

Women and Gender Studies Program
Feminist Theories
WMST 630/ 890/ SOCI 638/ CULT 860/ ENGH 675/ GLOA 599

Spring 2024
Thursdays 4:30 – 7:10; In Person; Horizon 1009

Instructor Information

Prof. Anu Aneja (*she, her, hers*)

Office Phone: 703-993-2897; E-mail: aaneja2@gmu.edu

Office Hours by appointment: Th 1:30 – 3:30 pm; Johnson Center 240B or Zoom

Basic Course Technology Requirements

For accessing course materials, and for activities and assignments in this course, you will regularly use the Blackboard learning system, available at <https://mymason.gmu.edu>. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection.

Course Description

This is a multidisciplinary course that examines the central issues of feminist theory. The course will begin with what it means to theorize feminism. It will then offer an introduction to theoretical debates that have shaped feminist theory and its intersections with other areas of thought including postcolonialism, postmodernism, lesbian and trans theories, psychoanalysis, aesthetics, and transnational feminisms. The course will be helpful to students interested in familiarizing themselves with the scope, language, critical strategies, and methods of feminist theories, and for gaining an understanding of how gender intersects with notions of sexuality, race, and class in interdisciplinary transnational contexts.

Course Objectives

Through this course, you should be able to:

- (1) Discuss concepts related to theoretical debates that have shaped feminist theory since the late 20th century.
- (2) Appraise feminist theory's intersections with other areas of thought, including race, class, queerness, postcolonialism, postmodernism, psychoanalysis, aesthetics, and transnationalism.
- (3) Formulate an original argument and assemble resources for conducting research on a topic related to feminist theory on a topic discussed in class.
- (4) Assess strengths and limitations of different theoretical perspectives in transnational contexts.

Required and Recommended Readings

- Various required and recommended readings are provided on Blackboard, along with the syllabus and instructions for all course assignments.

Preferred ways of Communication

Please contact me via email to schedule an appointment. My preferred pronouns are she/her/hers. If you have preferred pronouns, please feel free to share these with me and with others in the class. In keeping with university policy, we are required to communicate through your Mason outlook email. Please send all emails through this account and check your email regularly for any class notifications. I am available to meet in person or on zoom. If my office hours do not work for you, please contact me to set up a separate appointment. Grades will not be discussed via email.

Advice for Readings

This is an advanced course that involves quite a bit of reading. Depending on our pace, it is possible that we may occasionally cut back on some of the readings to be able to engage in discussions more fully. I will inform you a week ahead, either at the end of a class session or via a Blackboard announcement in case this becomes necessary for a subsequent class, and we may often decide this together. Readings not discussed in class will be changed to 'recommended' (rather than 'required'). Some of the readings are listed as 'recommended' on the syllabus and you

are encouraged to read these on your own to gain multiple perspectives on issues being discussed in class. If you are registered for the course under WMST 890/CULT 860, *all* readings, including those listed as recommended, are required. Additional optional readings are provided for those wishing to delve deeper into a topic. Some of the readings may be denser than others and it is okay to not fully grasp all parts of an entire article at one go. Highlighting/ making note of ideas that you find interesting will help you to become aware of your own reflections on what you read. Marking sections that seem obscure and re-visiting these at a more opportune time is always a good strategy. If that doesn't work, bring your queries to class and we can try and figure it out together. 😊

Attendance Policy

Beyond any documented absence (for instance, for illness), one undocumented ("life happens") absence is allowed for any unforeseen emergencies. Please do note, however, that the class meets only once a week, and any absence may put you behind in terms of class discussions. If you cannot make it due to unavoidable circumstances, do try your best to keep up with the readings. Documented absences and one additional undocumented emergency absence will not be held against you. Any additional absences beyond these will require makeup work in the form of a four-page essay. The essay should provide a summary and analysis of each of the materials assigned for the day of the missed class. Although I will not require essays for documented or the one additional "life happens" absence, I would encourage you to submit an essay for any missed classes to help you stay on top of the readings and I will be happy to review these. Make-up essays for missed classes will be marked Satisfactory or Unsatisfactory but cannot count toward any other required assignment for the course or towards your final grade.

Course Requirements and Grading

This is a graduate seminar where you will learn the most through engagement in discussions and by honing your research skills. Class participation and research assignments therefore comprise the main evaluation components. Further, the course requirements are linked in the following way: participation and leading class discussion are intended to help you sharpen critical skills in preparation for the analytical essay; the research proposal is intended to help you conceptualize and shape your final research paper. You will find detailed descriptions of each of these in the subsequent section. Here is a break-up of the evaluation components:

- Attendance and Participation 20%
- Leading one class discussion and presentation (20 minutes) 10%
- Analytical essay (6-8 pages): 20%
- Proposal and Annotated bibliography for final research paper due by **April 4** 10%
- Final research paper due by **May 2** (15-20 pages; WMST 890/CULT 860 25-30 pages) 40%

University-wide Grading System (Graduate)		Grading Scale for 'Feminist Theories'			
Grade	Quality Points	A+ 97 -100	B+ 87 - 89	C+ 77 - 79	D 60 - 69
A+	4.00				
A	4.00	A 93 - 96	B 83 - 86	C 73 - 76	F 59 & below
A-	3.67				
B+	3.33				
B	3.00	A- 90 - 92	B- 80 - 82	C- 70 - 72	
B-	2.67				
C	2.00				
F	0.00				

* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

http://catalog.gmu.edu/content.php?catoid=5&navoid=104#grad_poli

Evaluation Criteria for all Written Assignments: In general, assessment of written work will be based on critical analysis and theoretical rigor, organization and cohesion of ideas, persuasiveness and originality of argument, composition (grammar, clarity of expression), and use of scholarly resources. The criteria and weightage will vary depending on the nature of the assignment. Rubrics for individual assignments are provided on Blackboard. Please submit all written assignments via Blackboard.

Late Submissions: *You are expected to complete all required assignments on time.* Please turn in papers by given deadlines to avoid deductions in grades. If you anticipate you will have a conflict due to medical issues, religious holidays or for other reasons, please inform me the first week of class.

Documented emergencies: In emergencies, accommodation for missed assignments may be requested by sending me a detailed email with proper, verifiable documentation. Further information may be required from the student requesting accommodation.

“One Extension Policy”: In other ‘life happens’ circumstances where documentation is not possible, the “One Extension” Policy allows you the option to propose a reasonable extension (usually no more than 24 hours), subject to approval, *once* during the semester. To obtain approval, a written request citing the ‘One Extension’ policy must be submitted by email *before* the submission deadline for the assignment. Approval should not be assumed and will be granted on a case-by-case basis depending on the circumstances.

Barring the above exceptions, late submissions will result in deduction of one grade level (for example, from A- to B+) for each day after the deadline.

Incompletes are not given for this course. No make-ups or extensions will be offered except in the above cases.

Academic Integrity: *Plagiarized work will not be accepted under any circumstances.* Please note the university policy on academic integrity and the statements on plagiarism provided in this syllabus under ‘Course Policies’.

Detailed Information for Assignments and Other Evaluated Components

Class Participation

Your participation in discussions is intended to help you achieve a fuller grasp of concepts and debates related to feminist theories that we will be discussing through the semester. By listening attentively to peers, sharing views, and exchanging ideas, and offering constructive criticisms, you should be able to enhance conceptual understanding and critical abilities that will be useful for all the other assignments in the class. Your questions and comments during class will count towards your overall class participation.

Information for Class Participation: In this graduate seminar, all students are expected to attend class regularly, complete readings in advance, and contribute to weekly discussions. I will help guide discussions, but students are expected to participate actively, often take the lead in discussions, and occasionally in small group sessions. A good strategy for engagement is to come prepared with at least one question or comment on each assigned reading to be discussed in class, or to highlight any sentence or idea that strikes you in a reading. If you find an idea particularly appealing, or if you find yourself disagreeing with an author’s point of view, think about the basis for your response and share your reasoning with the class. If you prefer to pose a question for consideration prior to the class meeting day, please feel free to post it on the Discussion Board. To enhance your learning, try and attempt at least one response/comment to someone else’s question (posed by a peer or by me during class). Responding to questions is another effective strategy for thinking through issues from diverse perspectives.

Evaluation of Participation: The following criteria will be used to assess participation although you will not be faulted for not demonstrating all of these during any one session: Regular attendance, active engagement in class discussion (including, demonstration of active listening and thoughtful responses to other perspectives), sharing the floor with others, raising informed discussion points, asking questions, connecting discussion to reading material, news, and relevant experiences; posting thoughtfully to discussion board.

Discussion Board: Please feel free to use the Discussion Board to post comments, a question for consideration, or to start a conversation about any of the readings. Your brief (1-2 paragraphs) response to Nancy Fraser’s talk scheduled for April 11 should also be posted on Blackboard. The responses will not be graded separately but will be considered as part of your participation grade (see ‘Information for Class Participation’ above).

Civility: It is very possible that we may have different views on issues. To ensure a free and fair exchange of ideas, please demonstrate civility, support, and respect for your peers at all times in class. Remember that everyone appreciates appreciation! Feel free to voice disagreements but make sure you justify your point of view and offer your criticism in a productive manner so that we all learn together and from each other.

Leading Class Discussion

Besides regular class participation, students will help facilitate class discussion on any one day. This exercise is intended to help you practice presenting your point of view to your peers through critical analyses of readings. You will find this useful for developing arguments for your written assignments, and for future professional opportunities.

Instructions for Leading Class Discussion: For each assigned reading, presenters should summarize the main argument, describe how well (or not) the author persuades the reader in making the argument, and formulate two to four questions based on the reading. Student presenters should also be prepared to offer responses to the questions they pose after giving the rest of the class the opportunity to begin the discussion. Students assigned to the same day should collaborate on their choice of readings for leading discussion. Presentations will be evaluated based on content (comprehension, critical thinking), organization, originality, and leading discussion. Please email me 48 hours prior to your presentation to let me know which reading you plan to focus on. If you plan to use a PowerPoint presentation, upload slides via Blackboard prior to the date of your assignment under the link for 'Leading Class Discussion'. If you prefer not to use slides, you can upload a brief outline (5 - 6 bullet points) to provide an idea about the topic and scope of your presentation. The uploaded content will not be graded separately from your presentation.

Schedule for leading class discussion: By **January 25**, please inform me by email of four choices for leading class discussion. Please list the subject heading as 'Feminist Theories: Preferred Dates for Leading Discussion'. I will try to put you in your top four. If you do not respond, I will randomly assign you a date.

Follow this format when presenting your top four choices: Last name, First name: Feb 1, Feb 22, March 14, April 4

Analytical Essay

This short paper is intended to help you practice and develop written analytical skills by critically assessing the strengths and limitations of what you are reading. Regular class participation will help you feel more confident as you attempt this assignment. The analytical essay can be used to conceptualize and develop the longer research paper due at the end of the semester. Consider the criteria (rigorous, original critical analysis; cohesion; composition; use of scholarly resources) provided in the evaluation rubric while drafting this written assignment.

Instructions for Analytical Essay: For the analytical essay, you are expected to write one short paper (6-8 pages excluding title page, bibliography, and notes) analysing **two to three of the readings** of any one class session. This is not intended to be a summary of the essay. Rather, the essay should place assigned readings in dialogue with each other around a common theme or topic of interest to build linkages. By critically responding to the authors' arguments, you should also be able to offer your own perspective on the analysis. Some suggested ways of doing this include investigating questions such as, but not limited to: What are the differences and commonalities in the authors' approaches/ arguments across the selected readings? If there are any distinct differences in points of view, what is your assessment of the basis for these departures (for instance, based on positionality/ individual author perspectives)? How persuasive is each author and how successfully does the author support their argument with evidence? Are there any gaps in the arguments proposed? Do any of these articles evoke important questions/ perspectives that you think deserve consideration? These questions are not all encompassing, and you can choose those that seem most relevant in the context of your chosen topic.

Format for Analytical Essay: The short paper must have one-inch margins, use Times New Roman size 12 font, be double-spaced, include a title page, page numbers, and a bibliography using MLA or APA format.

Submission Deadline for Analytical Essay: Inform me in writing by **February 15** the class date choice for your analytical essay. **February 29** is the due date for all papers covering course material until February 21. *If your choice of class date falls after February 21, your paper will be due one week after your choice of class date discussion.* Analytical essays may not be submitted after April 11 so please choose a class date that falls at least one week prior to April 11.

Proposal and Annotated Bibliography

The proposal and annotated bibliography should help you get started in thinking concretely about a topic and a well-defined thesis that you will subsequently develop into a full-length final research paper. If you are not sure about a topic, I will be happy to brainstorm with you outside of class. Once your proposal is approved by me, you will be on your way to developing a sustained argument in a full-length research paper. Think about this as a practice assignment for the longer one that follows!

Instructions for Proposal:

To begin thinking about your proposal, ask yourself the following three questions: What? Why? How?

1. *What? - Thesis statement:* State and briefly describe the thesis of your research paper in the light of a chosen theoretical framework. The statement should explain your thesis and your proposed intent in conducting this research. What do you wish to explore? What argument do you intend to make? What theoretical framework do you find appropriate for this research? This should become the basis for developing your argument in the final paper. (one or two paragraphs)
2. *Why? - Significance:* Explain the significance of your topic and your argument. Why does this topic interest you and/or why do you believe it is worthy of research? For instance, you could think about related questions such as, does it advance scholarship in a certain area? Does it respond to an important debate or point out its limitations? Does it have any social relevance? Does it resonate with you for a particular reason? What do you hope to achieve through this research? Not all these questions may necessarily apply. Choose whichever seems relevant for you. (one paragraph)
3. *How? – Methodology and Structure:* Methodology - Explain how you will deploy your proposed theoretical framework to pursue your argument and to carry out the critical analysis. Structure: Describe the proposed organization of the paper through a brief outline of its sections. The structure of the proposed outline may change once you begin your research, but this brief exercise is intended to help you map out a plan for your final paper. (one or two paragraphs)

[Approximately one page in all for Points 1, 2 and 3 above.]

Annotated Bibliography: The annotated bibliography should be appended to the proposal and should consist of at least ten scholarly sources. [WMST 890/CULT 860 final paper should include 20+ sources]. Annotations should summarize the main argument of the article and state, in each case, how it will be useful for your research. A short one paragraph summary for each source will suffice. Aim to collect as many as 25 sources and then narrow down the list to the ones you find most relevant. Hint: additional sources can often be found by looking closely at the bibliographies of your sources.

Criteria for Evaluation: The proposal will be evaluated based on a well-conceptualized, original thesis and rigorous theoretical framework; cohesion of proposal components; use of scholarly resources, and composition and clarity.

Submission Deadline for Proposal and Annotated Bibliography: Your proposal and annotated bibliographies must be submitted by **April 4**. Discussions of research proposals will take place during the following week by appointment (zoom or in person). Do not hesitate to enlist the services of library liaison, as early as possible.

Final Presentations

These will not be graded separately from the final paper due at the end of the semester but are intended as a way of sharing research with your peers and for incorporating any final revisions based on peer feedback. They will also be good practice for any future conference presentations!

Schedule and Instructions for Final Presentations: Research findings will be presented in class on **April 18** and **April 25**. Final presentations are expected to be about 5-10 minutes each, followed by 10-15 minutes of discussion.

Final Research Paper

This is the culmination of the course and is intended to offer you the opportunity to engage in a fuller scholarly engagement with the course content with the help of a chosen theoretical lens. All of the previous assignments – your participation in class discussions, the short paper, the research proposal and the final presentation – should make you feel prepared for this longer and richer assignment. Rather than a stressful end semester assignment, try to imagine it as a tool for demonstrating all the skills that you have practiced and enhanced through the semester.

Instructions for Final Research Paper: Due at the end of the semester, your final research paper is intended to help you explore a topic of your interest in depth through the lens of a theoretical framework discussed in class. It may draw upon and extend the same subject as your class analytical essay or focus on a different theme/topic that runs across different works. By carefully selecting an appropriate theoretical lens, you should be able to pursue an original argument in relation to your topic. The topic is subject to the instructor's approval. A proposal and annotated bibliography must be submitted in advance for suggestions/comments (see instructions for developing proposal and annotated bibliography above).

Format for Final Research Paper: Final research papers should be of 15-20 double-spaced pages, excluding title page, bibliography, and notes. Papers submitted by students registered under WMST 890/CULT 860 should be 25-30 pages, excluding title page, bibliography, and notes. The paper must have one-inch margins, use Times New Roman size 12 font, be double-spaced, include a title page, page numbers, and a bibliography using MLA or APA format.

Evaluation Criteria: Final papers will be evaluated on the basis of an original, well formulated argument pursued through rigorous theoretical analysis, cohesion of ideas; use of scholarly resources; and composition and clarity of expression.

Submission Deadline for Final Research Paper: Final research papers are due by midnight of **May 2nd**.

Help with Research

Megan Reichelt, Theatre, Dance, and Women & Gender Studies Librarian, is available to help anyone with research. Do not hesitate to enlist her services as early as possible. Her contact details are:

Office: 2211 Fenwick Library; Email: mreichel@gmu.edu

You may also schedule individual consultations with librarians.

E-mail Reference Service <http://library.gmu.edu/research/email/>

Call Fenwick Library 703/993-2210, Johnson Center Library 703/993-9070

Important Deadlines to Remember! (Please mark on your calendar.)

- **Leading Class Discussion and Presentation:** To be assigned on individual basis. Inform me in writing by **Jan 25** of four choices for leading class discussion.
- **Analytical Essay:** Due **Feb 29** for all class date choices up to Feb 22 **OR** one week after class date choice for all subsequent choices. *No submissions of analytical essays accepted after April 11.*
- **Proposal and annotated bibliographies:** Due by **April 4.**
- **Research Presentations:** In class on **April 18 and 25.**
- **Final Research Paper:** Due by **May 2, midnight.**

Please see the following page for Course Policies.

Course Policies

Academic Integrity

The integrity of the University community is affected by the individual choices made by each of us. As a Mason student, you should follow these fundamental principles at all times, as noted by the Honor Code: (1) All work submitted should be your own, without the use of inappropriate assistance or resources, as defined by the assignment or faculty member; (2) When you use the work, the words, the images, or the ideas of others—including fellow students, online sites or tools, or your own prior creations—you must give full credit through accurate citations; (3) In creating your work, you should not take materials you are not authorized to use, or falsely represent ideas or processes regarding your work. If you are uncertain about the ground rules or ethical expectations regarding the integrity of your work on a particular assignment or exam, you should ask your instructor for clarification. Support for you to complete your work is available; no grade is important enough to justify academic misconduct.

George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. All violations of the Honor Code will be reported to the Honor Committee. For details about the Honor Code, see: <http://oai.gmu.edu/wp-content/uploads/2023/08/George-Mason-University-Honor-Code-2023-2024-final-version-SaveasPDF.pdf>

Any student use of Generative-AI tools should follow the fundamental principles of the Honor Code. Original work is required in this course to meet its learning objectives. The learning objectives for this course require students to demonstrate skills and practices that they can reliably perform without supplemental tools. In order to do the higher-level work in feminist theory, you need to understand/apply fundamental concepts and skills without the use of AI tools. Student work may be analysed using an originality detection tool focused on Generative AI tools. All academic integrity violations will be reported to the office of Academic Integrity.

Plagiarism (statements from Mason Web Site)

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. <http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism>

Please familiarize yourself with the Honor System and Code, as stated in the George Mason University Catalog. When you are given an assignment as an individual, the work must be your own. Some of your work may be collaborative; source material for group projects and work of individual group members must be carefully documented for individual contributions. <http://mason.gmu.edu/~montecin/plagiarism.htm>

What is Plagiarism?

Plagiarism is defined as using another individual's ideas or words without attribution or credit. It also includes using one's own prior work that has been submitted for credit or published in another venue as a new submission without citation. Using the ideas of others without proper attribution or citation is unethical and a violation of the Honor Code. Subcategories of plagiarism include:

- Self-plagiarism: Intentionally or unintentionally using portions of one's old work for new assignments without attribution
- Failure to adequately quote and/or cite sources or material
- False citation: This includes but is not limited to referencing work that does not appear in the indicated source.

Plagiarism does not include mistakes in the format of a citation as long as the student has indicated the materials quoted or relied upon and the source of the materials. <https://oai.gmu.edu/mason-honor-code/what-is-plagiarism/>

Policy on Incompletes: Incompletes are generally not awarded for this course. Exceptions will only be considered for unforeseen events such as death/illness of a close loved one or a severe illness or injury with written evidence from a doctor.

Use of technology: During class, you are expected to work only on material related to the class. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class (e.g., gaming, email, chat, etc.) on a laptop, cellphone, or other device. Such disruptions show a lack of professionalism and may affect your participation grade.

Women and Gender Studies Commitment to Diversity Statement

The Women and Gender Studies program seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email:ods@gmu.edu | Phone: (703) 993-2474

Covid-19 Note: Students who have a Covid-related disability should contact the Disability Services office; DS will contact faculty using standard protocols about any students who require accommodations. Please note that faculty are not expected to create accommodations for students outside of the Disability Services official guidelines.

Safe Return to Campus

While there are currently no Covid-19-related university-wide policies that affect teaching and learning, you are strongly encouraged to read the information provided on the [Safe Return to Campus page](#) to keep track of any updates and changes.

Sexual Harassment, Sexual Misconduct, and Interpersonal Violence

George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students and employees who believe that they have been sexually harassed, sexually assaulted or subjected to sexual or interpersonal misconduct to seek assistance and support. [University Policy 1202: Sexual Harassment and Misconduct](#) speaks to the specifics of Mason's process, the resources, and the options available to students and employees.

Additional Resources: Students requiring additional forms of support are encouraged to seek help from any of the following university resources:

- Student Support and Advocacy Center (SSAC)
- Counseling and Psychological Services
- The Learning Services Office or field-specific tutoring
- The Center for Culture, Equity, and Empowerment
- LBGTQ+ Resources
- University Career Services
- University Writing Center

Information and links regarding these and other student support offices are available on the [Student Support Resources on Campus](#) page.

Please see the following page for the complete Course Schedule for Spring 2024.

Feminist Theories
Course Schedule; Spring 2024
(subject to modification)

- ❖ *All course readings and resources are available on Blackboard. All recommended readings are required for WMST 890/ CULT 860. See Blackboard site for additional optional readings on select topics.*

Introduction to the Course
Week 1/ Jan 18

Course Overview: Discussion of syllabus and course requirements.

To do:

By Jan 25, submit four class date choices for leading discussion.

Theorizing Feminism, Doing Gender
Week 2/ Jan 25

hooks, b. (1991), "Theory as Liberatory Practice."

Wiegman, R. (2002): "Academic Feminism Against Itself."

Online article: Jaschik, Scott (2009), "The evolution of American Women's Studies."

Online article: Yarrington, Earl (5 March, 2023) "Gender studies and the missing link."

Online article: Greenfield, Nathan M. (20 September 2023), "The shameless hatred behind attacks on gender, academia"; Youtube video Masha Gessen and Judith Butler. *The Authoritarian Assault on Gender Studies*.

Grosz, Elizabeth (1995), "Sexual Difference and the Problem of Essentialism."

Recommended:

Lugones, María C. and Elizabeth V. Spelman (1983), "Have We Got a Theory for You! Feminist Theory, Cultural Imperialism and the Demand for 'the Woman's Voice'."

Troubling the Sex/Gender Binary: The Second Wave and beyond
Week 3/ Feb 1

Ortner, Sherry B. (1972), "Is Female to Male as Nature Is to Culture?"

Scott, Joan Wallach (1986), "Gender: A Useful Category of Historical Analysis."

Wittig, Monique (1980), "One is Not Born a Woman."

Butler, Judith (1988), "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory."

Recommended:

Nicholson, Linda (2010). "Feminism in "Waves": Useful Metaphor or Not?"

Whose theory? Black Feminist Thought
Week 4/ Feb 8

Truth, Sojourner. (1851), "Ain't I a Woman? 1851". (Video)

Lorde, Audre (1987), "The Master's Tools Will Never Dismantle the Master's House"

hooks, bell (2015), "Black women: Shaping Feminist Theory"

Collins, Patricia Hill (1989), "The Social Construction of Black Feminist Thought"

Collins, Patricia Hill (1996). "WHAT'S IN A NAME? Womanism, Black Feminism, and Beyond"

To do:

By Feb 15, submit the class date choice for analytical essay.

Intersectionality in a Transnational World
Week 5/Feb 15

Crenshaw, Kimberlé. (2019), "Difference through intersectionality"

Nash, Jennifer C. (2008), "Re-thinking intersectionality"

YouTube Video: Collins, Patricia Hill "Intersectionality, Activism and Political Solidarity"

Purkayastha, B. (2012), "Intersectionality in a Transnational World"

Tomlinson, B. (2013), "To Tell the Truth and Not Get Trapped: Desire, Distance, and Intersectionality at the Scene of Argument"

Recommended:

TED Talk: Kimberly Crenshaw, "The urgency of intersectionality"

Yuval-Davis, Nira. (2006), "Intersectionality and feminist politics"

Menon, Nivedita (2015), "Is Feminism about "Women"? A Critical View on Intersectionality from India"

Postcolonial Feminisms
Week 6/ Feb 22

Mohanty, Chandra Talpade. (2000), Excerpts from "Under Western Eyes: Feminist Scholarship and Colonial Discourses." (WMST 890/ CULT 860: Read full article.)

Narayan, Uma. (1998), "Essence of Culture and a Sense of History: A Feminist Critique of Cultural Essentialism."

Suleri, Sara. (1992), "Woman Skin Deep: Feminism and the Postcolonial Condition"

Lughold, L. A. (2002), Do Muslim Women Really Need Saving?

Recommended:

Gandhi, Leela. (2008), "Postcolonialism and Feminism"

Spivak, Gayatri, with Sneja Gunew (1990), "Questions of multiculturalism"

Note:

Analytical essay due Feb 29 for all class date choices up to Feb 22!

Psychoanalysis and French Feminism: Writing Differences

Week 7/ Feb 29

Cixous, H., & Kuhn, A. (1981) "Castration or Decapitation?"

Irigaray, Luce. (1985), "Any theory of the subject"

Chodorow, N. J. (1994), "Rethinking Freud on Women"

Rose, Jacqueline (2005), "Femininity and Its Discontents"

Recommended prerequisites:

Sigmund Freud. (n.d.). "Some Psychological Consequences of the Anatomical Distinction between the Sexes"

Sigmund Freud. (n.d.). "The dissolution of the Oedipus Complex"

Sigmund Freud. (n.d.). "Female Sexuality"

Spring Recess: Monday March 4 – Sunday 10

Feminism and Postmodernism: Debates

Week 8/ March 14

Flax, Jane (1987), "Postmodernism and Gender Relations in Feminist Theory"

Alcoff, Linda. (1988). "Cultural Feminism versus Post-Structuralism: The Identity Crisis"

Beasley C, Bacchi C. "Envisaging a new politics for an ethical future: Beyond trust, care and generosity — towards an ethic of 'social flesh'"

hooks, bell. (1991). "Postmodern blackness"

Recommended:

Scott, Joan. (1988). "Deconstructing Equality-versus-Difference: Or, the Uses of Poststructuralist Theory for Feminism"

Feminist Aesthetics

Week 9/ March 21

Ziarek, Ewa P. (2012), "Aesthetics: An Important Category of Feminist Philosophy."

Hein, Hilde (1990), "The Role of Feminist Aesthetics in Feminist Theory."

Mullin, Amy (1996), "Art, Politics and Knowledge: Feminism, Modernity, and the Separation of Spheres"

Felski, Rita (2020), "Why feminism doesn't need an aesthetic"

Ettinger, Bracha L. (2005), "Copoiesis"

Neshat, Shirin. Artwork (photographs)

Impasses: Lesbian and Transgender Interrogations

Week 10/ March 28

Butler, Judith (1991), "Imitation and Gender Insubordination"

Calhoun, Cheshire (1994), "Separating Lesbian Theory from Feminist Theory"

Namaste, Viviane (2009), "Undoing Theory: The "Transgender Question"

Dutta, A., & Roy, R. (2014), "Decolonizing Transgender in India: Some Reflections"

Recommended:

Nanda, Serena (1990), "The Hijra as neither man nor woman"

To do:

Proposal and annotated bibliography due on April 4!

Transnational Feminist Perspectives on Gender, Class, Sexuality

Week 11/ April 4

Ebert, Teresa (2015), "Epilogue: Gender after Class"

Grewal, & Kaplan, C. (2001), "GLOBAL IDENTITIES: Theorizing Transnational Studies of Sexuality"

Ahmed, Sara (2000), "Close Encounters: Feminism And/in 'the Globe'"

Fraser, Nancy (2022), "Care Guzzler: Why social reproduction is a major site of capitalist crisis."

Recommended:

Fraser, Nancy (2022), "Omnivore: Why we need to expand our conception of capitalism." *Cannibal Capitalism*.

To do:

Schedule 1:1 appointment to discuss research proposals.

Note:

Analytical essays not accepted after April 11!

Week 12/ April 11

Keynote Address: Professor Nancy Fraser
Center for Humanities Research, Third Annual Symposium:
Democracy, Disposability, and Repair

To do:

*Confirm date for final presentation.
Submit brief response to Nancy Fraser's talk.*

Week 13/ April 18

Student Research Presentations

Week 14/ April 25

Student Research Presentations

Final Papers Due by Midnight on Thursday May 2nd!

Happy Holidays! 😊