

WOME3030 Theorizing Equality: Housewives, Radicals & Gender-Blenders  
*Lakehead University*  
*Department of Women's Studies*  
**Fall 2020**

**Instructor:** Dr. Jen Chisholm

**Instruction:** Online

**Office:** Ryan Building, Rm 2011 (Thunder Bay Campus)

PLEASE NOTE: In line with current COVID-19 public health guidelines, I am working remotely. The best way to connect is to send email and we can schedule a time to chat virtually.

**Office hours:** Tuesdays, 3pm - 4pm

PLEASE NOTE: In line with current COVID-19 public health guidelines, office hours will be held virtually, via Zoom:

<https://lakeheadu.zoom.us/j/95139054896?pwd=UzJRdE9XOXRWY2ZudVM0b2pQaDhCdz09>

Meeting ID: 951 3905 4896

Passcode: 119265

Follow the above link, any Tuesday between 3pm -4pm to join the waiting room. I encourage you to log on if you have any questions or concerns, about course material, assignments, topics or discussions.

**Email:** [jen.chisholm@lakeheadu.ca](mailto:jen.chisholm@lakeheadu.ca)

**Course Description:** In this course, you will learn different feminist theories that explain and combat gender inequality. You will examine the questions, tensions, and debates in feminisms, and learn about feminist praxis, the transformation of theory into practice. As a class, we will explore how the boundaries between gender and other axes of identity are created, maintained, and/or challenged; the degree to which contemporary theoretical positions account for material inequalities and experiences of marginalization; and gaps in various praxes or theories. Theory explains the effects of social inequalities and offers up solutions. Different feminist groups have come up with explanations for gender inequality and political initiatives based on their theories. The project is not finished, and all the theories we review this term are alive and well, used by different feminist groups that continue the work for gender equality.

**Course Format:** This course is online and asynchronous, which means that you have access to course materials to review on your own schedule. Short lectures, based on required readings, accompanied by Dr. Chisholm's notes, and discussion prompts and

questions, will be posted weekly, on Monday mornings by 9am. Students will have until Sunday at 11:59pm to complete the readings, review the lecture and notes, and to contribute to the discussion forum.

**Required Text:** Lorber, J. (2012). *Gender Inequality: Feminist Theories and Politics. 5th Edition.* Oxford University Press: Oxford.

This text can be purchased through the Lakehead University Bookstore. Students will read the text in entirety throughout the term.

### **Learning Objectives:**

At the end of this course you will have:

1. an understanding of the major schools of contemporary feminist thought and action
2. engaged in praxis - the transformation of theory into practice - by applying the course topics to explain current events or cultural texts
3. illustrated your ability to make connections between different feminist theories
4. illustrated that you can see how theory leads to political action
5. enhanced your analytical and writing skills

### **Assignments:**

Participation in Weekly Discussion Forum	20% (10x2%)
Describe and Connect	10%
Feminism on Film Review	10%
Recommended Reading Annotations (group work)	30% (3x10%)
Annotated Bibliography of Recommended readings (group mark)	5%
Take Home Final	25%

Note: All assignments should be submitted online through the course D2L site.

## **ASSIGNMENT INSTRUCTIONS**

### **Participation in Weekly Discussion Forum (10 x 2% = 20%)**

Students are expected to contribute to weekly online discussions related to the readings and course topics each week. This is the online equivalent of attending class and participating!

Dr. Chisholm will start each online discussion with a series of questions or points to consider, and students are expected to respond, either to the questions posed, or the earlier responses of your classmates (for instance, if you want to agree, disagree or expand on a point made by a classmate, this also counts towards your weekly participation), or pose your own thoughts and questions on the readings for the week.

Each weekly contribution will be assessed based on the following criteria:

- \* relevance to readings and course material;
- \* depth of engagement;
- \* quality of contribution

In your discussion posts, you want to show that you have completed the readings and are engaging with the ideas presented for the week. You can do this by referencing direct quotes from the article, summarizing or paraphrasing main arguments, and/or relating an author's point, or theory of feminism, to previous readings or discussions. Discussion posts might also relate the theory to personal experiences or examples from our daily lives. Be careful to make the relationship between your experience and the author's arguments clear.

Students may miss up to two weeks of posts without penalty. Missing more than two weeks of discussion posts will result in a loss of 2% per post (i.e. if you post 7 out of 12 weeks, the most you could receive for participation is 14/20).

Discussion posts for each week are due by Sunday night at 11:59pm. All content and discussion prompts will be posted on Mondays at 9am. This means students will have a full week to complete the assigned readings, listen to the short lecture and contribute to weekly discussion. Failure to submit before the deadline, without approved academic accommodation, will be considered a missed week.

The length of discussion posts will vary, therefore there is no minimum or maximum word count. Provided you have included all of the above mentioned criteria, your post can be as succinct or as descriptive as you see fit.

### **Describe and Connect (10%)**

(DUE DATE: to be chosen by student)

Once during the term, students will find and share an example to show the connection between feminist theory and our daily lives. Connection items could be (but are not limited to); newspaper articles or blog posts, ted talks, podcasts, tv or film clips, art works, fiction, current events, social movements, campaigns, activists or activist organizations, products, websites, etc.

You are encouraged to seek out connection items that inspire or spark your own curiosity, critical thinking or critique. A good connection item will spark curiosity, critical thinking or critique in others too!

This assignment should be approximately 350 words and include:

- link to the item (or an image of it)
- a brief description of context (what/where is it from?)
- a discussion of why you chose it

- how you see it relating to feminist theory (is it an example of theory in action? Does it provide an alternative, or speak back to a particular element of feminist theory?)
- one discussion question that prompts your classmates to consider the connection between the item you've posted and a particular feminist theory, author or argument

Submit your Describe and Connect assignment through the discussion forum on D2L, so that your classmates can review and respond; **and** in the folder under the "Assignments" tab, where your grade and feedback will be posted.

Please note: you may engage with and respond to the questions posed by your classmates' Describe and Connect exercises as part of your weekly participation.

### **Feminism on Film Review (10%)**

(DUE DATE: to be chosen by student)

Students will choose one film from the list provided (on D2L) to write a review. Each film listed addresses at least one issue of feminist concern, or branch of feminist theory.

All films can be found on Kanopy: <https://lakeheadu.kanopy.com> - an online streaming service, accessible through your Lakehead Library account.

Students will watch one film and write a response (approximately 350 words) that addresses the following questions:

- what is the central feminist issue presented in the film?
- what branch/branches of feminism does it engage with? (i.e. Islamic feminism, liberal feminism, cultural feminism, etc.)
- what are the central questions addressed, or raised by the film (i.e. women's emancipation, equal participation in industry, etc.)

Dr. Chisholm has viewed all of the films on the list so you need not include a summary or description.

If you wish to write a review of a film that is not contained on the list, you must do the following:

- 1) Get in touch with Dr. Chisholm (by email or during office hours) at least one week in advance of submitting your assignment
- 2) Provide a brief summary of the film's topic or plot
- 3) Provide a brief explanation of how you see it related to feminism/feminist theory
- 4) Receive approval from Dr. Chisholm to write your review on the proposed film

Submit your Film Review in the "Assignments" folder on D2L.

### **Recommended Reading Annotations (3 x 10% = 30%)**

At the beginning of term, students will be placed into groups (of roughly 5 or 6). Each group will complete and submit an Annotated Bibliography of the recommended readings for their assigned week. The group is responsible for writing annotations for all recommended readings in a given week. However you may decide amongst yourselves how to accomplish this (for example, you might assign each member of the group one reading to complete and write an annotation for; OR you might each complete all the readings and write your annotations together, its up to you!).

Each group will be assigned three weeks throughout the term (roughly once per month). You will note that each week contains required readings, and recommended readings. Dr. Chisholm will provide annotations, notes and a short lecture each week, focused on the required readings. Everyone is expected to complete the required readings each week.

All annotations will be placed on a “master document” and made available for the class. The complete Annotated Bibliography, as well as Dr. Chisholm’s notes on the readings, will then be available to the class in order to complete the Take Home Final at the end of term.

Annotations should be between 300-500 words, and contain the following:

- \* a brief summary of the author’s main argument;
- \* a description of key points;
- \* a clear identification of the theory/ies discussed (i.e. socialist feminism, intersectional feminism, liberal feminism, etc.);
- \* a brief description of how the author aligns with/disrupts/affirms/adds to the identified theory and to feminist theory more broadly.

Annotations should be written in full and complete sentences, and edited for grammar, clarity and flow. Remember: these annotations will become part of a living document provided to all of your classmates, so you want to make sure your contributions are as clear and well written as possible. Your work will also contribute to (or detract from) a group mark assigned to the class, as outlined below.

Each group’s annotations will be due on Sunday night (@11:59pm) of the week they are assigned. One member of the group will submit the assignment to Dr.Chisholm, ensuring that the first and last names of each group member (who contributed) are listed on the assignment. Each group will receive a grade (out of 10%) and feedback from Dr. Chisholm for each submission. The annotations will then be added to the “master document” and made available for other students to review. Please note that all group members names will be removed before inclusion in the master document.

Please Note: All recommended readings are posted on D2L under the “Content” tab for each week.

**Annotated Bibliography - Class Mark (5%)**

Throughout the term, each group's contributions will help complete an Annotated Bibliography of all the recommended readings for the course. The final, completed annotated bibliography will be assigned a group grade out of 5. The "group" in this case, will be the whole class. The collective mark assigned, will then be added to each student's final grade. Meaning: if everyone does a good job, you can receive up to 5% towards your final grade.

### **Take Home Final (25%)**

(DUE DATE: December 14th, 2020)

Students will complete a take home final assignment that will incorporate course material from throughout the term. Students will receive a list of questions related to theories of feminism covered throughout the course. You may choose from a number of options in order to submit your exam. Students can complete EITHER:

One essay, approximately 1800-2000 words, answering one of the questions posed. Your essay should include reference to at least FOUR required readings and FOUR recommended readings.

OR

Two essays, approximately 900-1000 words each, answering two of the questions posed. Each essay should include reference to at least TWO required readings and TWO recommended readings.

OR

An audio or video file of a presentation developed in response to one of the essay questions posed. Presentations should be 15-20 minutes in length, and include reference to at least FOUR required readings and FOUR recommended readings. Students are asked to submit their speaking notes as well (rough or point form notes is fine). Please note that these presentations will be reviewed by Dr. Chisholm only, they will not be posted.

This is where your class Annotated Bibliography will come in handy! You will be provided with a full annotated bibliography of all required and recommended readings (provided these were completed) in order to write the final assignment. I recommend choosing from the Annotated Bibliography which readings you wish to include, then reading the articles for yourself to improve your argument, and ensure they were properly described. Research beyond the recommended readings/Annotated Bibliography is not required.

The final exam questions will be posted THREE WEEKS prior to the due date. Students may request a review from Dr. Chisholm who will provide feedback on your exam responses prior to final submission, provided they are received, at least one week prior

to the final due date. Such a review does not guarantee an “A” grade, but rather provides direction for improvement.

## **GENERAL INFORMATION AND RESOURCES**

### **A Note about COVID-19**

This has been an especially challenging year, with many of us struggling with the transition to online learning. I recognize that some of you might be juggling working and learning from home, as well as helping children, siblings or others in your family complete their own schooling. This can be very challenging, and we can't always anticipate what might come up. Your best practice for success is to be honest with yourself about what you need and what you can handle, and then to reach out and communicate with Dr. Chisholm. More than anything, I want you to learn, and be successful in this course, so I am open to working with you to find the best path for success. Below is a list of available (free) resources for students who would benefit from more sustained support or accommodations.

### **Resources Available to Students:**

Student Success Centre: Additional help regarding academic matters can be found at the Student Success Centre located in SC 0008 or phone 343-8018 or online at - <http://academicadvising.lakeheadu.ca/>

o During COVID all Student Success Centre services will be delivered remotely until further notice. Please continue to book appointments and register for events. A distance attendance option will be available. If you have any question or need our assistance, please email us at [ssc@lakeheadu.ca](mailto:ssc@lakeheadu.ca) or call us at 807-343-8018.

Student Accessibility Services: For assistance with accommodations for a disability, please visit Student Accessibility Services located in SC 0003 or phone 343-8047 or online at - <http://learningassistance.lakeheadu.ca/>.

o They are also connecting with students via email, telephone and video conference. To book a new appointment via telephone or video conference, email [sas@lakeheadu.ca](mailto:sas@lakeheadu.ca) for Thunder Bay Campus and [oraccess@lakeheadu.ca](mailto:oraccess@lakeheadu.ca) for the Orillia Campus.

Student Health and Counselling Centre: For help with personal and/or medical issues, please visit the Student Health and Counselling Centre located in the University Centre 1007 (across from Security) or phone 343-8361 or online at - <http://healthservices.lakeheadu.ca/>.

o Virtual and/or telephone counselling options are also available at: <https://www.lakeheadu.ca/students/wellness-recreation/student-health-and-wellness/about/covid-19-updates>

## **GENERAL COURSE GUIDELINES**

### **Email Etiquette:**

All correspondence should be polite, respectful and professional. Email inquiries must include:

- a salutation, (i.e. “hello”, “dear”, “To”, etc.)
- a detailed question, or polite request
- a signature (i.e. your name).

Emails that do not follow this format will not be answered.

Every effort will be made to respond to emails within 48 hours (excluding weekends). If you have not received a response after 48 hours, please send a polite reminder as sometimes emails can get lost in the shuffle!

### **A Note on Submitting Assignments:**

All assignments must be submitted electronically, under the “Assignment” tab on our course D2L site. The best format to submit your assignments is as a .doc or .pdf file.

You should receive confirmation that your assignment has successfully uploaded. If you do not receive confirmation, it is a sign that something may have gone wrong with the submission. If this happens, please try again to submit, or contact Dr. Chisholm to ensure that your assignment properly uploaded. Improper uploading will not be accepted as an excuse for late papers.

### **Academic Accommodations:**

Some students may benefit from receiving academic accommodation, due to a disability (physical, learning or otherwise), illness or disruption. Please reach out to Student Accessibility Services: <http://learningassistance.lakeheadu.ca/> and speak with an advisor. Your SAS advisor will work with you to develop a plan, which will then be communicated to Dr. Chisholm. You need not disclose any personal or medical information to Dr. Chisholm, or any of your professors. SAS will work with you to maintain privacy and confidentiality.

Everyone has the right to an accessible education, and all approved accommodations will be honoured, no questions asked.

### **Late Policy:**

Assignments received after the due date (where the student does not have an approved accommodation) will be penalized 5% per day. Requests for extensions MUST be

made prior to the due date and will ONLY be given in extenuating circumstances and may require approval through Student Accessibility Services.

Extensions will not be granted where good time management skills could have avoided the problem; i.e. extensions will not be granted for students who have a number of assignments due at the same time during the semester or for students who have decided to take an overload of classes this semester.

#### Style and grammar:

Marks are not directly deducted for poor writing style and grammar. However, you simply cannot achieve a good grade if the paper is difficult to read and the argument difficult to discern. It is essential to proofread.

#### Referencing:

Assignments must be entirely your own work. Failure to provide adequate references constitutes plagiarism. If the exact words or phrases of another author are used they must be in quotation marks with an accompanying reference. Material that is paraphrased – that is, an idea from another author but put into your own words – must also be accompanied by a properly formatted citation. Please use appropriate style (either MLA, APA or Chicago) in a consistent manner throughout the paper.

A great resource for help with citations: [https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)

References are essential and have four purposes: (1) they indicate the source of the “quotations,” (2) acknowledge the interpretations and ideas of others, (3) provide authority for facts which might be challenged or result from the research of others, and (4) point to other sources or interpretations of the same topic. In general, references acknowledge the use of another person’s ideas and are essential in avoiding plagiarism.

#### Plagiarism and Academic Dishonesty:

Plagiarism is a serious academic offence. Presenting an idea, words or an exact phrase of another author as your own work constitutes plagiarism. All students are required to know what constitutes plagiarism and how to avoid it.

If you have questions about what constitutes plagiarism you can consult the Lakehead University calendar available online:

<http://calendar.lakeheadu.ca/current/contents/regulations/univeregsIXacdishon.html>

All cases of plagiarism will be dealt with in accordance with the Student Code of Conduct and Disciplinary Procedures approved by Senate and the Board of Governors. Other instances of Academic Dishonesty, including but not limited to double submission, purchasing of assignments (either online or from another student on campus), or copying of assignments will also dealt with in accordance to the University regulations on Academic Dishonesty. Students may obtain a copy of the “Code of Student

Behaviour and Disciplinary Procedures” from the Office of the Registrar for more information.

Please do your own work. Your ideas and contributions are valuable. See each assignment as an opportunity to build your writing and analysis skills.

### **WEEKLY TOPICS AND READINGS**

#### **Wk 1: (September 8th - 13th, 2020) Introduction to Feminist Theory**

##### Required Reading:

Lober, Introduction. Pgs 1-21.

##### Recommended Reading:

Ahmed, S. (2017). Bringing Feminist Theory Home. In *Living a Feminist Life*. Duke University Press: Durham. Pgs. 1-18.

Bromley, V. (2012). “How Do I Know What I Know?: Epistemology and Theory”. In *Feminisms Matter: Debates, Theories and Activism*. University of Toronto Press: Toronto. Pgs. 37-46.

Stanley, Liz. & Wise, Sue. (2000). “But the Empress Has No Clothes!: Some Awkward Questions about the Missing Revolution in Feminist Theory”. *Feminist Theory*. Vol 1(3). pgs 261-284.

hooks, b. (1994). Theory as Liberatory Practice. In *Teaching to Transgress: Education and the Practice of Freedom*. Routledge: New York. Pgs. 59-75.

Lugones, M. & Spelman, E. (1983). “Have We Got a Theory for You!: Feminist Theory, Cultural Imperialism and the Demand for the Woman’s Voice”. *Women’s Studies International Forum*. Vol. 6(6). Pgs. 573-581.

#### **Wk. 2 (September 14th - 20th, 2020) Liberal Feminism**

##### Required Reading:

Lorber, Chapter 1. Pgs. 27-50

##### Recommended Reading:

Davis, A. (1981). “Woman Suffrage at the Turn of the Century: The Rising Influence of Racism”. In *Women, Race and Class*. Vintage Books: New York. Pgs. 110 - 126.

Hodges, M. J. & Budig, M. J. (2010). Who Gets the Daddy Bonus: Organizational Hegemonic Masculinity and the Impact of Fatherhood on Earning. *Gender & Society*. Vol. 24(6). pgs. 717-745.

Thebaud, S, (2010). Masculinity, Bargaining, and Breadwinning: Understanding Men's Housework in the Cultural Context of Paid Work. *Gender & Society*. Vol. 24(3).

Acker, S. (1987). Feminist Theory and the Study of Gender and Education. *International Review of Education*. Vol. 33(4). Pgs. 419-435.

Langston, D. (1998). Black Civil Rights, Feminism and Power. *Race, Gender & Class*. Vol. 5(2). Pgs. 158-166.

Turk, K. (2010). "Out of the Revolution: Employment Activism in the NOW Sears Campaign and the Growing Pains of Liberal Feminism". *The Journal of American History*. Vol. 97(2). Pgs. 399-423.

### **Wk. 3 (September 21st - 27th, 2020) Marxist & Socialist Feminism**

#### Required Reading:

Lorber, Chapters 2 & 3. Pgs. 51-89

#### Recommended Reading:

Brenner, J. (2014). 21st Century Socialist-Feminism. *Socialist Studies*. Vol. 10(1). Pgs. 31- 49.

Gimenez, M. (2000). What's Material about Materialist Feminism?: A Marxist Feminist Critique. *Radical Philosophy 101*. Summer 2000. Pgs. 18-28.

Armstrong, C. (2002). Complex Equality: Beyond Equality and Difference. *Feminist Theory*. Vol. 3(1). pgs. 67-82.

Eisenstein, H. (2006). "Scouting Parties and Bold Detachments": Toward a Postcapitalist Feminism. *Women's Studies Quarterly*. Vol. 32(1-2). Pgs. 40-62.

Gordon, L. (2016). 'Intersectionality', Socialist Feminism and Contemporary Activism: Musings by a Second-Wave Socialist Feminist. *Gender & History*. Vol. 28(2). Pgs. 340-357.

Acker, J. (1988). Class, Gender and the Relations of Distribution. *Signs*. Vol. 13(3). Pgs. 473-497.

### **Wk. 4 (September 28th - October 4th, 2020) Transnational Feminism**

Required Reading:

Lorber, Chapter 4. Pgs. 90-121

Recommended Reading:

Mason, C. L. (2017). Transnational Feminism. In *Feminist Issues: Race, Class and Sexuality*. Pearson: Toronto. Pgs. 62-89.

Carr, J. L. (2018). The SlutWalk Movement: A Study in Transnational Feminist Activism. *Journal of Feminist Scholarship*. Vol. 4(3). Pgs. 24-38.

Herr, R. S. (2014). Reclaiming Third World Feminism: or Why Transnational Feminism Needs Third World Feminism. *Meridians: Feminism, Race, Transnationalism*. Vol. 12(1). Pgs. 1-30.

Mendoza, B. (2002). Transnational Feminisms in Question. *Feminist Theory*. Vol. 3(3). pgs. 295-314.

Moghadam, V. (2000). Transnational Feminist Networks: Collective Action in an Era of Globalization. *International Sociology*. Vol. 15(1). pgs. 57-85.

Mohanty, Chandra. (2003). "Under Western Eyes Revisited: Feminist Solidarity through Anticapitalist Struggles". *Signs*. Vol. 28(2). pgs. 499-535.

**Wk. 5 (October 5th - 11th, 2020) Lesbian Feminism**

Required Reading:

Lorber, Chapter 6. Pgs. 151-167

Recommended Reading:

Duarte, A. I. B. (2012). From the Margins of Latin American Feminism: Indigenous and Lesbian Feminisms. *Signs*. Vol. 38(1). Pgs. 153-178.

Lorber, Chapter 12: Postmodern Feminism and Queer Theory. Pgs. 284-303.

Rich, Adrienne. (1980). "Compulsory Heterosexuality and Lesbian Experience". *Journal of Women's History*. Vol. 15(3). pgs. 11-48.

Nordqvist, P. (2008). Feminist Heterosexual Imaginaries of Reproduction: Lesbian Conception in Feminist Studies of Reproductive Technologies. *Feminist Theory*. Vol. 9(3). Pgs. 273-292.

Yep, G. A. (2002). From Homophobia and Heterosexism to Heteronormativity: Toward the Development of a Model of Queer Interventions in the University Classroom. *Journal of Lesbian Studies*. Vol. 6(3-4). pgs. 163-176.

Zimmerman, B. (2007). A Lesbian-Feminist Journey Through Queer Nation. *Journal of Lesbian Studies*. Vol. 11(1-2). Pgs. 37-52.

### **Wk. 6 (October 12th - 18th, 2020) Reading Week - No Classes**

### **Wk. 7 (October 19th - 25th, 2020) Radical Feminism**

#### Required Reading:

Lorber, Chapter 5. Pgs. 127-150

A Note about TERFs: Feminism interrogates gender construction and the oppressive outcomes of gender norms, institutions, beliefs, and embodiment. When any group oppresses another group because of gender expression, that group is not engaging in feminist theory or feminist work. Unfortunately, TERFs get a lot of press because they represent everything the mainstream would like to believe of feminism, but TERFs are a minority, and are rejected by most feminists (radical and otherwise).

Trans-inclusive radical feminist groups don't get press time, and do some really amazing work. If you're interested .... just google them! The readings this week do not engage with TERFs because TERFs don't represent Radical Feminism's roots or aims, or the aims of feminism, generally.

For further reading on TERFs, READ:

Williams, C. (2016). Radical Inclusion: Recounting the Trans Inclusive History of Radical Feminism. *Transgender Studies Quarterly*. Vol. 3(1-2). Pgs. 254-258.

Camminga, B. (2020). Disregard and danger: Chimamanda Ngozi Adichie and the voices of trans (and cis) African feminists. *The Sociological Review*. Vol. 68(4) pgs. 817-833.

#### Recommended Reading:

Gunnarsson, L. (2011). A Defence of the Category 'Women'. *Feminist Theory*. Vol. 12(1). Pgs. 23-37.

Garland-Thomson, R. (2005). Feminist Disability Studies. *Signs*. Vol. 30(2). Pgs. 1557-1587.

Rudy, K. (2001). Radical Feminism, Lesbian Separatism, and Queer Theory. *Feminist Studies*. Vol. 27(1). Pgs. 190-222.

MacKinnon, C. (1989). Sexuality, Pornography, and Method: "Pleasure Under Patriarchy". *Ethics*. Vol. 99(2). Pgs. 314-346.

Shulman, A.K. (1980). Sex and Power: Sexual Bases of Radical Feminism. *Signs*. Vol. 5(4). Pgs. 590-604.

Franklin, V. P. (2002). Hidden in Plain View: African American Women, Radical Feminism, and the Origins of Women's Studies Programs, 1967-1974. *The Journal of African American History*. Vol. 87. Pgs 433-445.

## **Wk. 8 (October 26th - November 1st, 2020) Psychoanalytic and Cultural Feminism**

### Required Reading:

Lorber, Chapter 7. Pgs. 168-182.

### Recommended Reading:

Echols, A. (1983). Cultural Feminism: Feminist Capitalism and the Anti-Pornography Movement. *Social Text*. No. 7. Pgs. 34-53.

Schor, N. (1981). Female Paranoia: The Case for Psychoanalytic Feminist Criticism. *Yale French Studies*. No. 62. Pgs. 204-219.

Taylor, A. & Rupp, L. J. (1993). Women's Culture and Lesbian Feminist Activism: A Reconsideration of Cultural Feminism. *Signs*. Vol. 19(1). pgs. 32-61.

Bennett, P. (1993). Critical Clitordectomy: Female Sexual Imagery and Feminist Psychoanalytic Theory. *Signs*. Vol. 18(2). Pgs. 235-259.

Hird, M. J. (2003). Vacant Wombs: Feminist Challenges to Psychoanalytic Theories of Childless Women. *Feminist Review*. Vol. 75. Pgs. 5-19.

Worrell, J. (2000). Feminism in Psychology: Revolution or Evolution?. *Annals of the American Academy of Political and Social Science*. Vol. 571. pgs. 183-196.

## **Wk. 9 (November 2nd - 8th, 2020) Standpoint Feminism**

### Required Reading:

Lorber, Chapter 8. Pgs. 183 - 202

### Recommended Reading:

Hill Collins, P. (1986). Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought. *Social Problems*. Vol. 33(6). Pgs. 14-31.

Hill Collins, P. (1989). The Social Construction of Black Feminist Thought. *Signs*. Vol. 14(4). Pgs. 745-773.

Intemann, K. (2010). 25 Years of Feminist Empiricism and Standpoint Theory: Where Are We Now? *Hypatia*. Vol. 25(4). pgs. 778-796.

Hawksworth, M. (1999). Analyzing backlash: Feminist Standpoint Theory as Analytical Tool. *Women's Studies International Forum*. Vol. 22(2). Pgs. 135-155.

Stoetzler, M. & Yuval-Davis, N. (2002). Standpoint Theory, Situated Knowledge and the Situated Imagination. *Feminist Theory*. Vol. 3(3). Pgs. 315-333.

Reynolds, T. (2020). Re-Thinking a Black Feminist Standpoint. *Ethnic and Racial Studies*. Vol. 25(4). Pgs. 591-606.

### **Wk. 10 (November 9th - 15th, 2020) Social Construction Feminism**

#### Required Reading:

Lorber, Chapter 9. Pgs. 207-230

#### Recommended Reading:

Acker, J. (1990). Hierarchies, Jobs, and Bodies: A Theory of Gendered Organization. *Gender & Society*. Vol. 4(2). Pgs. 139-158.

Local, B. (1999). What it Means to Be Gendered Me: Life of the Boundaries of a Dichotomous Gender System. *Gender & Society*. Vol. 13(6). Pgs. 781-797.

Lorber, J. (2000). Using Gender to Undo Gender: A Feminist Degendering Movement. *Feminist Theory*. Vol. 1(1). Pgs. 79-95.

Butler, Judith. (2002). "Is Kinship Always Already Heterosexual?" *Differences: A Journal of Feminist Cultural Studies*. Vol. 13(1). pgs. 14-44.

Martin, K. (1998). Becoming a Gendered Body: Practices of Preschools. *American Sociological Review*. Vol. 63(4). Pgs. 494-511.

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### **Wk. 11 (November 16th - 22nd, 2020) Intersectional Feminism**

#### Required Reading:

Lorber, Chapter 10. Pgs. 231-252

Recommended Reading:

Chow, E. N. (1987). The Development of Feminist Consciousness Among Asian American Women. *Gender & Society*. Vol. 1(3). Pgs. 284-299.

Grey, S. (2003-2004). Decolonising Feminism: Aboriginal Women and the 'Global Sisterhood'. *Enweyin*. Vol. 8. Pgs. 9-22.

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**Wk. 12 (November 23rd - 29th, 2020) Feminist Studies of Men**

Required Reading:

Lorber, Chapter 11. Pgs. 253-283

Recommended Reading:

Connell, Raewyn & Messerschmidt, James. (2005). "Hegemonic Masculinity: Rethinking the Concept". *Gender and Society*. Vol. 19(6). pgs. 829-859.

Connell, R. W. (2005). Change Among the Gatekeepers: Men, Masculinities, and Gender Equality in the Global Arena. *Signs*. Vol. 30(3). Pgs. 1801-1825.

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Simpson, R. (2004). Masculinity at Work: The Experiences of Men in Female Dominated Occupations. *Work, Employment and Society*. Vol. 18(2). Pgs. 349-368.

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### **Wk. 13 (November 30th - December 6th, 2020) Third Wave Feminism**

#### Required Reading:

Lorber, Chapter 13. Pgs. 304-325

#### Recommended Reading:

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Ahmed, S. (2017). "A Killjoy Manifesto". In *Living a Feminist Life*. Duke University Press: Durham. Pgs. 251-268.

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Licona, A. C. (2005). (B)orderlands' Rhetorics and Representations: The Transformative Potential of Feminist Third-Space Scholarship and Zines. *NWSA Journal*. Vol. 17(2). Pgs. 104-129.

Rosenberg, J. & Garofalo, G. (1998). Riot Grrrl: Revolutions from Within. *Signs*. Vol. 23(3). Pgs. 809-841.