

**Poli 413: Feminist Theory**

Tues 6:30-9:20pm

Office SSM 308

Office Hours: Tues 5-5:45 Weds 9:30-10

**Dr. Janni Aragon**

SSM A 357

jaragon@uvic.ca

Twitter: @janniaragon

The seminar offers the student a survey of Feminist Theory from the 18<sup>th</sup> century through the present. While this is a vast time period, we will examine readings that delve into concepts that vary from the woman issue, essentialism, transnationalism, situated knowledge(s), public private debate, culture vs. nature, mestiza consciousness and the Sex Debates. We will examine some germinal readings in Liberal, Radical, Marxist, Post-Structural, and Post-Colonial feminisms. Some of the questions we will explore include: What is Feminism? What is sexism? How is knowledge gendered? What is liberation? What is Race? What is Whiteness? We will also explore some of the key fissures within the so-called feminist “waves” which will include readings that examine Riot Grrrl, Ladyfest, Sexuality, as well as Hip Hop Feminism.

**Course Objectives and Student Learning Outcomes:**

- Familiarize students with the varied types of feminist theories in a local and global context
- Demonstrate an understanding of how power and social location affects oppression and resistance
- Discuss some of the ways in which feminist theory has interrogated concepts within Political Science
- Investigate the fissures between the scholarly debates among feminists
- Explore the differences and similarities between Feminisms
- Critical Thinking Skills
- Application of theoretical schools of thoughts to different issues
- Understand the social construction of gender, class, sexuality, and social location
- Familiarity with uploading to Wikipedia, Vlogging, and discussion facilitation

**Required Texts:**

Cudd, Ann E. and Robin O. Andreasen, eds. 2005. *Feminist Theory: A Philosophical Anthology*. Oxford: Blackwell Publishing. Cudd

hooks, bell. 2000. *Feminist Theory: From Margin to Center*. Boston: South End Press. FT

Moraga, Cherríe and Gloria Anzaldúa, eds. 1981, 1983. *This Bridge Called My Back: Writings by Radical Women of Color*. San Francisco: Kitchen Table Press. Bridge

Yee\*, Jessica. 2011. *Feminism for Real: Deconstructing the Academic Industrial Complex of Feminism*. Ottawa: Canadian Center for Policy Alternatives. Yee

\*Jessica Danforth.

There are articles on reserve in the library or via e-reserve for this class and others will be available via Moodle. These readings will end with RR.

*Research Paper:* Students will submit a 15-16 paper based on the readings and course topics. Do not cite Wikipedia or Dictionary.com as they are not scholarly sources, although we are going to try to change this. (See next assignment). The paper is due on Apr 2<sup>nd</sup> by 4pm to my mailbox and uploaded to Moodle. The syllabus includes more information about the paper assignment options.

*Wikipedia Entries:* Students will upload three entries into Wikipedia. Each entry will be related to the course readings. It might be your analytical reflection of a reading or you might delve further into a topic. Likewise, you might add to an entry that is in Wikipedia already. You also could start an entry for one of the authors that you read and also offer analysis of her/his reading. See me to chat about the possibilities. Provide Prof. A with the entry via Moodle and email attachment that includes a screen shot of the Wikipedia page that you uploaded. These are due Jan 31, Feb 28, and Mar 29 by 4pm. No late assignments, no exceptions.

*Vlog:* Students will do three video logs. These are due: Jan 25, Feb 15 or 22 (that second date is during Reading Break), and Mar 22. You are focusing on 1-3 readings and offering your analytical assessment of the readings. You cannot discuss the reading that you facilitated for seminar. Your vlog should be 3-5 minutes long. I suggest that you use YouTube, Vimeo or another platform. You must use your own words for your assessment of the readings; however, you might opt to use an avatar or use your own face. This is up to you, so get cracking, hacking, and creative. These vlogs will be shared with the class, but will not be made public—unless you OK this. You will upload the link to your Vlog on Moodle, so that everyone in class can view them. We will discuss the Vlogs in seminar as needed.

UVIC Library Media Tech Help:

<http://libguides.uvic.ca/content.php?pid=161413&sid=1364447> You can rent cameras, audio recorders, and camcorders via the library. The staff in the library are great. There are also multi-media rooms for you to use (book them).

*Student Led Discussions:* Groups of one-two students will lead discussion on a particular reading. This is meant not to summarize the reading, but instead offer points for further discussion. Students should be prepared to speak for 15 minutes. One day prior to the student led discussion, the student(s) will upload a handout (1-2 pages) onto Moodle. The Student Led Discussion schedule is included in the syllabus. The class will have made the time to review the handout on Moodle. (Make sure that you do so prior to class). The Students Leds begin Week 3.

*Current Event:* Each student is responsible for bringing in one event or news story that relates to the course. Each student must participate and bring in a different item/event. This could be a meme on Twitter and the larger Blogosphere or a news story in the mainstream news related to course concepts. For instance, the Feminist Ryan Gosling Tumblr or Texts from Hillary are perfect examples of culture jamming with a feminist flair. We will discuss the event's influence and relationship to the course materials. Please choose your week, as we will begin this assignment week 3-12. This means that 2-3 students can sign up for each week—you will need to coordinate with your classmates to make sure that you each have a different event/item. Remember that you have flexibility—look at Reddit (AMA or groups), FB pages, the legacy news, feminist responses to events, and more. This assignment requires you to make connections with our readings and current events.

*Participation/Attendance:* Participation and attendance are mandatory for success in this seminar. You must attend 70% of seminar in order to earn some points toward this portion of your evaluation. This requires that you participate in the discussions.

**Course Evaluation:**

Paper	29	
Vlogs	24	(3 x 8%)
Current Events Piece	05	
Wikipedia Entries	15	(3 x 5%)
Student Led Discussion	12	
Participation/Attendance	15	

**Course Schedule: Note we will not meet during Reading Break (Feb 18-22)**

**Week 1 Jan 8** Course Intro, Syllabus Review, & The Woman Question—What is feminism?  
Cudd: Wollstonecraft, Mill, de Beauvoir, and Millett

**Week 2 Jan 15** Radical Feminism and the “Second Wave”  
Baxandall and Gordon “Introduction” RR  
Nicholson “Introduction” RR  
Rebick “The Seedbed” RR  
Freedman “Introduction” RR  
Veteran Feminists of America <http://www.vfa.us/> (Check out the site)

**Week 3 Jan 22** Feminist Reactions  
Charlotte Bunch “Lesbian in Revolt” <http://scriptorium.lib.duke.edu/wlm/furies/> RR  
Cudd: Cudd and Jones, Frye, Young, Butler  
Rebick “A Not-So-Quiet Revolution: The Québec Women’s Movement” RR  
Catharine MacKinnon “Are Women Human” excerpt from her book at <http://www.nostatusquo.com/ACLU/mackinnon/mackin1.html>

**Week 4 Jan 29** Feminist Epistemology  
Cudd: Haslanger, Longino, Harding, and Tronto  
Moore “Political Theory Today” RR, Dean “Theory Survey or Survey Theory?” RR, Ackelsberg “Political Theory Today” RR

**Week 5 Feb 5** Challenges: Women of Color and Feminist Theory I  
*This Bridge* read the introductions and at least 6 readings in the first half of the book.

**Week 6 Feb 12** Challenges: Women of Color and Feminist Theory II  
Continue discussion of *This Bridge* Read an additional 6 sections in the second half of the book  
FT read Ch 1-5

**Week 7 Feb 26** Understanding Feminisms and Identities

FT read Ch 6-9

Mohanty “Feminist Encounters...” RR

Belleau “‘L’intersectionnalité’: Feminism in a Divided World; Québec-Canada” RR

**Week 8 Mar 5** Feminist Responses: Location, Care, and Colonization

FT read Ch 10-12

Huber “(Re-)Covering Queer” RR

Jordan-Zachery “Blogging at the Intersections: Black Women, Identity, and Lesbianism” RR

Smith “Not an Indian Tradition: The Sexual Colonization...” RR

**Week 9 Mar 12** Gender, Values, Liberation, and Identity

Cudd: Hampton, Nussbaum, de Beauvoir, and Okin

Hartmann “The Unhappy Marriage of Marxism and Feminism” RR

Begin the Yee anthology: Pages 1-76

**Week 10 Mar 19** Sex Wars/Panics/Debates: Unfinished Business

Califia “Among Us, Against Us: Right-Wing Feminism” RR

Freedman and Thorne “Introduction to ‘The Feminist Sexuality Debates’” RR

Ferguson et al “Sex War: The Debate Between Radical and Libertarian Feminists” RR

Johnson “Jane Hocus, Jane Focus: An Introduction” RR

Continue the Yee anthology: Pages 85-114

**Week 11 Mar 26** “Third Wave” Feminism, Pop Culture, and Feminisms

Walker “Being Real: Intro”

Baumgardner and Richards “A Day Without Feminism” & “What is Feminism”

Heywood and Drake, “Introduction”

Henry “Enviously Grateful, Gratefully Envious: The Dynamics of Generational Relationship” RR

Durham “Using [Living Hip-Hop] Feminism: Redefining an Answer (to) Rap” RR

Finish the Yee anthology: Pages 137-176

**Week 12 Apr 2** New Feminism’s Agency

Hurdis “Heartbroken: Women of Color Feminism and 3rd Wave”

Price “Hip-Hop Feminism at the Political Crossroads” RR

Schilt and Zobl “Connecting the Dots: Riot Grrrls, Ladyfests, & the Int’l Grrrl Zine Network” RR

Martin “Porn Empowerment: Negotiating Sex Work and Third Wave Feminism” RR

## **Student Led Discussion Schedule:**

### **Week 3 Jan 22** Feminist Reactions

Rebick "A Not-So-Quiet Revolution: The Québec Women's Movement" RR

### **Week 4 Jan 29** Feminist Epistemology

Moore "Political Theory Today" RR, Dean "Theory Survey or Survey Theory?" RR, Ackelsberg "Political Theory Today" RR

### **Week 5 Feb 5** Challenges: Women of Color and Feminist Theory I

*This Bridge* choose two chapters, coordinate with Prof. A

### **Week 6 Feb 12** Challenges: Women of Color and Feminist Theory II

*This Bridge* choose two chapters, coordinate with Prof. A

### **Week 7 Feb 26** Understanding Feminisms and Identities

Belleau "'L'intersectionnalité': Feminism in a Divided World; Québec-Canada" RR

### **Week 8 Mar 5** Feminist Responses: Location, Care, and Colonization

Huber "(Re-)Covering Queer" RR

### **Week 9 Mar 12** Gender, Values, Liberation, and Identity

Hartmann "The Unhappy Marriage of Marxism and Feminism" RR

### **Week 10 Mar 19** Sex Wars/Panics/Debates: Unfinished Business

Continue the Yee anthology: Pages 85-114 choose 2, coordinate with Prof. A

### **Week 11 Mar 26** "Third Wave" Feminism, Pop Culture, and Feminisms

Henry "Enviously Grateful, Gratefully Envious: The Dynamics of Generational Relationship" RR

### **Week 12 Apr 2** New Feminism's Agency

Price "Hip-Hop Feminism at the Political Crossroads" RR

**Magazines:** Students might want to purchase one of the following zines/magazines or look at the corresponding websites/blogs:

*Bitch* [www.bitchmagazine.com](http://www.bitchmagazine.com) *Shameless* [www.shameless.com](http://www.shameless.com)

*Bust* [www.bustmagazine.com](http://www.bustmagazine.com) *Herizons* [www.herizons.com](http://www.herizons.com)

*Ms.* [www.msmagazine.com](http://www.msmagazine.com) *Curve* [www.curvemag.com/](http://www.curvemag.com/)

*Outlooks* [www.outlooks.ca/](http://www.outlooks.ca/) *Colorlines* [www.colorlines.com/](http://www.colorlines.com/)

*Rice Paper* [www.ricepapermagazine.ca/about.php](http://www.ricepapermagazine.ca/about.php)

The Root [www.theroot.com](http://www.theroot.com)

Feminist Ryan Gosling <http://feministryangosling.tumblr.com/>

Texts from Hillary <http://textsfromhillaryclinton.tumblr.com/>

### **Research Paper Assignment: Option I**

The paper will examine a topic discussed in the Yee anthology and use the anthology as the theoretical backdrop for the research. You will consult with the professor during office hours about your specific paper topic; however, the paper will focus on feminist theory(ies). Students should use at least 4 course sources and another 4-5 outside sources for their papers. This is the minimum expectation for research. Use the reserve list, books, and scholarly journal articles as your sources. You can use blogs and the like; however, these sources would be after you have already consulted/integrated the above noted sources into your research paper.

### **Option II**

The paper will examine a topic discussed in seminar. This could be Social Media and Feminist Theories, Memes and Social Movement, examine a specific theme like Feminisms and Political Practices or the tenuous relationship between Marxism and Feminisms. These are merely quick examples. You will consult with the Prof. A during office hours about your specific paper topic; however, the paper will focus on feminist theory(ies). Students should use at least 4 course sources and another 4-5 outside sources for their papers. This is the minimum expectation for research. Use the reserve list, books, and scholarly journal articles as your sources. You can use blogs and the like; however, these sources would be after you have already consulted/integrated the above noted sources into your research paper. Any sources on reserve under my name count as course sources—make sure you check out the long list of reserve items!

The paper will follow all the guidelines noted in the syllabus in terms of font, page numbering, and a citation style. For the full array of comments, the paper is due on Tues, Apr 2<sup>nd</sup> by 4pm via Moodle and my faculty mailbox outside of Political Science Reception (SSM 316). The second deadline without penalty but with fewer comments is Thurs, Apr 4th by 10am to Moodle and my faculty mailbox. After this second deadline, I will not accept late papers.

### **Additional Useful Sources:**

- Anzaldúa, Gloria E. and Analousie Keating, eds. 2002. *This Bridge We Call Home: Radical Visions for Transformation*. New York: Routledge.
- Bell, Diane and Renate Klein, eds. 1996. *Radically Speaking: Feminism Reclaimed*. Melbourne: Spinifex.
- Butler, Judith. 1990. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.
- Collins, Patricia Hill. 2000. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge.
- Gillis, Stacy, Gillian Howie and Rebecca Munford, eds. 2007. *Third Wave Feminism: A Critical Exploration*. 2<sup>nd</sup> ed. NY: Palgrave MacMillan.
- Hawkesworth, Mary. 2006. *Feminist Inquiry: From Political Conviction to Methodological Innovation*. NJ: Rutgers U P.
- Hirschmann, Nancy J. and Christine Di Stefano, eds. 1996. Boulder: Westview Press.
- Humm, Maggie. 1995. *The Dictionary of Feminist Theory*. Columbus: Ohio State U P.
- Johnson, Lisa Merri, ed. 2002. *Jane Sexes It Up: True Confessions of Feminist Desire*. Emeryville, Calif: Seal Press.
- Lewis, Reina and Sara Mills. 2003. *Feminist Postcolonial Reader*. New York: Routledge.
- Mohanty, Chandra Talpade. 2003. *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. Durham: Duke U P.
- Miller, Michelle. 2008. *Branding Miss G: Third Wave Feminists and the Media*. Toronto: Sumach Press.
- Nicholson, Linda. Ed. 1997. *Second Wave Reader: A Reader in Feminist Theory*. New York: Routledge.
- Nicholson, Linda, ed. 1990. *Feminism- Postmodernism*. New York: Routledge.
- Pateman, Carole. 1988. *The Sexual Contract*. Stanford: Stanford U P.
- Pough, Gwendolyn et al, eds. 2007. *Home Girls Make Some Noise: Hip Hop Feminism Anthology*. Mira Loma, Calif: Parker Publishing.
- Sandoval, Chela. 2000. *Methodology of the Oppressed*. Minneapolis: University of Minnesota Press.
- Tarrant, Shira. 2009. *Men and Feminism*. Calif: Seal Press.
- .2006. *When Sex Became Gender*. NY: Routledge.
- Tong, Rosemary Putnam. 1998. *Feminist Thought: A More Comprehensive Introduction*. Boulder: Westview Press.
- Valenti, Jessica. 2007. *Full Frontal Feminism*. Calif: Seal Press.
- Waters, Kristin, ed. 2000. *Women and Men Political Theorists: Enlightened Conversations*. Oxford: Blackwell Publishing.
- Young, Iris Marion. 1990. *Justice and the Politics of Difference*. Princeton: Princeton U P.

**Useful Information for your success:**

With your papers, avoid ending your paragraphs with quotes, as you will need to follow up any quote with your own analysis. Use all of the allotted space and avoid extra points (spacing or points in Microsoft Word) between paragraphs. Avoid colloquial language like: a lot (my car is parked in a lot), way, nowadays and using etc at the ends of sentences. Do not use Wikipedia, Dictionaries, or Encyclopedia's in your papers.

All papers are to be typed with Times New Roman 12 font, double-spaced, with one-inch margins throughout, page numbers on page two through the bibliography, and stapled in the left-hand corner. Use MLA, Chicago or APA citation for the papers.

For **citation** help see: <http://library.uvic.ca/site/lib/instruction/cite/index.html#choosing>.

The **Assignment Calculator** is helpful for managing your time:

<http://webapp.library.uvic.ca/freecalc/>

It is the students' responsibility to add, drop, or withdraw from the course adhering to the university deadlines. If arrangements need to be made regarding the accommodation of a disability, see Prof. A as soon as possible.

In the spirit of collegiality, I ask that you come to class on time. Please do not disrupt the class with late arrival unless you absolutely must, as we only meet once per week. Please be polite—we all appreciate it. As your professor, I take the learning environment seriously and this includes keeping distractions to a minimum. Thank you for understanding this. Please turn off your cell phones and avoid texting during class, as you really should be paying attention to seminar discussion and texting is a distraction to those around you. Usage of laptop in the classroom is permitted but limited to appropriate usage—taking of notes, verifying the syllabus on the Moodle course site or viewing a reading, checking the web to clarify concepts, but it is inappropriate to use Facebook, download music, and play video games during seminar. Extracurricular computing is disturbing to the people sitting around you. The classroom is a learning and teaching environment. I have no problem with you live tweeting certain portions of the course, but please do not tweet during our entire seminar—pay attention and participate in class discussion. Our course hashtag is #poli413

Late work is not generally accepted, however in instances of verifiable illness or family emergencies *some* exceptions can be made with an *accident report* or other proof. Medical exceptions might be made, when there is satisfactory evidence of an illness. Medical notes alone are not always sufficient for an extension and the point penalty might still apply.

See Prof. A if you are seriously ill *before* the assignment is due. Each term it is extremely important that you have a course buddy or two. Check in with your buddy and make sure that you get notes from your buddy—exchange emails, FB monikers, etc. Please note that instructors do not have to accept a deferral request—always be in contact with your instructor.

This course uses the qualitative criteria associated with each letter grade in the University of Victoria Calendar when marking assignments. University Policy on Academic Integrity is strictly enforced in this course as per the University of Victoria Calendar. I reserve the right to use plagiarism-detection software, like Turnitin, in cases of suspected plagiarism.

**Expectations:** You can expect Prof. A to be on time to class and ready to facilitate seminar. I will treat you with the respect that you deserve. Likewise, I expect the same of you. Please remember to treat all communication with the same integrity that you would with face to face meetings. Place Feminist Theory or Poli 413 in the subject heading of any email communication sent to me.

Please do not send emails about graded assignments until 24 hours after you picked up the assignment and re-read the directions. It is not wise to send an angry email to anyone. When you do email Prof. A, please address me, use complete sentences, and sign your name. You can expect to get your graded work back to you in a timely manner. Thank you! I hope that you don't mind my use of third person and first person throughout the syllabus—in some places third person worked and other places first person worked. I look forward to this course and I hope that you do, too.

## Grading Scale at UVIC:

The assignment of letter grades is as follows per the UVIC guidelines:

A+ = 90-100	B+ = 77-79	C+ = 65-69	Below 50 F
A = 85-89	B = 73-76	C = 60-64	No curving
A- = 80-84	B- = 70-72	D = 50-59	No extra credit

Participation/attendance is necessary for success in a seminar. I will occasionally lecture; however, the bulk of the course will be led as a seminar and this makes each student accountable to the class. Come prepared with questions and comments and do your best to keep up with the readings. This is a 400 level course and you should expect the reading to be both rewarding and daunting.

Please remember to save all of your assignments on a USB or email the latest copy to your UVIC netlink account. **No extensions are granted with computer hardware/software crashes.**

All assignments are to be typed with Times New Roman 12 font, double-spaced, with one-inch margins throughout and stapled in the left-hand corner. Do NOT use folders, binders or paperclips. Use MLA, Chicago, or APA citation for the papers. Not following these basic style guidelines will cost students five points on each assignment.

**Disclaimer:** The professor reserves the right to alter the Course Calendar at any time without prior notice. It is the students' responsibility to attend class, verify announcements, and check the course Moodle site.

### **Department of Political Science Policy on Academic Integrity**

Plagiarism: A student commits plagiarism when s/he submits the work of another person as original work, gives inadequate attribution to an author or creator whose work is incorporated into the student's work, including failing to indicate clearly through accepted practices such as footnotes, internal references, and the crediting of all verbatim passages through indentations of longer passages or the use of quotation marks, the inclusion of another individual's work, and paraphrases material from a source without sufficient acknowledgment as described. The University reserves the right to use plagiarism detection software to detect plagiarism in essays, term papers, and other assignments.