ADVANCED COLLEGE WRITING REVIEW FORM
(FORMERLY UPPER DIVISION APPROVED WRITING) 4.15

Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: Women’s, Gender, and Sexuality Studies/WGSS
Course Title: Feminist Theory and Methods
Course Number: 363
Type of Request: ☑ Renew
Rationale: Regular renewal of advanced college writing designation.

II. ENDORSEMENT / APPROVALS

* Instructor: Elizabeth A. Hubble
  Phone / Email: x4100/elizabeth.hubble@umontana

Program Chair: Elizabeth A. Hubble
Dean: Jenny McNulty

*Form must be completed by the instructor who is teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. OVERVIEW OF THE COURSE PURPOSE / DESCRIPTION

Provide an introduction to the subject matter and course content:

WGSS 363 is a required course for all Women’s, Gender, and Sexuality Studies Majors and Minors. In this class, students explore the variety of feminist theories and methods through writing, reading, discussion, and thinking. Students work in a highly focused way on their writing through journals and research papers while analyzing and comparing the variety of feminist theories and methods, including but not limited to: Liberal and Radical Feminisms; Marxist and Socialist Feminisms; Psychoanalytic Feminism; Multicultural Feminism; Global Feminism; 1st, 2nd, and 3rd Wave Feminisms; Postmodern Feminism; and Queer Feminisms. The course satisfies the Advanced College Writing requirement for WGS minors (and students in related fields). As a skill development course, the course provides them an opportunity to write journals and research papers based on current practice in the fields of and related to Women’s, Gender, and Sexuality Studies. Students do

IV. LEARNING OUTCOMES

Provide examples of how the course will support students in achieving each learning outcome

- Identify and pursue sophisticated questions for academic inquiry.

  ☑ Yes  If yes, how will student learning be supported?

Students are required to write a final research paper on a WGSS-related topic. Students will be encouraged to choose topics of relevance to their major field of inquiry (history, sociology, psychology, literature, etc.) and are asked to examine those topics through the lens of feminist theory. The topic of the paper is based on student interests, course material, and negotiations with the instructor to arrive at research questions appropriate for academic inquiry.
Find, evaluate, analyze, and synthesize information effectively and ethically from diverse sources (description of information literacy outcomes appropriate for each class level). Subject liaison librarians are available to assist you embed information literacy into your course:

☐ Yes  If yes, how will student learning be supported?

Students will participate in a library session early in the course on effectively using library sources. The final paper will require the integration of both primary and secondary sources, as applicable to the chosen topic. Students will evaluate (with the help of the professor) which sources are appropriate to their chosen topic and will submit a literature review.

☐ No   If no, course may not be eligible

Manage multiple perspectives as appropriate

☐ Yes  If yes, how will student learning be supported?

Women’s, Gender, and Sexuality Studies as an interdisciplinary field incorporates multiple perspectives around issues focusing on the experiences of women and other marginalized communities. This course, in particular, asks students to consider various social issues from different feminist perspectives, such as Multicultural Feminism, Socialist Feminism, Liberal Feminism, etc.

☐ No   If no, course may not be eligible

Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline

☐ Yes  If yes, how will student learning be supported?

Women’s, Gender, and Sexuality Studies is an interdisciplinary field with a broad audience in the humanities and social sciences. Students will be asked to identify their audience and base their academic voice on their chosen field, e.g. history, sociology, psychology, literature, etc. Examples of scholarly articles in the various disciplines of Women’s, Gender, and Sexuality Studies will be provided.

☐ No   If no, course may not be eligible

Use multiple drafts, revision, and editing in conducting inquiry and preparing written work

☐ Yes  If yes, how will student learning be supported?

In addition to an initial proposal, students will submit 2 drafts of their final paper for both peer and instructor review. All drafts will be read by at least two peers and the instructor.
No  If no, course may not be eligible

- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
  Yes  If yes, how will student learning be supported?

The final paper will include a references list and in-text citations formatted according to the style appropriate to the student’s field of inquiry. For examples, literature students will use the MLA style. Sociology students will use the ASA style. Students will work with the professor to determine the appropriate academic style for their field of inquiry.

No  If no, course may not be eligible

V. WRITING COURSE REQUIREMENTS

- Enrollment is capped at 25 students.  No
  If no, list maximum course enrollment.
  Explain how outcomes will be adequately met for this number of students.

Enrollment is capped at 35 students because of demand. A graduate student grader assists with grading drafts and informal writing assignments.

Justify the request for variance.

Because of limited funding to offer another section and increased demand for the course, in order to meet the needs of our majors and minors, we had to increase enrollment for the course or risk having students not be able to graduate on time.

- Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.

The Craft of Research by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams is a required text for the course (UChicago Press, 2008)

All readings on writing will be discussed in class.

- Which written assignment(s) includes revision in response to instructor’s feedback?

The final paper and its drafts.

VI. WRITING ASSIGNMENTS
Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Quality of content and writing are integral parts of the grade on any writing assignment.

- **Formal Graded Assignments**

**Major Paper**:  
For their major paper, students are asked to identify a research question or problem in a field with which they are familiar (e.g., related to their major and WGSS). Students are provided with a detailed handout about possible topics and possible methodologies.

- **Informal Ungraded Assignments**

Students are expected to write a one-page journal entry for each class period for a total of 26 pages over the course of the semester. Journal entries are based on the readings and discussions for that day and should address pertinent issues in Feminist Theory and Methods. Journals are collected every week. Although journals are informal, they will be graded on the student’s engagement with and understanding of the readings/discussions and their connection to the broader field of feminist

- Attach a sample writing assignment. Include instructions / handouts provided to students.

### VII. WRITING ASSESSMENT

**HOW ARE THE LEARNING OUTCOMES ABOVE MEASURED?** Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the Advanced Writing learning goals. Please attach or provide a web link to the rubric, test questions, or other qualitative measurements used for several of the learning outcomes.

Attached are the grading rubrics for the final paper and the journals.
VIII. SYLLABUS

Attach syllabus and send digital copy with form to facultyсенат@msoumt.edu. The syllabus must include the list of Writing Course learning outcomes:

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

SUBMISSION

After all signatures have been obtained, submit original, and an electronic file to the Faculty Senate Office, UH 221. An electronic copy of the original signed form is acceptable.
WGSS Paper Evaluation

Student Name:

I. Development (Ideas) 40 points
   a. Is there a thesis statement?
   b. Is there compelling evidence or support?
   c. Are the arguments logical?
   d. Is the information accurate?

II. Organization (Order) 20 points
    a. Is the organization obvious?
    b. Is the focus consistent?
    c. Are the ideas linked to one another?
    d. Is the paragraphing justifiable?

III. Voice (Language) 10 points
     a. Is the tone appropriate?
     b. Is the writer’s word choice precise?
     c. Are the sentences fluent?

IV. Mechanics (Conventions) 10 points
    a. Are there many and different errors in grammar?
    b. Is the punctuation correct?
    c. Is the spelling correct?

V. Responsiveness (Relevance) 10 points
   a. Does the paper address the assignment?
   b. Did the student follow directions?
      i. Page numbers
      ii. Length
WGSS 363 Grading Rubric for Journals

Journals are due each Friday at 5 pm, and should be 2 typed, double-spaced pages. You should write a minimum of one page for each class meeting. For each day's entry you should:

- Identify the common themes across all of the readings and class discussions

THEN

- Choose 1-2 readings for each day upon which to focus
- Summarize those readings, including the central argument or main points; what is the reading about?
- Connect the readings to class discussions
- Connect the readings to your own life and/or contemporary issues; why does the reading matter?
- Provoke further thought; pose one question for class discussion
WGSS 363
Feminist Theory and Methods
TR 12:40-2:00 LA 138

Professor Elizabeth Hubble
Office: LA 138A-B
Office Hours: MW 9:30-11, T 11:10-12:30 or by app’t
Phone: 243-4100
e-mail: elizabeth.hubble@umontana.edu

                 Additional Readings on Moodle

NOTE: Some of these readings are included in previous editions of the Reader.

Course Description: WGSS 363 is an in-depth exploration of feminist views and critiques of the ethics and methods of scientific, social, and literary inquiry. The course includes exposure to primary sources, historical and current societal and global issues and movements, research finding, and literature exemplifying these methods of inquiry and the gendered dimensions of such inquiry.

Students will become familiar with fundamental debates marking feminist theories in the past and today. By becoming participants in this inquiry, students will gain competence in analytical reading and writing as well as in the pertinent use of theory to examine concrete issues surrounding systems of oppression. This class will focus on putting theory into practice through class discussions and assignments.

Feminist theory spans centuries, disciplines, genres, agendas, languages, cultures and topical foci, and this course will in no way exhaust the topics of feminist theory. The Tong book provides an excellent bibliography to help you further explore feminist theory.

This course is one of the core requirements for the Major and Minor in Women’s, Gender, and Sexuality Studies, which may be combined with any major. It may also be used toward the Liberal Studies Major with an Emphasis in Women’s Studies. If you enjoy this course and would like to know more about the Women’s, Gender, and Sexuality Studies Program, please contact me or drop by the Women’s Studies Office, LA 138A-B, or visit the website at www.cas.umt.edu/wsprog. In addition, the course fulfills an Upper Division Writing Requirement at the University of Montana.

Learning Outcomes for Writing and Thinking in Women’s and Gender Studies:

1) Identify and pursue more sophisticated questions for feminist/women’s and gender studies/queer inquiry
2) Find, evaluate, analyze, and synthesize information on feminist/women’s and gender studies/queer issues from diverse sources
3) Manage multiple perspectives on feminist/women’s and gender studies/queer topics
4) Recognize the purposes and needs of feminist/women’s and gender studies/queer audiences and adopt the appropriate academic voice in writings and presentations
5) Understand the importance of peer review, collaboration, and revision in your written work
6) Follow appropriate conventions of citation, documentation, and formal presentation
7) Develop competence in information technology and digital literacy

Methods: This class is designed as a seminar course. Your active participation is essential and counts as part of your grade. I will present certain biographical, historical, and cultural information to provide you with a context for your readings, discussions, and writings. I will propose my own interpretations of the readings, but you are not expected to accept these interpretations blindly. Each reader brings their own experiences to a literary text. If you disagree with my reading of a text, you should feel free to say so. Each day, you are expected to have 3 questions prepared to share with the class based on the readings for that day.
You will hear many different opinions and ideas during this course, some of which you may disagree with. One of the objectives of this class is to improve your written and oral communication skills so that each of you can become more confident in your own unique personal voice. I expect each student to respect the opinions and beliefs of their classmates and for the level of discourse in class to remain civil and academic. A failure to listen to others and to treat them with fairness and respect will have an adverse effect on your grade.

**Classroom Etiquette:** No food will be allowed in class. Students should arrive on time. All cell phones must be turned off. Students may use laptop computers to take notes. Students should not access the internet while in class.

**Attendance:** Attendance is required. After one unexcused absence, your participation grade will be lowered one notch for each absence (A to A-). An excess of 5 unexcused absences will result in an F in the course. A failure to prepare and participate may also be grounds for being counted absent. Tardiness will not be tolerated. Two tardies will equal one absence. There will be NO make-up exams or late submission of homework for unexcused absences. If you are sick or have some other emergency, please contact me.

**Readings:** In addition to the books listed above which you must buy, there are also a number of required readings on Moodle. To access the Moodle readings: Go to [http://umonline.umn.edu/](http://umonline.umn.edu/) and use your NetID and password to login. WGSS 363 should be listed on the next page. Select that course. The readings are in PDF format.

**Grading:**

- Preparation and Participation (inc. quizzes): 20%
- Major Paper: 35%
- (5% Proposal; 5% for each of 2 drafts; 20% final draft)
- Journals: 25%
- Class Facilitation/Presentation: 20%

**Grading Scale:**

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

**Preparation and Participation:** Coming to class prepared, i.e. having read all material and ready to participate in discussions, is essential and counts for a large percentage of your final grade. Participation does not merely mean responding when called upon but showing a willingness to raise your hand and enter discussions. Conversely, students will be discouraged from dominating the discussions so that all students have a voice in the classroom. A failure to listen to and respect other voices will have an adverse effect on your grade. Classroom work will include both general discussions and small group discussions. Quizzes may be given at the beginning of class as necessary. Attendance will be taken.

**Major Paper:** For your major paper you will be asked to identify a research question or problem in a field with which you are familiar (e.g. related to your major and WGSS) and write a scholarly paper in response to that question. You will be required to identify a topic and submit a one-page proposal in the first three weeks of class. Over the course of the semester, you will submit two drafts of your paper for peer and instruction review. In your final paper, you must clearly
identify the feminist theory which provides the lens for your analysis. Your paper must be 10-12 pages long, double-spaced. You must cite at least 3 outside sources not read for class, in addition to references to primary and secondary sources from class readings. Internet sources must be pre-approved by me. You may wish to refer to the bibliography in the back of the Tong and Kolmar textbooks for possible sources. I will provide you with a list of possible topics.

Your paper should be formatted correctly. You may wish to visit the following website for assistance:
http://owl.english.purdue.edu/handouts/print/research/r_mla.html

This paper is not an occasion to show how well you can quote, paraphrase or summarize another author, but how well you can think as an explorer of the work and ideas of your authors. Any utilization of the words or work of others (including ideas) in any assignment, written or oral, must be given full reference credit. Failure to do so constitutes plagiarism. If you have questions about proper citation and/or plagiarism, please see me.

**Reading Journals:** This course will raise many questions in your minds. It may challenge your personal opinions. Your reading journal is a place to share the questions, thoughts, and reactions you have to the readings. It will give you an outlet to express your opinions about the readings and discussions. You should write one page (typed and double-spaced) for each class session and include at least three questions raised in the readings for that session. The questions you write will guide our discussions. Entries must be typed and double-spaced. Journals will be collected approximately bi-weekly (see schedule for dates). The first journal topic is assigned. The rest of the journals should be based on the readings and discussions for that day but are otherwise your choice.

**Class Facilitation/Presentation:** Each student will be required to facilitate class for thirty minutes during the semester. This assignment helps prepare students for future work in group facilitations and presentations. The student should identify one or two readings for that day to summarize and analyze for the class with 2-3 questions for their classmates to discuss. In addition, the student must identify a feminist or related organization (either contemporary or historical) whose work relates to the readings for that day. Students should present a brief summary of that organization's work and mission in order to demonstrate how feminist theory and practice intersect. I will model this assignment during the first two class periods.

I will provide a handout with additional information about this assignment.

**Disability Accommodations:** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation.

**Plagiarism Warning:** A paper or journal is not an occasion to show how well you can quote, paraphrase, or summarize an author, but how well you can think as an explorer of the work and ideas of your author. Any utilization of the words or work of others (including ideas) in any assignment must be given full reference credit. Failure to do so constitutes plagiarism and will result in an F on the assignment. Plagiarism is a violation of The University of Montana Student Code of Conduct and may result in university sanctions. If you have questions about proper citation and/or plagiarism, please see me.
Schedule of Assignments (subject to change)

January 29 Introduction to Course: What is theory? What is feminism? What is feminist theory?

January 31 Introduction to Theory, Feminist Theory, and Feminist Research and Writing
Required Readings:
  MOODLE: Jonathan Culler, “What is Theory?”
  *Craft of Research*: Chapters 3-4
  Reader: Reading 3 (Charlotte Bunch, “Not By Degrees: Feminist Theory and Education”), Reading 6/7 (bell hooks, “Theory as Liberatory Practice”)

Tong: Introduction, pp 1-9

**First Journal Due:** Topic—what is your background in theory, women’s and gender studies, and feminism? What other courses related to these topics have you taken? Why are you taking this course? What do you want to get out of this course?

**Sign-up for Class Facilitation/Presentation**

**Distribution of Major Paper Handout**

February 5 Introduction to Feminism
Required Readings:
  MOODLE: Michael Kimmel, “Real Men Join the Movement;”
  *Craft of Research*: Chapters 5-6
  Reader: Reading 1 (Treichler and Kramer, “Feminism”), Reading 2 (Alice Walker, “Womanist”), Reading 4* (Lorde, “The Master’s Tools”), Reading 5 (Lugones and Spelman, “Have We Got a Theory for You!”)

**Assignment:** Visit feministing.com and come to class prepared to talk about one of their postings

February 7 Information Literacy Session at Library (12:40-1:30)

Liberal Feminism—Pre-Twentieth Century
Required Readings:
  Tong: Chapter 1, “Liberal Feminism,” pp 11-23

Reader: Reading 8/9 (Mary Wollstonecraft, “From A Vindication of the Rights of Women;”), Reading 10/11 (Elizabeth Cady Stanton, “Declaration of Sentiments”), Reading 12/13 (Sojourner Truth, “Ain’t I a Woman?”), Reading 13/14 (Truth, “Keeping the Thing Going”), Reading 15/16 (Josephine Butler, “Petition to Parliament”), Reading 16/17 (Susan B. Anthony, “Speech After Arrest For Illegal Voting”), Reading 18/19 (Frederick Douglass, “Why I Become a Woman’s-Rights Man”)
February 12  Liberal Feminism—Twentieth Century
Required Readings:
   Tong: Liberal Feminism, pp 23-47

Reader: Reading 24/25 (Ida B. Wells Barnett, “Lynching and the Excuse for It”)
   Reading 29/30 (Margaret Sanger, “Birth Control—A Parents’ Problem or Woman’s”)
   Reading 36/42 (Betty Friedan, “The Problem That Has No Name”)
   Reading 3844 (NOW, “Statement of Purpose”)

MOODLE: Gloria Steinem, “Women Are Never the Front-Runners”

Optional Readings:
   MOODLE: Gloria Steinem, “I Was a Playboy Bunny” and “In Praise of Women’s Bodies”

Student Facilitations start

February 14  Radical Feminism
Required Readings:
   Tong:  Chapter 2
   Craft of Research: Chapter 2
   Reader: Reading 40/46 (Kate Millett, “Theory of Sexual Politics”)
   Reading 41/47 (“Redstockings Manifesto”)
   Reading 43/50 (Anne Koedt, “The Myth of the Vaginal Orgasm”)
   Reading 45/52 (Radicalesbians, “The Woman-Identified Woman”)
   Reading 57/67 (Mary Daly, “The Metapatriarchal Journey of Exorcism and Ecstasy”)

MOODLE: Joreen, “The Bitch Manifesto;” (Reading 45 in 2nd Edition)
   Shulamith Firestone, “From The Dialectic of Sex;” (Reading 49 in 2nd Edition)

Journals Due
One-page Proposal for Major Paper Due

February 15  Radical Feminism
Required Readings:
   Reader: Reading 48/55 (Charlotte Bunch, “Not for Lesbians Only”)
   Reading 61/71 (Adrienne Rich, “Compulsory Heterosexuality and Lesbian Existence”)
   Reading 78/87 (Catharine MacKinnon, “Sexuality”)

   online: feministing.com, “What makes feminist porn feminist”
   http://feministing.com/2011/01/12/what-makes-feminist-porn-feminist/
February 17  Marxist and Socialist Feminism
Required Readings:
  Tong: Chapter 3

Reader: “Sexual Division of Labor,” pp 49-50
  Reading 19/20 (Friedrich Engels, “From The Origin of the Family the State”)
Reading 22/23 (Charlotte Perkins Gilman, “from Women and Economics”)
Reading 25/26 (Emma Goldman, “The Traffic in Women”)
Reading 26/27 (Mother Mary Jones, “Girl Slaves of the Milwaukee Breweries”)
Reading 27/28 (Alexandra Kollontai, “Working Woman and Mother”)
Reading 28/29 (Crystal Eastman, “Now We Can Begin”)

MOODLE: Selma James, “A Woman’s Place” (Reading 41 in 2nd Edition)

February 22  Marxist and Socialist Feminism
Required Readings:
  Reader: Reading 51/59 (Gayle Rubin, “The Traffic in Women”)
  Reading 62/72 (Heidi Hartmann, “The Unhappy Marriage of Marxism and Feminism”)
Reading 68/76 (Donna Haraway, “A Cyborg Manifesto”)

February 24  Psychoanalytic Feminism
Required Readings:
  Tong: Chapter 4

Reader: “Psychoanalysis in/and Feminism” pp 47-49
  Reading 30/32 (Stella Browne, “Studies in Feminine Inversion”)
Reading 31/33 (Joan Riviere, “Womanliness as Masquerade”)
Reading 33/35 (Karen Horney, “The Dread of Women”)

MOODLE: Sigmund Freud “Excerpt from A Fragment of an Analysis of a Case of Hysteria;
  Juliet Mitchell, “Psychoanalysis and Feminism”

Journals Due

March 1   Psychoanalytic Feminism (And some film theory)
Required Readings:
  Reader: Reading 56/66 (Nancy Chodorow, “The Sexual Sociology of Adult Life”)
  Craft of Research: Chapters 7-8
MOODLE: Nancy Chodorow, “Family Structure and Feminine Personality”
  Laura Mulvey, “Visual Pleasure and Narrative Cinema” (Reading 62 in 2nd Edition)

March 3   Ecriture Féminine
Required Readings:
  Reader: “Bodies” pp34-37
  “Language” pp 43-45
  Reading 49/56 (Helene Cixous, “The Laugh of the Medusa”)

  Craft of Research: Chapters 9-10

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March 8
Ecriture Féminine
Required Readings:
Reader: Reading 55/65 (Luce Irigaray, “From This Sex Which Is Not One”)
MOODLE: Audre Lorde, “Poetry Is Not a Luxury” (Reading 4 in 2nd Edition)

Assignment: Identify a piece of literature or other writing that you believe fits into the category of “women’s writing.” Be prepared to defend your choice.

Major Paper: 5-page draft and preliminary literature review due

March 10
Care-Focused Feminism
Required Readings:
Tong: Chapter 5
Reader: Reading 65/74 (Carol Gilligan, “Images of Relationship”)
MOODLE: Mary Pipher, Excerpt from Reviving Ophelia
Gilligan, “Excerpt from In a Different Voice”

Journals Due

March 15
Multicultural Feminism
Required Readings:
Tong: Chapter 6, pp 200-215
Reader: Reading 20/21 (Anna Julia Cooper, “The Status of Women in America”)
Reading 23/24 (Mary Church Terrell, “From The Progress of Colored Women”)
Reading 42/48 (Mary Ann Weathers, “An Argument for Black Women’s Liberation”)
Reading 44/51 (Pauli Murray, “The Liberation of Black Women”)
Reading 54/64 (Combahee River Collective, “A Black Feminist Statement”)

MOODLE: Florynce Kennedy, “A Comparative Study” (Reading 38 in 2nd Edition)

Major Paper: review of two of your peers’ first drafts due

March 17
Multicultural Feminism
Required Readings:
Reader: “Intersection of Race, Class, and Gender” pp 42-43
Reading 59/69 (Audre Lorde, “Age, Race, Class, and Sex”)
Reading 81/90 (Patricia Hill Collins, “From Black Feminist Thought”)
Reading 82/91 (Angela Y. Davis, “Outcast Mothers and Surrogates”)
Reading 89/96 (Kimberle Crenshaw, “Intersectionality and Identity Politics”)

Donna Kate Rushkin, “The Bridge Poem”
March 22  Multicultural Feminism  
Required Readings:  
Reader: Reading 52/62 (Anna NietoGomez, “Chicana Feminism”)  
Reading 63/73 (Mitsuye Yamada, “Asian Pacific American Women and Feminism”)  
Reading 64* (Toni Cade Bambara, “Foreword to the First Edition”)  
Reading 71/80 (Gloria Anzaldúa, “La Consciencia de la Mestiza”)  
Reading 79/88 (Norma Alarcón, “The Theoretical Subject(s)”)  

March 24  Multicultural Feminism  
Required Readings:  
Reader: Reading 7/8 (“The Changing Women (Navajo Origin Myth)”)  
Reading 86/94 (Winona LaDuke, “Mothers of Our Nations”)  
Reading 98* (Joanne Barker, “Looking for Warrior Woman (Beyond Pocahontas)”)  
Reading 53/63 (Elaine Pagels, “What Became of God the Mother?”)  
Reading 70/79 (Judith Plaskow, “Jewish Memory from a Feminist Perspective”)  

MOODLE:  Paula Gunn Allen, “Kochinnenako in Academe” (Reading 77 in 2nd Edition)  
Journals Due  

March 29  Global Feminism  
Required Readings:  
Tong: Chapter 6, pp 215-236  
Reading 85/96 (“The Beijing Declaration and Platform for Action”)  
Reading 90/97 (Uma Narayan, “Contesting Cultures”)  
Reading 93/99 (Cynthia Enloe, “Decisions, Decisions, Decisions”)  
Reading 96/101 (Inderpal Grewal and Caren Kaplan, “Global Identities”)  

March 31  Global Feminism/Postcolonialism  
Required Readings:  
Reader: Reading 50/58 (Fatima Mernissi, “Conclusion”)  
Reading 66/75 (Chandra Mohanty, “Under Western Eyes”)  
Reading 100* (Saba Mahmood, “The Subject of Freedom”)  

Rosemary George, “Feminists Theorize Colonial/Postcolonial”  

April 4-8  Spring Break  

April 12  Ecofeminism  
Required Readings:  
Tong: Chapter 7  
Craft of Research: Chapters 12-13  
Reader: Reading 75* (Vandana Shiva, “Development, Ecology and Women”)  
Reading 77/86 (Ynestra King, “The Ecology of Feminism”)  
Reading 83/92 (Evelyn Fox Keller, “Making Gender Visible”)  
Reading 69/78 (Sandra Harding, “The Woman Question in Science”)  

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Optional Readings:
MOODLE: Karen J. Warren, Introduction and Chapters 1, 2 and 3 of *Ecofeminist Philosophy*

Major Paper: Second draft of paper due (7-8 pages) with updated literature review.

April 14  
Structuralism/Intro to Post-Structuralism  
Required Readings:  
BB: Terry Eagleton, “Structuralism and Semiotics”  
       Terry Eagleton, “Post-Structuralism”  
Reader: Reading 34/36 (Margaret Mead, “Sex and Temperament”)  
         Reading 37/43 (Mary Douglas, “The System at War with Itself”)  
         Reading 47/54 (Sherry Ortner, “Is Female to Male as Nature Is to Culture?”)

April 19  
Post-Structuralism/Postmodernism  
Required Readings:  
Tong: Chapter 8, pp 284-291  
MOODLE: Michel Foucault, “From *The History of Sexuality: Volume I*”  
         Diana Fuss, “The ‘Risk’ of Essence” (Reading 84 in 2nd Edition)

Reader: “Epistemologies” pp37-39  
         “Essentialism/Social Construction/Difference” pp40-41  
         “Power” pp45-47  
Major Paper: peer reviews of second draft due

April 21  
Post-Structuralism/Postmodernism  
Required Readings:  
*Craft of Research*: Chapter 14  
Reader: Reading 35/40 (Simone de Beauvoir, “from *The Second Sex*”)  
         Reading 72/81 (Linda Alcoff, “Cultural Feminism versus Post-Structuralism”)  
         Reading 73/82 (Denise Riley, “Does a Sex Have a History?”)  
         Reading 91* (Griselda Pollock, “About Canons and Culture Wars”)  

Journals Due

April 26  
Post-structuralism  
Required Readings:  
Reader: Reading 74 (Joan W. Scott, “Deconstructing Equality-versus-Difference”)

MOODLE: Katharine Park, “The Rediscovery of the Clitoris”  
         bell hooks, “Postmodern Blackness”  
         Rey Chow, “Poststructuralism: Theory as Critical Self-Consciousness”

April 28  
Post-structuralism—Judith Butler  
Required Readings:  
Reader: Reading 80/89 (Judith Butler, “From *Gender Trouble*”)  
         Reading 99* (Judith Butler, “Beside Oneself”)

Major Paper: One-page summary of revision strategies due
May 3
Queer Theory
Required Readings:

*Craft of Research*: Chapters 16-17
Reading 60/70 (Monique Wittig, “The Straight Mind”)
Reading 92* (Judith Halberstam, “An Introduction to Female Masculinity”)
Reading 94* (Anne Fausto-Sterling, “Should There Only Be Two Sexes?”)

MOODLE: Judith Halberstam, “Transgender Butch” (Reading 98 in 2nd Edition)
   Eve Kosofsky Sedgwick, “Epistemology of the Closet”

Optional Readings:
   Carolyn Dever, “Obstructive Behavior: Dykes in the Mainstream of Feminist Theory”
   Terry Castle, “The Apparitional Lesbian”
   Bonnie Zimmerman, “From What Has Never Been”
   Berthold Schoene, “Queer Politics, Queer Theory, and the Future of ‘Identity’”

May 5
Third-Wave Feminism
Required Readings:
   Tong: Chapter 8, pp 284-291

Reader: Reading 87/95 (Bikini Kill, “Riot Grrrl Philosophy”)
   Reading 88* (Jeannine DeLombard, “Femenism”)
   Reading 95/100 (Baumgardner and Richards, “Third-Wave Manifesta”)
   Reading 97/102 (Rosemarie Garland-Thomson, “Integrating Disability”)

MOODLE: Excerpts from *Fat Studies Reader*

Visit the following 3 websites and come to class prepared to discuss: www.feministing.org;

Journals Due

May 10 8:00-10:00—Final Meeting—Final Paper Due, Students will have 5-7 minutes to present their research to the rest of the class.