**PLPT/PLCP 8500**

**Feminist Theory, Feminist Practice**

**New Cabell Hall, Room 115**

**1:00-3:30**

**Spring 2017**

**Lawrie Balfour                                                                              Denise Walsh**

**Office Hours: T/Th 3:30-4:30                                                                    T/Th 5:30-6:30**

**Gibson Hall 395                                                                                     Gibson Hall 454**

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**Feminist Theory, Feminist Practice**

This seminar approaches feminist theory and practice as a series of political questions. What is a woman? What is gender? What is theory, and who can theorize? What is the relationship between theory and political struggle? These questions have generated a range of answers across multiple fields of political action, activism, and scholarship. The seminar will begin with an examination of classic answers to these questions and a survey of feminist methods through exemplary recent works in feminist theory, both within and beyond political theory and empirical political science. The remainder of the course will focus on key political concepts and topics—e.g., women’s movements, the boundaries of the state and citizenship, development and neoliberalism, and war and imperialism—through readings drawn from multiple disciplines.

**Required Readings (in the order you will need them):** The readings marked by an asterisk in the syllabus are available through Collab. In addition, the following books may be purchased and have been placed on reserve at Clemons Library.

* Sophokles, *Antigone*, trans. Anne Carson (Oberon Classics).
* Saba Mahmood, *The Politics of Piety: The Islamic Revival and the Feminist Subject* (Princeton)
* Robin L. Riley, Minnie Bruce Pratt, Chandra Talpade Mohanty eds., *Feminism and War: Confronting US Imperialism* (Zed)
* Toni Morrison, *Paradise* (Vintage)

All of these books have been placed on reserve in Clemons Library.

**Course Requirements**

*Participation*(15%)

Students are expected to read the course material with care and to participate in class discussion. Attendance, preparation, and participation are expected and will be taken into account in assigning final grades.

*Student Presentations*(15%)

Each student will make a teaching presentation once during the semester as a part of the pedagogical component of the course. The presentation should be no more than 15 minutes (we will cut you off at 20 minutes) and should center on one aspect of the day’s readings that you develop. Do not try to be comprehensive, but rather present a coherent, focused analysis of what interests or compels you about the readings. Students may discuss additional readings (although we will not read additional material). Students should offer a few discussion questions (not more than 5) to spark discussions during the rest of the class period. In addition, you may wish to present information, provide charts or diagrams, guide a critical exercise, or use any pedagogical strategy that seems appropriate.

*Discussion Postings*(20%)

Each student will write a 600-700 word analysis of the readings for 5 of the 14 weeks. Students must not wait until the last 5 weeks of the course to write their reviews. Reviews may briefly summarize the arguments of the chosen set of readings, but should focus principally on analysis and critique of the works discussed, as well as pose questions for further discussion. Due by **noon** each Thursday on Collab>Discussion and Private Messages>Worksite Discussions> Topic (for the class session)>Post Reply. Students should not post for class sessions for which they are presenting. *Note:* All posts should be in one thread. Do not start a separate thread.

*Research Proposal*(5%)

Before spring break (March 6) students must submit a one page proposal on their proposed research paper: Collab>Assignments>Proposal. The proposal should include the student’s question and a statement of purpose that explains why the question is important given the student’s knowledge of the existing literature, and the steps the student plans to take to answer it. If appropriate, students may choose to write a dissertation proposal instead; the student must consult with her/his advisor as well as with one of the instructors of this course on the proposal. Students may want to consult Ackerly and True, Ch. 4 on how to write a feminist research question (Collab>Resources).

*Final Research Project*(45%)

Students will write either an analytical essay or a research paper (approximately 20 pages), on a relevant topic of their choosing. Students may submit the proposal to either instructor, depending on their research interests.

**Course Policies**

Please let the instructors know the name you use, how to pronounce it correctly, and the pronouns you use.

Students turn in all written work on Collab.

**Resources**

If you have (or suspect you have) a learning or other disability that requires academic accommodations, you should contact the [Student Disability Access Center](http://www.virginia.edu/studenthealth/sdac/sdac.html) as soon as possible, and at least two to three weeks before any assignments are due. The instructors will be happy to make whatever accommodations students need to be successful in the course.  Please be sure that necessary accommodations are properly documented by the SDAC. Be sure to provide the instructors with enough notice to make appropriate arrangements.

If you or someone you know is struggling with [gender, sexual, or domestic violence](http://www.virginia.edu/sexualviolence/get_help_now.pdf), or is a target of a hate crime, there are many community and University of Virginia resources available including [Just Report It](http://www.virginia.edu/justreportit/..), [The Office of the Dean of Students](http://www.virginia.edu/sexualviolence/): 434- 924-7133 (after hours and weekends 434-924-7166 for the University Police Department; ask them to refer the issue to the Dean on Call), the [UVA Women's Center](http://womenscenter.virginia.edu/counseling/): 435-982-2361, [Sexual Assault Resources Agency](http://saracville.org/survivor-services/) (SARA) hotline: 434-977-7273 (24/7), [Shelter for Help in Emergency](http://www.shelterforhelpinemergency.org/contact-us/) (SHE) hotline: 434-293-8509 (24/7). If you prefer to speak anonymously and confidentially over the phone to UVa student volunteers, call [Madison House's HELP Line](http://www.madisonhouse.org/overview-helpline/) (24/7): 434-295-8255.

**Course Outline**

~ Occasional changes to the syllabus are possible and will be announced in advance. ~

***Part I. Theories, Methods, Approaches***

**Class 1 (Jan. 19): What is feminist theory? What is feminist empirical research?**

*Discussion of class policies, the syllabus, and assignments*

Angela Davis, “Difficult Dialogues,” from *The Meaning of Freedom*, 189-99.\*

Brooke Ackerly and Jacqui True, 2010, “Back to the Future: Feminist Theory, Activism, and Doing Feminist Research in an Age of Globalization,” *Women's Studies International Forum* 33: 464–472.

**Class 2 (Jan. 26): What is a Woman? What is gender?**

Simone de Beauvoir, *The* *Second Sex*, trans. Borde and Malovany-Chevallier, (Vintage 2011), Vol. I, “Introduction,” 3ff; Vol. 2, Ch. 10, “Woman’s Character and Situation,” 638ff

Judith Butler, “Subjects of Sex/Gender/Desire,” *Gender Trouble: Feminism and the Subversion of Identity*, 3-44.

Iris Marion Young, 2002, “Lived Body vs. Gender: Reflections on Social Structure and Subjectivity,” *Ratio* 15 (4): 410-428.

Mala Htun, 2003, *Sex and the State: Abortion, Divorce and the Family Under Latin American Dictatorships and Democracies*, New York: Cambridge: Ch. 1.

Saidiya Hartman, “The Belly of the World: A Note on Black Women’s Labors,” *Souls* 18:1 (2016): 166-173.

**\*Recommended Event \* Monday, January 30, Winter Read: *The Handmaid’s Tale***

Bryan Hall 229, 5-7pm Discussion Hosted by the English Department

**Class 3 (Feb 2):**  **Feminist Methodologies: Ideas, Approaches, and Applications**

*How do scholars do feminist theory and feminism?*

Brooke Ackerly and Jacqui True, 2010, “*Doing Feminist Research in Political Science and Social Science*, Hampshire: Palgrave Macmillan, Ch. 2.

Mary Hawkesworth. 2003. “Congressional Enactments of Race-Gender: Toward a Theory of Raced-Gendered Institutions.” *American Political Science Review* 97 (4): 529-550.

Lori Marso, “Perverse Protests: Simone de Beauvoir on Pleasure and Danger, Resistance, and Female Violence in Film,” *Signs* 41 (2016): 869-94.

Victoria Hesford and Lisa Diedrich, “Experience, Echo, Event: Theorizing Feminist Histories, Historicizing Feminist Theory," *Feminist Theory* 15 (August 2014): 103-117.

Maria Lugones, “Toward a Decolonial Feminism,” *Hypatia* 25 (Fall 2010): 742-759.

**Class 4 (Feb. 9):** **Intersectionality**

*What does the concept mean? How has it been used in feminist theory/practice? What are its limits?*

Kimberle Crenshaw, 1991, “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics” in *Feminist Legal Theory: Readings in Law and Gender.* Eds. T.K. Bartlett and R Kennedy. Boulder: Westview Press: 57-80.

Sumi Cho, Kimberle Crenshaw, Leslie McCall, “Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis,” *Signs* 38 (Summer 2013): 785-810.

Dorothy Roberts and Sujatha Jesudason. “Movement Intersectionality: The Case of Race, Gender, Disability, and Genetic Technologies,” *Du Bois Review* 10:2 (October 2013): 313-328.

Hae Yeon Choo & Myra Marx Ferree, 2010, “Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions, and Institutions in the Study of Inequalities” Sociological Theory, 28(2): 129-149.

[Jasbir K. Puar](https://muse.jhu.edu/results?searchtype=regular&filtered_content=author&search_term=%22Jasbir%20K.%20Puar%22), 2012, “I would rather be a cyborg than a goddess’ Becoming-Intersectional in Assemblage Theory,” *philoSOPHIA 2(1): 49-66.*

***Part 2: Political Questions, Feminist Interventions***

**Class 5 (Feb. 16): The Nation and State**

*How do feminists conceptualize and analyze the nation and state?*

Lee Ann Banaszak, Karen Beckwith and Dieter Rucht, 2003, “When Power Relocates: Interactive Changes in Women’s Movements and States,” in Lee Ann Banaszak, Karen Beckwith and Dieter Rucht, eds., *Women’s Movements Facing the Reconfigured State*, New York: Cambridge University Press: 1-29.

Johanna Kantola, 2006, “Gender and the State: Theories and Debates,” in *Feminists Theorize the State*, New York: Palgrave MacMillan: Ch. 1 (1-21).

Jill Vickers, 2006, “Bringing Nations In: Some Methodological and Conceptual Issues in Connecting Feminisms with Nationhood and Nationalisms,” *International Feminist Journal of Politics* 8(1): 84-109.

Jyoti Puri, 2016, “Governing Sexuality, Constituting States,” in *Sexual States: Governance and the Struggle over the Antisodomy Law in India,* Duke University Press: Ch. 1.

Cihan Ahmetbeyzade, 2000, “Kurdish Nationalism in Turkey and the Role of Kurdish Peasant Women,” in Tamar Mayer, ed., *Gender Ironies of Nationalism: Sexing the Nation*, London: Routledge: 187-210 (Virgo ebook).

**\*Recommended Event \* Friday, February 17:**[Dorothy Roberts](https://www.law.upenn.edu/cf/faculty/roberts1/)

Medical School Auditorium, 12:00-1:30 (reception to follow)

**Class 6 (Feb. 23): Women and/against the State: The Case of Antigone (Denise at ISA)**

*Antigone as Exemplary Feminist?*

Sophokles**,** *Antigone*, trans. Anne Carson (Oberon Classics, 2016).

Bonnie Honig, *Antigone, Interrupted* (Cambridge University Press, 2013), Part I (13-82).

**Class 7 (March 2): Women’s Agency, Women’s Power?**

*What is agency and when is it feminist?*

**Guest:** Murad Idris

Saba Mahmood, 2005, *The Politics of Piety*, Princeton: Princeton University Press: TBA

Shahin Gerami and Melodye Lehnerer, 2001, “Women’s Agency and Household Diplomacy: Negotiating Fundamentalism,” *Gender & Society* 15: 556-573.

**Class 8 (March 16): War, Terror and Security**

*How and why are state security and the war on terror gendered?*

Robin L. Riley, Chandra Talpade Mohanty, Minnie Bruce Pratt, 2008, *Feminism and Wa*r: *Confronting U.S. Imperialism* (Zed). TBA

Paul Amar, 2011, “Turning the Gendered Politics of the Security State Inside Out? Charging the Police with Sexual Harassment in Egypt,” *International Feminist Journal of Politics* (August): 299-328.

**Class 9 (March 23): Neoliberalism and Development**

*What have been the implications of neoliberalism for feminism and feminist activists, and how might feminists respond?*

Wendy Brown and Katie Cruz, “Feminism, Law, and Neoliberalism: An Interview and Discussion with Wendy Brown,” ￼*Feminist Legal Studies* (2016) 24:69–89.

Johanna Oksala, 2013, “Feminism and Neoliberal Governmentality” *Foucault Studies* 16: 32-53.

Kalpana Wilson, 2015, “Towards a Radical Re-appropriation: Gender, Development and Neoliberal Feminism,” *Development and Change* 46 (June): 803-32.

Sumi Madhok and Shirin M. Rai. 2012, “Agency, Injury, and Transgressive Politics in Neoliberal Times,” *Signs* 37(3): 645–669.

**Class 10 (March 30): Citizenship and Beyond**

*How do feminists expand conventional notions of citizenship, and when might citizenship be oppressive?*

Ruth Lister, 2007, Inclusive Citizenship: Realizing the Potential,” *Citizenship Studies* 11(1): 49-60.

Nira Yuval-Davis, 2006, “Belonging and the Politics of Belonging,” *Patterns of Prejudice* 40 (3): 197-214.

Native Women’s Association of Canada (NWAC), 2007, “Aboriginal Women and Bill C-31: An Issue Paper,” Prepared for the National Aboriginal Women’s Summit, June 20-22: 1-5

And

NWAC, 2010, “Balancing Collective and Individual Rights and the Principle of Gender Equality,” July: 1-26 *only.*

Audra Simpson, 2014, “The Gender of the Flint: Mohawk Nationhood and Citizenship in the Face of Empire,” *Mohawk Interruptus*, Duke University Press: Ch. 6

Aileen Moreton-Robinson, “Imagining the Good Indigenous Citizen: Race War and the Pathology of Patriarchal White Sovereignty,” *Cultural Studies Review* 15:2 (2009): 61-79.

**\*Recommended Event\* Wednesday, March 29:** [Professor Keeanga-Yamahtta Taylor](http://aas.princeton.edu/author/kytaylor/)

Sponsored by the Power, Violence & Inequality Collective

Research Lunch Talk: 12-1:30

Public Talk: 3:30-5:00

Place: TBA

**Class 11 (April 6): \* Different Class Time and Place \*  11-1 (lunch served) Theorizing Borders and the Borders of Theory: Readings in Conjunction with “Political Thinking at the Margins: A Global Conference”**

Alicia Schmidt Camacho, “Ciudadana X: Gender Violence and the Denationalization of Women's Rights in Ciudad Juárez, Mexico” *CR* 5:1 (2005): 255-92

Alicia Schmidt Camacho, “On the Borders of Solidarity: Race and Gender Contradictions in the "New Voice" Platform of the AFL-CIO,” *Social Justice* 26 (1999): 79-102.

Hagar Kotef and Merav Amir, “(En)Gendering Checkpoints: Checkpoint Watch and the Repercussions of Intervention,”  *Signs*, 32:4 (2007): 973-96.

Hagar Kotef, “Little Chinese feet encased in iron shoes: freedom, movement, gender, and empire in western political thought,” *Political Theory* 43: 3 (2015): 334-55.

**Class 12 (April 13): Women’s Movements I: Literary Foundings**

Toni Morrison, *Paradise*

**Class 13 (April 20): Women’s Movements II: Political Outcomes (Lawrie not here)**

*How should we assess the success or failure of women’s movements? Why do some women’s movements succeed more than others?*

Maxine Molyneux, 1985, “Mobilization without Emancipation? Women’s Interests, the State, and Revolution in Nicaragua,” *Feminist Studies* 1(2): 227-254.

Karen Beckwith, 2000, “Beyond Compare? Women’s Movements in Comparative Perspective,” *European Journal of Political Research*, 37: 431-468.

Amy Mazur, 2002, *Theorizing Feminist Policy*, Ch. 2 (Virgo online).

Sonia E. Alvarez, 2000, “Translating the Global Effects of Transnational Organizing on Local Feminist Discourses and Practices in Latin America,” *Meridians* 1(1): 29-67.

Mala Htun and S. Laurel Weldon. 2012. “The Civic Origins of Progressive Policy Change: Combating Violence against Women in Global Perspective, 1975-2005.” *American Political Science Review* 106 (3): 548-569.

**Class 14 (April 27): Solidarity and Resistance**

*What types of resistance do feminists face and how can they overcome that resistance?*

Elisabeth J. Friedman, 2003, “Gendering the Agenda: The Impact of the Transnational Women’s Rights Movement at the UN Conferences of the 1990s,” *Women’s Studies International Forum* 26 (4): 313–331.

Michael Kimmel, 2003, “Globalization and its Mal(e)contents: The Gendered Moral and Political Economy of Terrorism” *International Sociology* 18(3): 603-620.

Myra Marx Ferree, 2004, “Soft Repression: Ridicule, Stigma, and Silencing in Gender-based Movements,” *Authority in Contention* 25: 85-101.

Nira Yuval-Davis, 2006, “Human/Women’s Rights and Feminist Transversal Politics,” in Aili Mari Tripp and Myra Marx Ferree, eds., *Global Feminism, Transnational Women’s Activism*, New York: New York University Press: 275-295.

Rachel Einwohner, Jose Kaire, Valeria Sinclair-Chapman, Mangala Subramanian, Fernando Tormos, Laurel Weldon, Jared Wright, Charles Wu, “Active Solidarity: Strategies for Transnational Political Cooperation in Contexts of Difference, Domination and Distrust,” MPSA conference paper, March 2016.

**\*Recommended**

On Contemporary Feminist Debates about Solidarity see:

Susanna Loza, 2014, Hashtag Feminism, “[#SolidarityisforWhiteWomen and the Other #FemFuture](http://adanewmedia.org/2014/07/issue5-loza/?utm_source=rss&utm_medium=rss&utm_campaign=issue5-loza)” *Queer Feminist Media Praxis* 5.

**\* Final paper due: May 10. \***