a fully written rough draft.

28. Thursday, 4.25.19 – Ecofeminism

What is ecofeminism? Do feminists have a special role to play in preserving the environment? Does ecofeminism avoid the critiques of essentialism we read earlier in the semester? How can ecofeminism avoid masculinist binaries like nature/civilization and emotion/reason? What role can feminist theory play in creating a political imaginary or a political utopia?

- Plumwood, Val. "Feminism and Ecofeminism." In *Feminism and the Mastery of Nature*, 19-40. New York: Routledge, 2003. Originally published 1993.
- Extra credit glossary due at beginning of class

29. Tuesday, 4.30.19 4:00pm-7:00-pm – Exam Period: Final Paper Presentations