**University of Virginia**

**Women, Gender & Sexuality**

**Spring 2022**



**Denise Walsh WGS 3810**

**Office Hours: Thurs, 7-8pm and by appointment NCH 132**

**Levering Hall, Room 202 Wed, 6-8:30 pm**

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**Feminist Theory**

This course provides an overview of the historical roots of and contemporary developments in feminist theory. We begin by discussing what is feminism, theory, and feminist methodology. We then study a range of feminist theories, including liberal, Marxist, Indigenous, African, and decolonial feminisms. The course also introduces students to queer theory and trans theory, and how to do feminist research and analysis. We conclude with a session on backlash and the future of feminism.

One of the most significant contributions of feminist theory has been to analyze how structures and institutions oppress, dominate, and exploit women, construct marginalized groups, and call up complex gender identities. Through the assigned readings and class discussions, students will learn how to use feminist tools from different traditions of feminist theory to critically assess these structures and institutions, to analyze how they are produced and reproduced, and to imagine how they might be reformed or transformed to bring us closer to a feminist future.

The objectives of the course are 1) to provide an overview of feminist theory; 2) to examine competing foundations, arguments, and positions among feminist theorists; 3) to develop the analytical skills to critically evaluate the assumptions, arguments, and debates among feminist theorists; and 4) to apply these skills to a final research project.

**Course Requirements**

\*A previous course in Women, Gender and Sexuality is strongly recommended.

*Participation*(20%)

Student attendance, preparation, and active participation in class are required. The instructor takes attendance at the beginning of class and after break. Coming to class late or leaving early will count against your participation grade. Quality of participation matters; good questions count as much as answers. The instructor will grade participation two times during the semester (mid-term and finals).

This is not a lecture course. It is the responsibility of students to bring questions, comments, and concerns to class and to work together through reading assignments during class discussions and through graded assignments to analyze what the readings mean.

All students should actively participate in small groups, presentation activities, and pair-share conversations. This counts toward your participation grade. If you are shy or uncomfortable asking a question in class, you have the additional option of doing a one-minute paper at the end of class.

*One-Minute Papers*

One-minute papers are not intended to replace active in-class contributions. Nor are they meant for students who are routinely participate in class. If, however, a student is shy, they may occasionally choose to write a one-minute paper at the end of class. Students write these papers in *one minute* immediately after a class session ends and turn it in to the instructor.

A one-minute paper is a brief, few-sentence response to a class meeting in a students’ own words. Questions that a one-minute paper may answer are:

1. What is your main takeaway from our class today?
2. What was the most important thing you learned during this class?
3. What important question remains unanswered?

Here is an example of a one-minute paper in response to the first question for an introductory international relations course: “Today we studied the difference between realist and liberalist perspectives on the role of international organizations. My main takeaway is that realism presents a more pragmatic and pessimistic worldview compared to liberalism. For example, in explaining the lack of global cooperation on COVID-19, realism would emphasize the inefficiency of the WHO while liberalism would emphasize the need to strengthen institutions like WHO. I think a feminist approach to international organizations would emphasize how both of these perspectives ignore how international organizations reproduce inequality, including gender inequality.”

This excellent one-minute paper states the topic studied, what the student learned, provides an example that illustrates the key concepts discussed in class, and indicates the student’s point of view. Only excellent one-minute papers will be counted toward a student’s participation grade.

*Presentation*(15%)

In teams of 2, students will sign up for 10-minute presentations. The instructor will stop any presentation that goes beyond 12 minutes. Class sessions with presentation options are designated by an \* on the syllabus. Students should meet beforehand to discuss the readings and plan content. Do *not* divide up the readings; both students should present on all the material. A conversation between presenters should occur. Assume everyone has done the reading. The instructor may comment, ask questions, or otherwise interrupt the presentation to facilitate student learning. Do not assume this is a critique of the presentation (Instructor interruptions and Q&A from the class do not count toward student presentation time).

Presentation requirements:

* Create a powerpoint for the presentation.
* Introduce the day’s topic with 2-3 relevant background points of interest on one slide (e.g., something about the authors of the assigned readings or relevant historical background about the material).
* Present the key question and answer for each reading: 2 sentences maximum. Take the time to reflect on the question and its answer so students can write down the information and think about it.
* Select1-2 pieces of evidence that you think best support the author’s argument and summarize this evidence on one slide. Discuss *only one* of these examples during your presentation. Do *not* read quotes or long pages of notes. Instead, explain the ideas simply, in your own words. NB: Students often confuse the difference between reasons (explanations) and evidence. To avoid confusion, see slides 1-13 in [this helpful powerpoint](https://www.slideshare.net/srgeorgi/claims-evidence-explanation-54629000).
* Design an 8 to10-minute class activity (e.g., a film clip with Q&A to follow, Kahoot, Jeopardy, etc.). Be sure to explain the purpose of the activity before doing it and to sum up your key take away points at the end. Students must not do the same activity that the previous presenters chose. Variety keeps our attention. You may include the activity at any point during your presentation. Presenters who do not include an activity fail the assignment.
* Do not add any additional material to the presentation beyond what is listed here. Students *must* follow the Question, Answer, Evidence format for each *academic reading* assigned.
* Name your powerpoint by the class number and by presentation “a” or “b” (e.g., Class 5a.ppt), and post it *before class* on Collab >Discussions>Powerpoint Presentations>Post Your Presentation Here >Start a New Conversation> Title (type in the topic for the class session, e.g., Liberal Feminisms)> Scroll down to Add Attachments>Post.

NB: Presenters are not expected to be experts on the material. Instead of answers to the questions outlined above, they may pose possible answers and invite class discussion. The goal is not to be right but to get the class thinking and engaged.

*Discussion Posts*(30%)

* Each student will post an entry on Collab 6 times during the semester. Students must post at least two times and no more than four times before spring break**.**
* Students *may not* post on readings for which they are presenting.
* Posts should be approximately 600 words. They should address central themes in the readings, include quotes, mention *all* the assigned readings for that day (although focusing primarily on one or two is fine), and present student views. Comparisons with readings from previous class sessions are welcome.
* Students may summarize concepts, arguments, or debates that then prompt them to raise questions, analyze an aspect of the argument in depth, and compare and contrast different feminists and feminisms from the course.
* Students *must* engage with at least one comment posted by a student before them and they *must* also raise a question for further discussion. Challenge a point, respond to a question from another student, explain why your position is different, ask others what they think about a specific concept, argument, etc.
* Writing style matters. Be clear and concise. Be respectful when disagreeing with others. This is classroom discussion online, not Twitter.
* Posts are due 30 minutes before class. ***No late submissions will be accepted***.
* The instructor will randomly select two completed posts to grade: one prior to spring break and a second one after it.

To post:

* If you are the first to post for the class session, go to Collab >Discussions> Discussion Posts> [choose the week’s topic]>Start a new conversation (name the thread whatever you like) and type your post in the box>Post.
* If you are not the first to post for the class session, go to Collab>Discussions>Discussion Posts> Title of the thread > Reply and type your post in the box>Post.
* All posts for each class session should be in one thread. ***Do not start a separate thread*.**

*Research Proposal*(5%)

Proposals should have a title for the project at the top of the page. Immediately below, write a one to two sentence question that the research project aims to answer. Pose a question that is contestable, provable, and specific. As you will either seek evidence to answer your question or formulate arguments and examples to answer it, do not ask a question that you know the answer to before you write the paper or for which evidence is nonexistent. Do not answer the question yet as research will be required to answer it. Ask a question that is puzzling to you so that you will learn something new.

The proposal should also include two paragraphs describing how your question relates to at least one type of feminist theory from the course, the feminist theorist(s) you will draw upon to answer your question, and discuss which concepts from at least one feminist theorist you will address (e.g., I will analyze what Judith Butler has written about boundary policing in *Gender Trouble* and what her critics say about this concept to answer my research question).

The proposal must also have a correctly formatted *annotated* bibliography (AB). The AB should include 3-5 outside sources plus 2 relevant course readings. Students will do additional activities related to the research project as detailed on the syllabus. All students must read “Peer Review Do’s and Dont’s” on Collab>Writing Tips>Peer Review Do’s and Don’ts prior to these activities.

*Final Research Project*(30%)

Students are required to conduct independent research and to use outside sources. Students are expected to include a minimum of 5 outside sources *in addition to relevant course readings*.

Projects might compare a single theme shared by two feminist traditions (e.g., socialist versus postcolonial feminist theories on the effects of the global economy on poor women in rural India), apply two different feminist theories to a particular topic (e.g., liberal and Black Feminist Thought on: abortion, BLM, gender and poverty in rural Virginia), analyze how two feminist scholars within a particular type of feminist theory might provide insight into a specific issue relevant to the student’s lived experience (e.g., hooks and Collins and how their work informs how Black women students at UVA might address racialized sexism), etc.

*All projects must be about feminist theory, must include quotes from feminist theorists, and must discuss feminist theory at length. Students who do not follow these instructions fail the assignment.*

All projects *must be* analytical, not only descriptive. Descriptive projects answer the questions “what?” “when?” “who?” Analytical projects may include description but also link this description to the questions “why?” or “how?” Use the feminist theorists and ideas we discuss in class to be analytical. For example, a student might discuss how a postmodern feminist approach to social media representation of women’s and men’s basketball at UVA differ from a Black Feminist approach. This would require doing research on postmodern and Black Feminist Thought, specific examples of social media representation of the basketball teams (description), and an application of both types of feminist theory to those representations (analysis).

Do not turn in a project that offers a list of facts, people, events, or even ideas. Lists are not analysis. Instead, focus on asking an interesting question that is narrow enough for you to answer in 10-12 pages or a comparably sized project, *and go as deeply as you can into that topic*.

NB: Students *must include* a research question, the answer to it, and brief definitions of key terms when those terms are first used. The introduction *must* inform the reader which feminist theorists (or schools of feminist theorists, e.g., postcolonial and Indigenous feminists) the student will be engaging in the project, the question asked, and the claim being made.

Research papers should be double-spaced, in 12 font, 10-12 pages, spell-checked, include page numbers, a title, and a bibliography (not annotated). All projects will have a written portion, including a bibliography (not annotated). Citations and bibliography must consistently follow an established format of the student’s choice. *Proof read* all written work. Complex ideas are best conveyed through simple language. Proper grammar, spelling, and writing style convey professionalism and excellence. Include the honor code.

\*Students should meet with the instructor individually during office hours for guidelines on creative research projects.

**Grading Scale**

All grading is done via Collab. Consult Collab for: the gradebook and instructor comments on graded work. The grading thresholds used in this course are as follows:

A+ =100, A=95, A-=90, B+=87, B=83, B-=80, C+=77; C=73, C-=70, D+=67, D=63, D-=60, F=0.

**Guidelines for participation, readings, and assignments**

Ask questions:

1. What is the *question* the author asks in the article? That is, what is the core problem that the author addresses?

2. What is the author’s *claim*? (How do they answer the question in #1?)

3. What *evidence* does the author present to support their claim? What does this evidence tell us? Why is it important for the argument? Evidence *is not* the same thing as an assertion. For example, Young (2003, 5) states, “Central to the logic of masculinist protection is the subordinate relations of those in the protected position.” This is an assertion, not evidence. In feminist theory, evidence is often offered as an example. The reader must decide if the evidence is sufficiently compelling to support the assertion or not.

4. What is your evaluationof the argument? Are you convinced? What questions or criticisms does the author’s argument or use of evidence raise in your mind?

5. If there are problems or weaknesses in the argument, what constructive solution might you offer for resolving the issue or strengthening the argument? Instead of attacking the argument, think instead about what evidence you would need for the claim to be convincing. Perhaps that evidence exists, and the author failed to use it. Perhaps it does not. If it does not, then pointing this out is a good way to disprove the author’s claim, although it does not invalidate the question.

**Guidelines for Class Participation**

Everyone in this course will feel uncomfortable and challenged at times as many of our readings address controversial themes, such as misogyny, racism, and sexual assault. In a course like this, a trigger warning is appropriate for nearly every reading. Consider this your warning. The readings are not on the syllabus to affirm your views, make you feel safe, or because the instructor agrees with them, but because they have had significant influence on feminist thought and contain ideas worthy of discussion.

If something that you read or someone in the course makes a comment that offends you, remember that we are all learning and do your best to read or listen with care. Be clear on the difference between offensive comments and ones that are abusive. If you are not, an excellent explanation is [here.](https://www.nytimes.com/2017/07/14/opinion/sunday/when-is-speech-violence.html?action=click&pgtype=Homepage&clickSource=story-heading&module=opinion-c-col-left-region&region=opinion-c-col-left-region&WT.nav=opinion-c-col-left-region&_r=0) If the comment is abusive, please alert the instructor immediately. If the comment is offensive, try the following: as the person is trying to develop an idea, focus on the idea and honestly think about it. Be careful not to reject all of someone’s ideas because one or even several things that they write or say offends you. Instead, embrace this moment, as it is an opportunity to develop a [critique](http://eipcp.net/transversal/0806/butler/en/) and to learn. A productive critique would not only state that you disagree with someone because, for example, they fail to take differences among women into account, but would also explain how that failure undermines their argument and, even better, how taking differences into account would lead to a different argument and one that you are prepared to explain.

Lack of intellectual clarity is a legitimate criticism of an author; complaining that an author is difficult to understand or stating that you do not care for their writing style is not. If the assigned readings are challenging, highlight a concept, idea, or claim that you do not understand, explain what you think it may mean, and ask others for their views in a discussion post and in class. As this helps all of us learn it is an important contribution.

Do *not* criticize our authors for their lack of feasibility. Feminist theorists have not written with the aim of providing you with ideas that would easily be adopted by the place in which you happen to be living at the time that you happen to be reading their work. Instead, most are aiming to criticize practices and policies that existed when and where they were writing, and most importantly, to develop *ideals* that could inspire feminists everywhere to imagine a better world and take action toward creating a feminist future.

**Course Policies**

* Inform the instructor and other students of the name you use, how to pronounce it correctly, and your pronouns. Reminders are most welcome and may be necessary as our class meets only once a week.
* Face to face communication is best. Students should ask questions after class and during office hours. Anonymous questions, comments, and feedback on Collab are also welcome.
* No computers, cell phone, iPads, etc. are to be used during class. Students who do not comply with this policy will be instructed to leave the classroom and counted absent for the session.
* Free printing is available at: The Center for Diversity in Engineering, The Multicultural Student Center and Office of African American Affairs.
* Two absences are permitted with no questions asked. *Do not**contact the instructor to report an absence.* Do contact someone in the class for notes and to discuss what you missed. Do contact the instructor with specific questions about course content when you have been absent or at any other time during the semester. Students do not need an appointment to come to office hours. Phone and online appointments can be scheduled as needed.
* If you have four or more absences in this class you must contact your Association Dean. This person is your advocate. Ask them to contact the instructor with general information regarding your 4 class absences. No student who misses 4 or more classes *for any reason* will pass the course unless the student’s Association Dean contacts the instructor directly.
* To request an incomplete for the course you must meet the criteria in the College of Arts & Sciences form [here](http://college.as.virginia.edu/sites/college.as.virginia.edu/files/IncompleteFormandGuidelines.pdf). Note that a “solid attendance record” in this course means 3 or fewer absences unless the instructor has been notified by the student’s Association Dean about an exception. No exceptions to the incomplete form criteria will be permitted.
* No late discussion postings, proposals, or presentations are accepted. No substitutions, no exceptions.
* Late final research projects lose 3 points each day for the first two days. Later work will only be accepted as determined by the instructor.
* Students turn in all written work on Collab. Do *not* send assignments to the instructor in an email unless told to do so.
* Do not send the instructor an email with a question that is answered on the syllabus; no answer will be forthcoming. Consult other students as needed.
* Use [UVa Box](http://its.virginia.edu/box/gettingstarted.html) to backup work. It is secure, free, and syncs your work as it is saved. No extensions for lost work due to problems such as a stolen or damaged computer will be granted as no work will be lost.
* Follow the guidelines on this syllabus for interaction with other students in written or verbal form. That includes peer review.
* Follow the [honor code](https://honor.virginia.edu/academic-fraud). If you have a question about plagiarism, ask.
* For information about the instructor’s research, courses, advising, and letters of recommendation, consult this [website](http://denisewalsh.weebly.com/).

**Resources**

The best writing resource available to students for this course is the [UVa Writing Center](https://writingrhetoric.as.virginia.edu/welcome-writing-center). Many college writing centers have extensive online resources on writing and reading. Here is one example from [UNC](http://writingcenter.unc.edu/handouts/). WGS has its own reference librarian. Ms. [Erin Pappas](http://guides.lib.virginia.edu/womenstudies) can purchase resources that you need if they are not in the library. She is available for individual consultations. Also consult the [WGS library](http://wgs.virginia.edu/research_support).

Baffled by feminist theory terminology? Consult Catharine R. Stimpson and Gilbert Herdt, 2014, *Critical Terms for the Study of Gender*, University of Chicago Press (in the library).

If you have (or suspect you have) a learning or other disability that requires academic accommodations, you should contact the [Student Disability Access Center](https://www.studenthealth.virginia.edu/student-disability-access-center/accommodation-services) as soon as possible, and at least two to three weeks before any assignments are due. The instructor 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 instructor with enough notice to make appropriate arrangements.

If you or someone you know is struggling with [gender, sexual, or domestic violence, or is a target of a hate crime](https://eocr.virginia.edu/), there are many community and University of Virginia resources available including Just Report It, [The Office of the Dean of Students](https://odos.virginia.edu/): 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](https://www.saracville.org/) (SARA) hotline: 434-977-7273 (24/7), [Shelter for Help in Emergency](https://www.shelterforhelpinemergency.org/)(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.

All required course readings are on Collab (some readings and video clips are available via links on the syllabus).

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

**Required Books**

One book is recommended to purchase: Carol A. B. Warren and Tracy Xavia Karner, 2010, *Discovering Qualitative Methods: Field Research, Interviews, and Analysis*, Oxford University Press. Students will use this book for the final research project. Copies of the first edition are available for under $5 online.

**Course Outline**



**Class 1 (Jan. 19): Feminisms and Feminist Theory**

*What is feminism? What is feminist theory? What are they good for?*

We will meet for the entire class session. Come prepared to discuss all four readings.

Discussion of class policies, the syllabus, assignments.

Paula Treichler and Cheris Kramarae, 1985, *A Feminist Dictionary: In our Own Words*, Pandora Press: 158-160.

Charlotte Bunch, 1979, “Not by Degrees: Feminist Theory and Education” in *Passionate Politics: Feminist Theory in Action*, Macmillan: 240-253. Check out this film clip about [Bunch](https://www.newday.com/film/passionate-politics-life-work-charlotte-bunch).

bell hooks, 2000a [1984], “Feminism: A Movement to End Sexist Oppression” in *Feminist Theory: From Margin to Center*, Pluto Press: Ch. 2. Hooks passed away in December 2021. Check out [this video clip](https://www.pbs.org/newshour/show/remembering-bell-hooks-and-her-enormous-legacy) celebrating her legacy.

bell hooks, 1991, “Theory as Liberatory Practice,” *Yale Journal of Law & Feminism* 3: 1-12.

Here is a [brief clip](http://www.youtube.com/watch?v=j5ThEoA0ESA) of bell hooks speaking about “the voice of power.”



**Class 2 (Jan. 26): Feminist Methodology**

*How does standpoint theory expand knowledge, including feminist knowledge? How and why are differences among women challenging to feminist methodology and how have feminists responded?*

2a)

Sandra Harding, 2004, “Introduction: Standpoint Theory as a Site of Political, Philosophic, and Scientific Debate,” *The Feminist Standpoint Theory Reader,* Routledge: Ch. 1.

Maria C. Lugones and Elizabeth Spelman, 1983, “Have We Got a Theory for You!” *Hypatia* 6 (6): 573-581.

2b)\*

Patricia Hill Collins, 1997, “Defining Black Feminist Thought,” in Linda J. Nicholson, ed., *The Second Wave: A Reader in Feminist Thought*, Routledge: 241-260.

Uma Narayan, 2004, “The Project of Feminist Epistemology: Perspectives from a Nonwestern Feminist” in *The Feminist Standpoint Theory Reader*, Routledge: 213-224.

Bette S. Tallen, 2016, “How Inclusive is Feminist Political Theory? Questions for Lesbians,” in Alison M. Jaggar, ed., *Just Methods: An Interdisciplinary Feminist Reader*, Routledge: 205-212.

**February 2 and 3: Last day to add or drop a course**

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**Class 3 (Feb. 2): Liberal Feminisms**

*What is liberalism and what is required to make it feminist? Why is this course not organized around feminist “waves”? Is choice feminism feminist?*

3a)\*

Mary Wollstonecraft, 1792, *Vindication of the Rights of Women*: Ch. 2.

Susan Okin, 1989, *Justice, Gender and the Family*, Basic Books: 135-169.

3b)\*

Kimberly Springer, 2002, “Third Wave Black Feminism?” *Signs: Journal of Women in Culture and Society* 27(4): 1059-1082.

Jennet Kirkpatrick, 2010, “Introduction: Selling Out? Solidarity and Choice in the American Feminist Movement,” *Perspectives on Politics* 8(1): 241-245

Nancy J. Hirschmann, 2010, “Choosing Betrayal,” *Perspectives on Politics* 8(1): 271-278.



**Class 4 (Feb. 9): Socialist and Marxist Feminisms**

*How is capitalism sexist and how can socialist feminists end sexism?*

4a)

Alexandra Kollontai, 1909, “[The Social Basis of the Woman Question](http://www.marxists.org/archive/kollonta/1909/social-basis.htm).”

Heidi Hartmann, 1976, “Capitalism, Patriarchy, and Job Segregation by Sex,” *Signs* 1 (3): 137-169.

Margaret Benston, 1984[1969] “The Political Economy of Women’s Liberation”

in *Feminist Frameworks,* 2nd edition: 240-247.

4b)\*

Chandra Talpade Mohanty, 1997, “Women Workers and Capitalist Scripts: Ideologies of Domination, Common Interests, and the Politics of Solidarity,” in *Feminist Genealogies, Colonial Legacies, Democratic Futures*, M. Jacqui Alexander and Chandra Talpade Mohanty, eds., Routledge: 3-29.

Cinzia Arruzza, Tithi Bhattacharya, and Nancy Fraser, 2019, *Feminism for the 99 Percent*: *A Manifesto*, Verso: 1-57.

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**Class 5 (Feb. 16): Existential and Radical Feminisms**

*What is a woman? Is sex emancipatory or is it the source of women’s oppression?*

5a)\*

Simone de Beauvoir, 1949, “Introduction” to *The* *Second Sex*.

Interview with Simone de Beauvoir, 1976, “The Second Sex 25 Years Later,” *Society*, Jan-Feb.

5b)

Gayle Rubin, 1984, “Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality,” in Carole S. Vance, ed., *Pleasure and Danger: Exploring Female Sexuality*, Pandora Press: Ch. 9.

Catharine A. MacKinnon, 1989, “Sexuality,” *Toward a Feminist Theory of the State*: Ch. 7: 127-154.

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**Class 6 (Feb. 23): Black Feminist Thought**

*What are the sources of Black Feminist Thought? What are interlocking systems of oppression and why do they matter?*

6a)\*

Sojourner Truth, 1867, “Ain’t I A Woman?” and “Keeping the Thing Going While Things Are Stirring.”

The Combahee River Collective, 1983, A Black Feminist Statement.

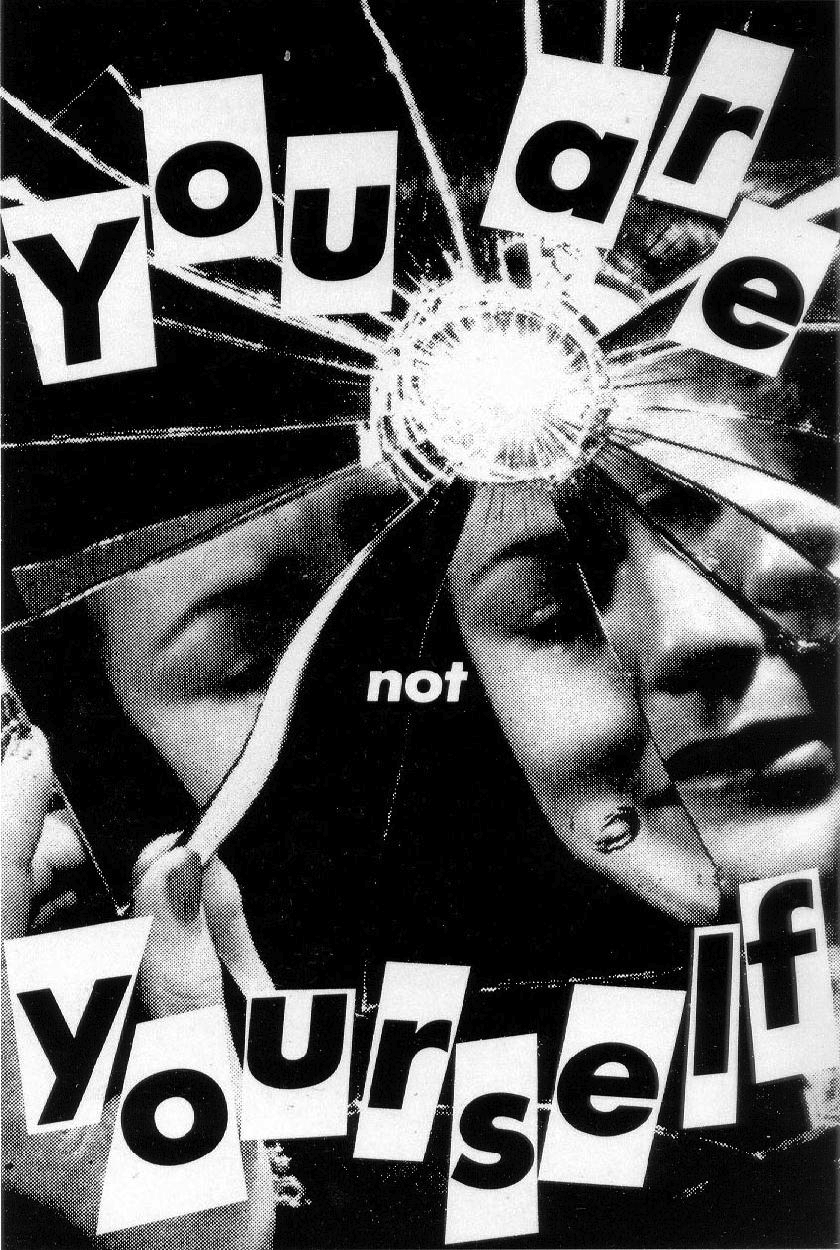
Audre Lorde, 1984, “The Master’s Tools Will Never Dismantle the Master’s House”

bell hooks, 2000b [1984], “Changing Perspectives on Power,” in *From Margin to Center*, Routledge: 84-95.

6b)\*

Kimberle Crenshaw, 1991, “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color,” *Stanford Law Review*: 1241–1299.

Patricia Hill Collins, 1990, “Black Feminist Thought in the Matrix of Domination,” in *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*, Unwin Hyman: 221-238.

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**Class 7 (March 2): Postmodern Feminisms and Queer Theory**

*Is there an authentic self? If not, who are we? Do “women” exist? If not, what happens to feminism and the feminist movement?*

7a)\*

Adele E. Clarke, Carrie Friese, and Rachel S. Washburn, *Situational Analysis,* “Framing the Turns,” Sage: 9-11.

Sandra Lee Bartky, 1988, “Foucault, Femininity and the Modernization of Patriarchal Power,” Ch. 3.

Johanna Oksala, 2011, “The Neoliberal Subject of Feminism,” *Journal of the British Society for Phenomenology* 42 (1): 104–120.

7b)

Judith Butler, 1990, “Bodily Inscriptions, Performative Subversions,” *Gender Trouble: Feminism and the Subversion of Identity*, Routledge: 128-141 (focus on 134-141).

Judith Butler, 1993, “Imitation and Gender Insubordination” in Henry Abelove Michele Aina Barale, and David M. Halperin, eds. The *Lesbian and Gay Studies Reader*,” Routledge: Ch. 20.

**Spring Break: March 7-11, 2019**

**Reminder: Continue to do discussion postings and start thinking about your final research project**



**Class 8 (March 16): Women of Color and Indigenous Feminisms**

*How do women of color feminists pursue self-realization? How can their theories help feminists work across their differences?*

8a)\*

Mitsuye Yamada, 1981, “Invisibility is an Unnatural Disaster: Reflections of an Asian American Woman, in *This Bridge Called My Back: Writings by Radical Women of Color*, Cherrie Moraga and Gloria Anzaldua, eds., Persephone Press: 30-35.

Gloria Anzaldúa, 2015 [1981], “La Prieta,” in *This Bridge Called My Back: Writings by Radical Women of Color*, Cherrie Moraga and Gloria Anzaldua, eds., SUNY Press: 198-208.

Baca Zinn and Zambrana, 2019, “Chicanas/Latinas Advance Intersectional Thought and Practice,” *Gender & Society* 33(5): 677-701.

8b)\*

Makere Stewart-Harawira, 2007, “Practicing Indigenous Feminism: Resistance to Imperialism,” in Joyce Green, ed. *Making Space for Aboriginal Feminism*, Zed Books: 1-14.

Maile Arvin, Eve Tuck, and Angie Morrill, 2013, “Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy,” *Feminist Formations* 25 (1): 8-34.

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**Class 9 (March 23): Doing Feminist Research (No Posts on Today’s Readings)**

*What is feminist research and how can you do it?*

9a)

*Guest speaker*: Erin Pappas, WGS Research Librarian

Brooke Ackerly and Jacqui True, 2010, *Doing Feminist Research in Political Science and Social Science*, Ch. 3 and 4 (Virgo Ebook)

9b)

Bess Sadler and Chris Bourg, 2015, “Feminism and the Future of Library Discovery,” *code{4}lib Journal*, Issue 28.

Shaun McNiff, 2008, “Art-based Research,” in J. Gary Knowles, Ardra L. Cole, eds., *Handbook of the Arts in Qualitative Research*: 29-40.

Amy Mullin, 2003, “Feminist Art and the Political Imagination,” *Hypatia* 18 (4): 189-213.

Browse the Writing Tips folder on Collab for a range of helpful materials, including Turabian 2003, which covers everything you could ever want to know and more, including how to narrow your research project topic.

Bring a *hard copy* of your research project proposal

* Book your appointment with the [Writing Center](https://writingrhetoric.as.virginia.edu/welcome-writing-center) now for the end of the semester so you can get helpful feedback when you need it most.
* Remember: A good thesis is contestable, supportable and specific. That means that your research question should generate an answer that is contestable, supportable, and specific.

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**Class 10 (March 30): African and Islamic Feminisms**

*Why are African feminisms and Islamic feminisms central to feminist organizing and African decolonization? Is Islamic feminism feminist?*

10a) \*

Joelle M. Cruz, 2015, “Reimagining Feminist Organizing in Global Times: Lessons from African Feminist Communication,” *Women & Language* 38(1): 23-41.

Sylvia Tamale, 2020, *Decolonization and Afro-Feminism*, Daraja Press: Ch. 9.

10b)

Fatima Seedat, 2013, “Islam, Feminism, and Islamic Feminism: Between Inadequacy and Inevitability, *Journal of Feminist Studies in Religion* 29 (2): 25-45.

Aysha Hidayatullah, 2014, *Feminist Edges of the Qur'an*, Oxford University Press: Ch. 9.

**Research Proposals due, April 1, on Collab at 8 pm**

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**Class 11 (April 6): Postcolonial, Transnational, and Decolonial Feminisms**

*How can feminists challenge cultural essentialism and neoliberal development policies?*

11a)\*

Chandra Talpade Mohanty, 1988, “Under Western Eyes: Feminist Scholarship and Colonialist Discourses,” in *Power, Representation, and Feminist Critique*: 51-80.

Lila Abu-Lughod, 2002, “Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others,” *American Anthropologist* 104 (3): 783-790.

11b)

Serene Khader, 2019, *Decolonizing Universalism: A Transnational Feminist Ethic*, Oxford University Press: Ch. 1 (Virgo Ebook).

Maria Lugones, 2007, "Heterosexualism and the Colonial/Modern Gender System,"

*Hypatia* 22 (1): 186-209.

A person's back with a blue background

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**Class 12 (April 13): Trans**

*What is gender identity? What is transgender and why do we need trans*feminist *theory?*

12a)\*

Jack Halberstam, 1998, *Female Masculinity*, Duke University Press: 1-44.

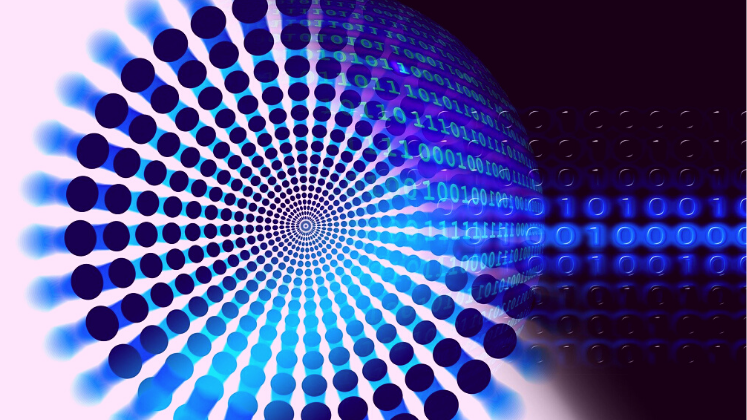
Susan Stryker, 2006, “(De)subjugated Knowledges: An Introduction to Transgender Studies,” in Stryker. S and Whittle S. eds., *The Transgender Studies Reader,* New York: Routledge: 1-18.

12b)\*

Julia Serano, 2007, "Trans Woman Manifesto," in Wendy Kolmar and Frances

Bartkowski, eds. *Feminist Theory: A Reader,* McGraw Hill: 547-51.

Talia Mae Bettcher, 2016, “Intersectionality, Transgender, and Transsexuality,” in Lisa Disch and Mary Hawkesworth, *The Oxford Handbook of Feminist Theory*, Oxford: Ch. 20 (Virgo Ebook).



**Class 13 (April 20): Doing Feminist Analysis CLASS CANCELLED**

*What is feminist analysis and how will you apply it to your research project?*

13a)

Brooke Ackerly and Jacqui True, 2010, *Doing Feminist Research in Political Science and Social Science*: Ch. 2 (Virgo Ebook).

Catherine D’Ignazio and Lauren Klein, 2019, *Data Feminism*: 5-36 (Virgo Ebook).

13b)

To read if you are doing a theory paper that does not rely on original empirical evidence:

* Barry K. Beyer, 1990, “What philosophy Offers to the Teaching of Thinking,” *Educational Leadership*: 55-60.
* Ackerly and True: Ch. 5 (Virgo Ebook).

Everyone doing qualitative research reads: Carol A.B. Warren and Tracy Xavia Karner, (any edition is fine), *Discovering Qualitative Methods: Field Research, Interviews, and Analysis*, Oxford University Press: Ch. 9

To read from Warren and Xavia Karner if you are doing interviews:

* Ch. 6 and 7

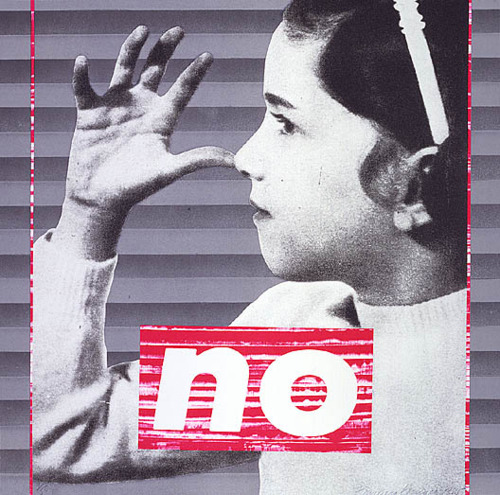
To read if you are using images or historical documents:

* Ch. 8

To read from D’Ignazio and Klein if you are using quantitative data:

* Ch. 3 (Ebook on Virgo).

For general tips browse this [site](http://owl.english.purdue.edu/owl/resource/587/1/).



**Class 14 (April 27):** **Backlash and Feminist Futures**

*If neoliberalism appropriated feminism and backlash is pervasive, what is the future of feminism?*

14a)\*

Catherine Rottenberg, 2014, “The Rise of Neoliberal Feminism,” Cultural Studies, 28 (3): 418-437.

Elizabeth S. Corredor, 2019, “Unpacking ‘Gender Ideology’ and the Global Right’s

Antigender Countermovement,” *Signs: Journal of Women in Culture and Society* 44 (31):613-638.

14b)

Charlene A. Carruthers, 2018, *Unapologetic: A Black, Queer, and Feminist Mandate for Radical Movements*, Beacon Press: Ch. 1

Verónica Gago, 2020, *Feminist International: How to Change Everything*, Verso Books: Ch. 1.

**Research Project due on May 13 at 11:55pm as an attached file on Collab**