

FEMINIST THEORY

PROF. MAGGIE NANNEY | OFFICE | EMAIL
FEBRUARY- MAY 2021 | TR 10:00-11:30 | EAST COLLEGE 115



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WHAT DOES IT MEAN TO HAVE A THEORY ABOUT FEMINISM?

What is theory? What does it mean to have a theory based upon, and within, a political movement? Gender Identity?

Perhaps, as we will explore, it is not so much that there is a singular universal feminist theory as there are feminist theories, encapsulating feminism as multi-vocal, non-linear, and influenced by multiple and shifting sites of feminism.

This semester, we will examine and contextualize contemporary trends that urgently demand feminists' attention.

Unlike the conventional survey approach, we will not attempt to achieve a comprehensive overview of feminist thought (which is, in any case, impossible). Rather, we will seek through theory to interrogate our received assumptions, think more deeply about current configurations and trends regarding the foundational differentiation called gender, and explore potential pathways toward more just futures.

Throughout the course, we will scrutinize the epistemological and disciplinary assumptions of various theories in order to assess their applicability across sex/gender, race/ethnicity, class, national origin, and sexual orientation.

COURSE GOALS

- Explain and assess various feminist perspectives;
- To illuminate the social processes involved in the public/private, individual/structural, local/global construction of desire, performance, identity, and power;
- Hone your ability to analyze popular culture and current events from a feminist lens;
- Take a stance, with a clear rationale, in various feminist debates; and
- To apply the knowledge gathered from our studies to the scope of our own lives, our university, and our communities. and produce a well thought out analysis of, and prescription for, social change.

REQUIRED MATERIALS

For this class, you will need access the following books. Copies are available through the bookstore, Amazon or other retailers (I recommend using independently-owned stores like Powells). If hyperlinked, the book is available for free online and will be linked on the course Moodle site. All other materials will be made available through our Moodle site.

- Ahmed, Sara. 2017. [Living a Feminist Life](#). Durham: Duke University Press.
- Anzaldúa, Gloria. 1987. [Borderlands/La Frontera: The New Mestiza](#). San Francisco: Aunt Laute Books.
- Butler, Judith. 2004. [Undoing Gender](#). New York: Routledge.
- Fine, Cordelia. 2017. *Testosterone Rex: Myths of Sex, Science, and Society*. New York: WW Norton.
- Kendall, Mikki. 2020. *Hood Feminism: Notes from the Women a Movement Forgot*. New York: Viking.
- Reger, Jo. 2012. *Everywhere and Nowhere: Contemporary Feminism in the United States*. New York: Oxford.

If there is a concern regarding the cost of course materials, please contact me ASAP

SEMESTER OVERVIEW

| | |
|---|----------------------------|
| Week 1: Introductions | |
| Week 2: Feminist Frameworks | Groups formed |
| Week 3: Being Gendered/Becoming Gendered | |
| Week 4: Feminist Science and Embodiment | |
| Week 5: Intersectionality and Black Feminism/Womanism | Questions due |
| Week 6: Chicana Feminism and Indigenous Feminism | |
| Week 7: Queer Theory | |
| Week 8: Spring Break | |
| Week 9: Feminist Exclusions | Annotated bibliography due |
| Week 10: Trans/Feminisms and Sex Wars | |
| Week 11: Labor and Neoliberalism | |
| Week 12: Postcolonial Agency | |
| Week 13: Social Movements | Outline due |
| Week 14: Undoing gender | |
| Week 15: Presentations | Finals Due |



Hint for Success:
Use this table to remember deadlines!

SEMESTER FORMAT

This class is organized around a seminar-style format. See the matrix for more information regarding readings and assessments.

Reading

Students will be assigned either a book or a combination of book selections + articles each week to prepare in advance of our designated meeting time. Assigned reading is listed daily in the course matrix. It is your responsibility to do the reading for every class. Please speak with me if there are any problems preventing you from doing so.



To gauge reading comprehension, and to begin discussion in class, you will need to submit 1 discussion question on Moodle for each class. See the matrix for more information about good discussion questions.

Discussion and Participation

(30% of grade)

Because this course is largely discussion based, students are expected to be active participants in course discussions, contributing to the conversation and pushing our thinking with deep, analytical questions. There are a wide range of possibilities for getting involved, including:

- Active listening
- Answering questions posed by the instructor
- Summarizing readings or ideas when asked
- Responding to other students' questions
- Building on previous points made by others
- Raising thoughtful questions of your own
- Asking for clarifications
- Critiquing or commenting on the texts
- Comparing and contrasting readings and other course materials
- Sharing exemplary experiences
- Engaging in critical reflection on your own and others' assumptions

Please see the "Guidelines for Classroom Participation" online for more information on classroom discussions. See the rubric below for more information about how attendance and participation will be graded.

Class Leadership and Commentary

(25% of grade)

Beginning the second week of class, students will sign up to be discussion leaders, responsible for leading course discussion for 45-minutes twice during the semester (these must be two separate dates). This provides students the ability to garner in-depth understanding of the topic and guide their peers in the learning process. Leaders will have the opportunity to request their peers to read either an additional article or blog of their choosing, watching a video, or guide in an activity to connect the readings to leaders' interests or current events, to be assigned the week before class (so read ahead!). For each time students present, they must also prepare a 3-page written commentary due in class that provides an overview of their presentation plan, synthesizing course material, and provide guided questions that they have prepared for class.

Major Project: Roundtable Discussion

(45% of grade)

Throughout the semester, you will be working with a small group of fellow students to think through a feminist topic. Because there is rarely consensus or a single perspective to feminist questions, the purpose of these discussions is to engage in theory building with your peers.

This project will have multiple stages throughout the semester, including topic selection, question development, annotated bibliography, discussion outline, an oral discussion in class (~30 minutes), and a written paper (typed transcript of discussion and 3-5 page reflection).

We will read examples of feminist roundtables as a method throughout the semester to exemplify the process.

CLASS POLICIES

Attendance and Participation

In order to learn from one another, participation in class is expected. Participation may look differently each day, including active participation in class discussion, group activities, or paying attention to lectures and speakers. Activities and assignments will be turned in for class participation credit.

In order to participate, you need to show up to class. Attendance will be taken at the beginning of each class period. Class attendance is taken to keep track of who is present, and with better attendance (90% of classes attended) and if you are borderline on a grade, it will help boost your grade, but never will it hinder your grade. Remember, attendance alone is not enough. You should also ask questions, answer questions, and/or initiate discussion.

Life, however, sometimes happens and we must miss class. We are human after-all. You are adults and can make decisions for yourselves regarding if you come to class or not. Should you miss class, you need to make necessary arrangements with your peers to review what you missed. Participation and activity points will not be able to be made up should you miss class unless with a note from Health Services, a medical or mental health professional, other professor, or Class Dean.

Children and other dependents are welcome to the class if care plans fall through. Please email me should this be a concern or if you need to bring your children to class.

If you begin to miss class consistently or for a long period of time, I may check in with you to make sure everything is okay. I will also encourage you to speak with your Class Dean or other appropriate resource on campus as needed

Late Work

Late work will not be accepted unless prior arrangements are made (for example, religious holidays). If you need an extension on work, please contact me to discuss appropriate arrangements.

Expected Work Load

You should expect approximately 1 book or ~100 pages of reading and assignments for each week.

Emails and Grades

Learning is not just a matter of knowing material, but the ability to grow and show how you can apply the material in class. Therefore, I believe that grades should reflect how you have grown as a scholar throughout the semester, not just if you get an answer correct. While I do my best to provide you opportunities to succeed, it is also up to you to put in the work.

To maintain a sense of work-life balance, I will not be answering emails after 7pm during the weekdays or on the weekends after 5pm on Friday until Monday morning. I will respond to all emails, except over the weekends, within 24 hours.

I cannot discuss grades over email. Please wait 24 hours after receiving feedback/grades, and after such time if you still have a question, feel free to contact me to arrange a meeting.

Office Hours/ Drop In Hours

Office hours are times in which I will be available, regardless if you have an arranged meeting with me, in my office. Feel free to drop in at that time to discuss class matters. These hours are subject to change, and I will make an announcement in class and over email in advance if this occurs.



Below are some possible reasons students might want to attend drop-in hours:

- You missed a class and want to talk about what you missed after you reviewed materials and notes from peers
- You're not quite sure you understand a concept from class and want to discuss the concept in more detail
- You want to discuss preparing for an assignment
- You would like to discuss how to improve on future assignments
- You're interested in Women's and Gender Studies and want to learn more about the programs and careers

Though you are welcome to come to my office to talk about anything!

Technology

Technology, including laptops, tablets and e-readers, are permitted in the classroom for class purposes only such as looking at readings, videos, and taking notes. We will use these devices from time to time in our class activities, and I will let you know a class period prior so that you may be prepared to use them. If computers become a distraction for students including browsing/ shopping online, doing work for another class, gaming, or texting, I will revise this policy and ask that they be put away. I ask that cellphones are put away and on vibrate/silent during class as a sign of respect to both me and your peers and to show your active participation and attention in class. If there is an emergency requiring a cell phone be made available, please talk to me before the class period begins.

COMMUNITY RESOURCES

Academic Integrity

Cheating, plagiarism, submission of the work of others, etc. violates DePauw's policy on academic integrity and may result in penalties ranging from a lowered grade to course failure, suspension or expulsion.

The policy and discussion of each student's obligations and rights can be found in the Student Handbook. The policy is also available at:

<http://www.depauw.edu/handbooks/academic/>

If you have any questions about my expectations regarding academic integrity, including my expectations regarding group work, it is your responsibility to ask me.

Pronouns and Names

Please contact me if you would like to discuss pronouns or names that you use. I use they/them pronouns and request that students respect the pronouns of their classmates. I also acknowledge that pronouns and names may change- please let me know if this is the case.

Course Etiquette

Due to the personal nature of this course, class discussions and all other course interactions will be respectful and dignified. All participants will be accountable for their comments in this course. See the Student Handbook for definitions and policies on harassment and intolerable behavior.

Classroom etiquette also means engaging with ideas that are different from your own in a respectful manner, even when you may have serious disagreements. Constructive criticism is certainly encouraged. Personal attack, on the other hand, will not be tolerated. In the first week of class, we will do a series of activities that will help us, as a class, learn to constructively discuss sensitive topics and to work together and collaboratively build discussion guidelines.



Writing Support

Any and all times you utilize someone else's idea or words, either from text or online, a full citation must be used to acknowledge the author's work. For more information about citations, please feel free to discuss with me, and consult <http://owl.english.purdue.edu> In this course, ASA, APA, and Chicago style citations will be accepted. Additional services on campus are available with learning how to properly cite material. For more information visit the campus writing center.

Confidential Information

All information shared with me or in class should be treated as completely confidential. Under university policy and federal law, the only time confidentiality will not be maintained is during times regarding sexual harassment or assault or in the instance (or threat of) violence or harm to oneself or another.

Though the assignments do not require sharing of personal experiences, if there is a concern regarding sensitive experiences, please contact me and we will come up with alternative solutions.

Content Warning

Reading and discussing these texts can be demanding in ways that are often unexpected, and your success in this class will require an open and even engagement with explicit material, even if you do not agree with the text's arguments. A word of warning: some of the texts presented in this course are explicit and may be uncomfortable, but never should they feel unsafe. Please feel free to discuss with me, or contact any of the sources below, should a topic in the course create an unsafe environment for you mentally, emotionally, or culturally, academically, or socially.

Accessibility

Disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in our course.

Please contact me early in the semester to discuss options if the design of this course produces barriers to full and meaningful participation. I am happy to work with you and the Student Accessibility Services to make this course accessible.

Detailed information on documentation requirements, accommodations and services, and other related information can be found on the course website under "Resources". These accommodations and services are coordinated through the SAS staff in the Union building. For additional information, please contact the SAS office at phone number (765-658-6267) or email (studentaccessibility@depauw.edu).

Academic Support Resources

There are a number of services on campus that are available for your academic success. See the course Moodle site for links and contact information for the following resources:

- Class Deans Office
- Counseling Services
- Student Accessibility Services
- Office of Diversity, Equity, and Inclusion
- Religious and Spiritual Life
- Student Success Center
- Women's Center
- Writing Center

****This syllabus and course schedule is subject to change should the instructor find it necessary for the success of the students.*

ASSESSMENT OF LEARNING

Further instructions for assignments can be found on the course Moodle page

Final Grade Weights

Participation and Activities

- Participation 20%
- Discussion Questions 5%
- Activities 5%

Course Leadership and Commentary

- Course Leadership Presentation 15%
- Course Leadership Commentary 10%

Roundtable Project

- Roundtable Questions 5%
- Annotated Bibliography 5%
- Roundtable Outline 5%
- Roundtable Presentation 15%
- Roundtable Paper 15%

Grade Distribution

| | |
|----|---------|
| A | 100-93% |
| A- | 92-90% |
| B+ | 89-87% |
| B | 86-83% |
| B- | 82-80% |
| C+ | 79-77% |
| C | 76-73% |
| C- | 72-70% |
| D+ | 69-67% |
| D | 66-63% |
| D- | 62-60% |
| F | 59-0% |

Discussion Question Guide

For each class, you are required to submit one discussion post based on the readings. You will be assessed both on completion as well as the quality of your post. These may be used for group discussions, assessment of student understanding of materials, and bonus opportunities. Discussion posts will be submitted on the class Moodle page by 8:00am before class each day.

A good post does the following:

- Requires use of critical analysis skills of class issues and concepts, Synthesizing/ comparing one or more readings
- Requires demonstration of both factual knowledge of content and comprehension and application of the knowledge
- It should not be a simple “look up in the readings” “yes or no/true or false” or “what’s your opinion/do you agree” questions
- This could include links to outside articles or news with ties to the readings, questions, vocabulary, half-formed thoughts, etc.

Examples:

How has activism changed since the advent of the internet and social media?

How has the line blurred between legally allowed activism and illegal behavior?

- This is a good question because it does not have a clear yes/no or correct answer, allowing for people to engage with critical thinking about what social movements are

In what ways does the students in Pascoe’s study on “fag discourse” highlight how gender and sexuality are intersectional through Schilt and Westbrook’s “determining gender” framework?

- This is a good question because it attempts to synthesize two readings to understand how these concepts are related.

ASSESSMENT OF LEARNING

Further instructions for assignments can be found on the course Moodle page

Participation and Course Leadership Rubric

| ITEM | ASSESSMENT | POINTS |
|--------------------------|---|--------|
| Active listening | Actively listens when others speak, as indicated by comments that incorporate and build on the ideas of others | ___/25 |
| Critical engagement | Demonstrates a deep understanding of the topics through engagement and citation of the majority of texts Exercises higher-order thinking skills including analysis, synthesis, evaluation, and critique Supports ideas with relevant evidence from course materials | ___/25 |
| Impact on seminar | Proactively contributes to discussions by raising thought-provoking questions Comments frequently and helps moves the seminar conversation forward | ___/25 |
| Quality of participation | Actively participates at appropriate times Attendance is regular and timely Interactions with peers is respectful | ___/25 |
| Discussion questions | Submits discussion questions on time Questions are thoughtful and engaging | ___/25 |

Commentary and Roundtable Paper Rubric

| ITEM | ASSESSMENT | POINTS |
|--------------|---|--------|
| Ideas | The concepts discussed in the instructions are defined and used correctly The ideas used are interesting and demonstrate sophistication in thought | ___/25 |
| Organization | Central ideal/thesis/argument is clearly communicated and worth developing, yet limited enough to be manageable Uses a logical structure appropriate to subject, purpose, audience, and thesis Space is taken to pause and explain/reflect on one portion before introduction of new information with clear and organized transitions Paragraphs are kept on topic | ___/25 |
| Mechanics | Spelling, punctuation, proper sentence structure are all executed Formal writing style is utilized (no "loling," contractions, winks, abbreviating "you" with "u" etc...) Sentences are varied, yet clearly structured and carefully focused, not long and rambling Uses proper style citation both in-text and in references Draws on appropriate sources and uses evidence appropriately and effectively to provide sufficient evidence to support thesis | ___/25 |
| Overall | All questions are answered thoroughly and thoughtfully Page requirements are met (no huge chunks of space at the top with headings or at the bottom, tables or images in-text, large footnotes, or references counted in word count- full page must be typed to be considered a page [i.e. full 3rd page to be considered 3 pages]) | ___/25 |

COURSE MATRIX

All assignments are due in class Thursday unless otherwise noted.

| Date | Topic | Reading | Assignments |
|------------------|--------------------------------|---|-----------------------|
| Feb 2 Feb 4 | Introductions | <p><i>Tuesday:</i> bell hooks, 1991. "Theory as Liberatory Practice" <i>Yale Journal of Law & Feminism</i> 4:1.</p> <p><i>Thursday:</i> Tong, Rosemarie. 2014. "Introduction: The Diversity of Feminist Thinking." Pp. 1-10 in <i>Feminist Thought: A More Comprehensive Introduction</i>. Boulder: Westview Press.</p> <p>Ahmed, Sara. <i>Living a Feminist Life</i> (Intro)</p> <p>Nicolazzo, Z, and Crystal Harris. 2014. "This is What a Feminist (Space) Looks Like." <i>About Campus</i>.</p> | |
| Feb 9 Feb 11 | Feminist Frameworks | <p><i>Tuesday:</i> Reger, Jo. <i>Everywhere and Nowhere</i> (Intro and section 1)</p> <p><i>Thursday:</i> Reger, Jo. <i>Everywhere and Nowhere</i> (section 2 and conclusion)</p> | Final Group Survey |
| Feb 16 Feb 18 | Being/ Becoming Gendered | <p><i>Tuesday:</i> Simone de Beauvoir. 1989. <i>The Second Sex: "Introduction" & Chapter 1</i>. Vintage.</p> <p>Butler, Judith. <i>Undoing Gender</i> (Ch. 1, 4, 9)</p> <p><i>Thursday:</i> Hubbell, Justin. 2016. "The Ultimate Break Down of the Gender Binary- Why It Hurts Us All" <i>Everyday Feminism</i>.</p> <p>Harding, Sandra. 1986. "The Instability of the Analytical Categories of Feminist Theory." <i>Signs</i> 11(4): 645-664.</p> <p>Westbrook, Laurel and Kristen Schilt. 2014. "Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System." <i>Gender & Society</i> 28(1):32-57.</p> | |

COURSE MATRIX

All assignments are due in class Thursday unless otherwise noted.

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|--------|-----------------------|---|--------------------------------|
| Feb 23 | Science and | <i>Tuesday:</i> | |
| Feb 25 | Embodiment | Fine, Cordelia. <i>Testosterone Rex</i> (all) | |
| | | <i>Thursday:</i> | |
| | | Garland-Thomson, Rosemarie. 2002. "Integrating Disability, Transforming Feminist Theory." <i>NWSA Journal</i> 14:1-32. | |
| | | Weitz, Rose. 2010. "A History of Women's Bodies." Pp. 3-12 in <i>The Politics of Women's Bodies: Sexuality, Appearance, and Behavior</i> , edited by Rose Weitz. Oxford: Oxford University Press. | |
| | | Markowitz, Sally. 2017. "Pelvic Politics: Sexual Dimorphism and Racial Difference." Pp. 43-55 in <i>Queer Feminist Science Studies</i> , edited by C. Cipolla, K. Gupta, D.A. Rubin, and A. Willey. Seattle: University of Washington. | |
| Mar 2 | Intersections | <i>Tuesday:</i> | Draft |
| Mar 4 | and Black Feminism | "A Black Feminist Statement." In <i>This Bridge Called My Back: Writings by Radical Women of Color</i> , edited by Cherie Moraga and Gloria Anzaldúa. New York: Kitchen Table Women of Color Press, pp. 210-218 | Roundtable Questions Due |
| | | Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." <i>Stanford Law Review</i> 43:1241-1299. | |
| | | Patricia Hill Collins, "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought," in <i>Feminist Standpoint Theory Reader</i> , 103 - 126. | |
| | | <i>Thursday:</i> | |
| | | Watch Jaxmyn "White Feminism" | |
| | | Cooper, Brittney. 2015. "Intersectionality." In L. Disch & M. Hawkesworth (Eds.), <i>The Oxford Handbook of Feminist Theory</i> (pp. 385-406). New York: Oxford University. | |
| | | Gossett, Che and Juliana Huxtable. "Existing in the World: Blackness at the Edge of Trans Visibility." Pp. 183-190 in <i>Trap Door: Trans Cultural Production and the Politics of Visibility</i> , edited by R. Gossett, E.A. Stanley, and J. Burton. Cambridge: MIT Press. | |

COURSE MATRIX

All assignments are due in class Thursday unless otherwise noted.

| | | |
|--------|------------------------|---|
| | | McCall, Leslie. 2005. "The Complexity of Intersectionality." <i>Signs: Journal of Women in Culture and Society</i> 30:1771-1800. |
| Mar 9 | Chicana and | <i>Tuesday:</i> |
| Mar 11 | Indigenous Feminism | Anzaldúa, Gloria. <i>Borderlands/La Frontera</i> (ch. 1-7) |
| | | Alarcon, Norma. 1990. "Chicana Feminism: In the tracks of 'the' native woman." <i>Cultural Studies</i> 4(3):248-256. |
| | | <i>Thursday:</i> |
| | | Guerrero, M. A. Jaimes. 2003. "'Patriarchal Colonialism' and Indigenism: Implications for Native Feminist Spirituality and Native Womanism." <i>Hypatia</i> 18:58-69. |
| | | Smith, Andrea. 2002. "Better Dead than Pregnant: The colonization of native women's reproductive health." in <i>Policing the National Body: Sex, Race, and Criminalization</i> , edited by Jeal Silliman and Anannya Bhattacharjee. Cambridge: South End Press. |
| | | Ramirez, Renya K. 2007. "Race, tribal nation, and gender: A native feminist approach to belonging" <i>Meridians: feminism, race, transnationalism</i> 7(2): 22-40. |
| Mar 16 | Queer Theory | <i>Tuesday:</i> |
| Mar 18 | | Ahmed, Sara. 2006. "Orientations: Toward a queer phenomenology." <i>GLQ: A Journal of Lesbian and Gay Studies</i> 12 (4):543-574. |
| | | Halberstam, Judith. 2008. "The Anti-social Turn in Queer Studies." <i>Graduate Journal of Social Science</i> 5(2): 140-156. |
| | | <i>Thursday:</i> |
| | | Puar, Jasbir K. "Queer Times, Queer Assemblages." <i>Social Text</i> 23. 3&4: 121-139. |
| | | Somerville, Siobhan B. 1994. "Scientific Racism and the Emergence of the Homosexual Body." <i>Journal of the History of Sexuality</i> , 5(2): 243-266. |
| Mar 23 | NO CLASS | No reading |
| Mar 25 | | |

COURSE MATRIX

All assignments are due in class Thursday unless otherwise noted.

| | | | |
|-------------------------|--------------------------------|--|---|
| <p>Mar 30 Apr 1</p> | <p>Feminist Exclusions</p> | <p><i>Tuesday:</i> Kendall, Mikki. <i>Hood Feminism</i> (intro through "Fetishization of Fierce")</p> <p><i>Thursday:</i> Kendall, Mikki. <i>Hood Feminism</i> ("Hood doesn't hate" to end)</p> | <p>Annotated Bibliography & Revised Questions Due</p> |
| <p>Apr 6 Apr 8</p> | <p>Trans/Feminisms</p> | <p><i>Tuesday:</i> Bettcher, Talia. 2014. "Feminist Perspectives on Trans Issues." In <i>The Stanford Encyclopedia of Philosophy</i>, edited by E. N. Zalta.</p> <p>Koyama, Emi. 2003. "The Transfeminist Manifesto." Pp. 244-59 in <i>Catching a Wave: Reclaiming Feminism for the 21st Century</i>, edited by R. Dicker and A. Piepmeir. Boston: Northeastern University Press.</p> <p>Williams, Cristan. 2016. "Radical Inclusion: Recounting the Trans Inclusive History of Radical Feminism." <i>Transgender Studies Quarterly</i> 3(1- 2):254-58.</p> <p><i>Thursday:</i> Noble, Bobby. 2012. "Trans. Panic. Some Thoughts toward a Theory of Feminist Fundamentalism." Pp. 45-59 in <i>Transfeminist Perspectives in and Beyond Transgender and Gender Studies</i>, edited by A. F. Enke. Philadelphia: Temple University Press.</p> <p>Koyama, Emi. 2006. "Whose Feminism Is It Anyway?: The Unspoken Racism of the Trans Inclusion Debate." Pp. 698-705 in <i>The Transgender Studies Reader</i>, edited by S. Stryker and S. Whittle. New York: Routledge.</p> <p>Enke, A. Finn. 2012. "The Education of Little Cis: Cisgender and the Discipline of Opposing Bodies." Pp. 60-8- in <i>Transfeminist Perspectives in and Beyond Transgender and Gender Studies</i>. Philadelphia: Temple University Press.</p> | |

COURSE MATRIX

All assignments are due in class Thursday unless otherwise noted.

| | | |
|--------|--------------------------|---|
| Apr 13 | Political | <i>Tuesday:</i> |
| Apr 15 | Economy and The State | Weeks, Kathi. 2011. "Introduction," Pp. 1-36 in <i>The Problem with Work: Feminism, Marxism, Anti-work Politics, and Postwork Imaginaries</i> . Durham: Duke University Press.. |
| | | Parrenas, Rhacel Salazar. 2001. <i>Servants of Globalization: Women, Migration, and Domestic Work</i> . (Ch. 1 & 7). |
| | | <i>Thursday:</i> Duggan, Lisa. 1994. "Queering the State." <i>Social Text</i> (39):1-14. |
| | | Puar, Jasbir. 2002. "Monster, Terrorist, Fag: The War on Terrorism and the Production of Docile Patriots." <i>Social Text</i> 20(3):117-148. |
| | | Grewal, Inderpal. 2006. "'Security Moms' in the Early Twentieth- Century United States: The Gender of Security of Neoliberalism." <i>Women's Studies Quarterly</i> 34(1/2):25-29. |
| | | Bernstein, Elizabeth. 2010. "Militarized Humanitarianism Meets Carceral Feminism: The Politics of Sex, Rights, and Freedom in Contemporary Antitrafficking Campaigns." <i>Signs: Journal of Women in Culture & Society</i> 36(1):45-71. |
| Apr 20 | Postcolonial | <i>Tuesday:</i> |
| Apr 22 | Agency | Mahmood, Saba. 2001. "Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Islamic Revival." <i>Cultural Anthropology</i> 16: 202-236. |
| | | Mohanty, Chandra Talpade. 1988. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." <i>Feminist Review</i> (30):61-88. |
| | | <i>Thursday:</i> Shiva, Vandana. 2001. "Democratizing Biology: Reinventing Biology from a Feminist, Ecological, and Third World Perspective." In Lederman, Muriel and Ingrid Bartsch (Eds.), <i>The Gender and Science Reader</i> . London: Routledge. |
| | | Electorate.com, Black. 2001. "The Thong Vs. The Veil." |
| | | Bouteldja, H. 2014. "Feminist or not? Thinking about the possibility of a "decolonial feminism" with James Baldwin and Audre Lorde." |

COURSE MATRIX

All assignments are due in class Thursday unless otherwise noted.

| | | | |
|--------|----------------|---|--------------------------|
| Apr 27 | Social | <i>Tuesday:</i> | Roundtable |
| Apr 29 | Movements | Ahmed, Sara. <i>Living a Feminist Life</i> (Ch-1-5) | Outline Due |
| | | <i>Thursday:</i> | |
| | | Ahmed, Sara. <i>Living a Feminist Life</i> (Ch. 6-Conclusion 2) | |
| May 4 | Undoing Gender | <i>Tuesday:</i> | |
| May 6 | | Haraway, Donna. 1985. "A Manifesto for Cyborgs: Science, Technology and Socialist-Feminism in the 1980s." <i>Socialist Review</i> 80: 65-108. | |
| | | <i>Thursday:</i> | |
| | | No Reading | |
| May 11 | Presentations | No reading | Roundtables |
| May 13 | | | and Reflection Due |