

Spring 2017

Schedule Number 23542

COURSE INFORMATION

Class Days: Mondays

Class Times: 4-6:40 p.m.

Class Location: AL 318

Office Hour Location: **Storm Hall 224B**

Office Hour Times: Monday, 1:30-3:00 p.m.;

Thursday, 2:00-3:30 p.m.; and by appointment

Contact information: adonadey@mail.sdsu.edu

(the easiest way to contact me); 619-594-081

Course Overview

- Description from the Official Course Catalog: Analysis of categories of contemporary feminist theory including concepts of identity and difference; theories of subjectivity; feminist discourses, strategies, and practices.
- **Description of Purpose and Course Content:** This course provides an in-depth overview of various feminist theoretical debates through the study of contemporary US, US Third World, and transnational feminist theories. We begin by addressing the question of how to define the category “woman.” We then consider different feminist paradigms (gender-only versus intersectional) and their theoretical and pedagogical implications. We seek to answer the following questions: How do different feminists theorize the links between experience, consciousness, and politics? How can we theorize negotiations of complex—gendered, sexual and racial—identities and affinities? What is at stake in the politics of representation? How is feminist theory impacted by colonial and postcolonial contexts? How do the histories of feminism and lesbian, gay, bisexual, transgender, and queer/LGBTQ struggles intersect? How are these histories constructed? What new theories of gender have emerged from these various intersections?
- **Student Learning Outcomes:** After taking this class, you will be able to demonstrate a sophisticated and theoretically informed understanding of:
 - the intersectionality of different dimensions of social organization (gender, race, class, culture, sexuality, nationality, etc.)
 - the social construction of gender, race, and sexuality
 - the ways that women’s lives are shaped by large social structures and conventions of representation
 - mechanisms of oppression and resistance
 - multiple theoretical and cultural perspectives

You will also hone your analytical, writing, research, and critical thinking skills. You will identify your own theoretical inclinations and understand how these are part of a broader scholarly and political discourse.

Course Materials

- Required Texts:
 - Articles available through Blackboard (referred to as “Bb” in the syllabus)
 - Articles available online from the library (clearly marked in the syllabus)

Please bring the texts for each class with you to class, either in print or electronic format.

Course Assessment and Grading

1) Class attendance and participation (25%). Class participation is absolutely essential to the success of the course, which will be taught seminar style. You are expected to read carefully all reading assignments for each week and come to class ready to discuss them. If you are theory shy or feel uncomfortable speaking up in class for whatever reason, please come talk to me about it. Coming to class with written notes and questions on the assigned readings is helpful to facilitate oral participation. In classes such as these, there are always students who have prior knowledge of the field and students who do not. I expect class discussion to fluctuate between basic concepts and more abstract or obscure issues. If you feel that the discussion is becoming too esoteric, do not hesitate to intervene to bring it back to the questions that are of interest to you. If you have not participated during a class period but would like to increase your participation grade, you may turn in your reading notes for the day to me at the end of class (DO NOT turn in the notes you took during class, only the notes you took while reading before coming to class). Grading criteria will be developed jointly in class.

2) A 10-15 minute oral presentation on at least 3 of the texts assigned for a class period to open up class discussion (25%). The presentation should NOT be an in-depth summary of each article one after the other, but should **bring together** the readings' arguments, comparing individual articles' positions with that of the other essays, possibly providing a critique of them. Each student should sign up for a specific week, and early birds will have first pick. **Presentations must be accompanied by a typed, ONE PAGE single-spaced handout distributed to the class, which will include a SUMMARY of the major points covered in the presentation as well as a list of 2 or 3 questions for class discussion.** Bear in mind that a concise, well organized presentation takes careful preparation.

Grading criteria for the oral presentation:

A

- The presentation weaves the readings' arguments together and demonstrates how they relate to each other in a meaningful way
- The presentation demonstrates a good understanding of the main arguments of the readings
- The comparisons are clear, concise, and well presented
- The presentation lasts 10-15 minutes

B

- The presentation weaves the readings' arguments together in a sometimes artificial manner
- There are occasional misinterpretations of the readings or a few important things missing
- The comparisons are not always clear, concise, or well presented
- The presentation is a bit too long or a bit too short

C

- The presentation mostly summarizes each article independently

- The presentation generally misinterprets the readings or is missing major aspects of their arguments
- The comparisons are not articulated convincingly; they are unclear and/or meandering
- The presentation is much too long or much too short

Grading criteria for the handout:

A

- Format and length: The handout is no longer than one single spaced page in Times New Roman 12 point font, and uses bullet point format
- Content: The handout provides a concise and clear summary of the major points covered in the presentation
- Questions for discussion are insightful
- Style: The handout is free of surface errors (typos and other mistakes)

B

- Format and length: The handout is a bit too long and meandering
- Content: The handout is not as concise as it could be and occasionally lacks clarity
- Questions for discussion are a bit uninspired
- Style: The handout includes several surface errors (typos and other mistakes)

C

- Format and length: The handout includes most of the oral presentation, almost word for word, is well over one single-spaced page, and includes little use of bullet point format
- Content: The handout is confusing, unclear, and rambling
- Questions for discussion are missing or do not demonstrate a clear understanding of the issues raised in the readings
- Style: The handout includes too many surface errors (typos and other mistakes)

3) An annotated bibliography (25%) on a topic you are interested in researching. This could be research undertaken for a paper for another class, or for your thesis. The bibliography should include about 10-12 entries (with a balance of articles and books—at least 5 books—and a balance of recent and classic entries). Each entry should be followed by a 10-12 **line** (not sentence) commentary summarizing the reach of the book or article and critiquing it briefly if appropriate. Entries should be single-spaced, with a line skipped between entries. The bibliography should include texts that are new to you, not items you have read in this or other classes.

4) An 8-10 double-spaced page final paper (25%) in which you outline the contributions of the five thinkers (feminist or otherwise) who have most directly shaped your worldview in your life. These thinkers need not all be “theorists.” A bibliography of the five thinkers and which articles and/or book(s) of theirs you will discuss must be turned in to the professor by April 10 at the latest. Work on the final paper should be ongoing throughout the last part of the semester. I will be happy to read rough drafts, notes, and discuss your ideas before the paper is due.

All assignments are expected by the deadline at 4 p.m., typed up in Times New Roman 12 point font, with 1-inch margins on all four sides. They must be proofread and spell checked or they will be graded down.

Deadlines:

- February 20: topic and preliminary reading list for annotated bibliography

- April 3: annotated bibliography due
- April 10: list of 5 most influential thinkers and their works
- May 14 in SH 224E: final paper due by 4:00 p.m.

Accommodations

The learning environment should be accessible to all. SDSU provides reasonable accommodations in the following situations:

- *Disability*: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.
- *Religion*: By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances.
- *Official university activities* (e.g., Athletics): Within the first two weeks of classes, a student who expects to be part of an official university event or activity shall notify the instructors of affected courses. At that time, the student shall request accommodation for any missed examinations or other assignments. If scheduling changes occur, the student shall immediately notify the instructors.

Classroom Etiquette

Noisemakers (ringing cell phones, electronic devices, watches, etc.) are very distracting. Please remember to turn them off or set them to vibrate before entering the classroom.

Writing Center

Hours: Mon.-Wed. 9-8, Thursdays 9-5, Fridays 9-2 in the Library Dome, LLA-1103. See: <http://writingcenter.sdsu.edu/index.html>

Conflicts/Issues

Should you have any concerns about the course, please see me during my office hours or make an appointment and we will try to resolve the problem together. If you are not satisfied with the resolution after having discussed the issue with me, you may contact Dr. Doreen Mattingly, Chair of the Women's Studies Department, at mattingl@mail.sdsu.edu or 619/594-8033.

Academic Honesty

Cheating and Plagiarism

The University adheres to a strict [policy regarding cheating and plagiarism](#). These activities will not be tolerated in this class. Cheating and plagiarism are serious offenses. You are plagiarizing or cheating if you do any of the following:

- for written work, copy down or cut anything from a book, article or website and add or paste it into your paper without using quotation marks and providing the full reference for the quotation, including page number
- for written work, summarize / paraphrase in your own words ideas you got from a book, article, or the web without providing the full reference for the source, including page number
- for written work, replace words or phrases from another source and inserting your own words or phrases
- for an oral presentation, copy down or cut anything from a book, article, or website and present it orally as if it were your own words. You must summarize and paraphrase in your own words, and bring a list of references in case the professor asks to see it
- use visuals or graphs you got from a book, article, or website without providing the full reference for the picture or table
- recycle a paper you wrote for another class
- turn in the same (or a very similar paper) for two classes
- purchase or otherwise obtain a paper and turn it in as your own work
- copy off of a classmate
- use technology or smuggle in documents to obtain or check information in an exam situation

In a research paper, it is always better to include too many references than not enough. When in doubt, always err on the side of caution. If you have too many references it might make your professor smile; if you don't have enough you might be suspected of plagiarism.

You are free to discuss ideas and strategies for approaching assignments with others, but with the exception of in-class group work, students must complete their own work individually. Using other people's work in any form and passing it off as your own will result in disciplinary action. You must always give credit for ideas from other sources (including the web), even when you are not citing word for word.

If you have any question or uncertainty about what is or is not cheating, it is your responsibility to ask your instructor.

TAKE THE TUTORIAL:

Test your knowledge of what constitutes [plagiarism through a tutorial offered by the SDSU Library](http://library.sdsu.edu/guides/tutorial.php?id=28). To access the tutorial go to: <http://library.sdsu.edu/guides/tutorial.php?id=28>

See also the library tutorial on the difference between acceptable paraphrase and plagiarism at: <http://library.sdsu.edu/guides/tutorial.php?id=16>

Consequences of cheating and plagiarism

SDSU instructors are mandated to report all instances of cheating and plagiarism to the Center for Student Rights and Responsibility. Consequences are at the instructor's and the Center for Student Rights and Responsibility's discretion. They may include any of the following:

- failing the assignment
- failing the class
- warning
- probation

- suspension
- expulsion

For more detailed information, read the chapter on plagiarism in the MLA Handbook for Writers of Research Papers (6th edition, 2003), visit the following website <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> and talk to your professors before turning in your paper or doing your oral presentation.

The University of Indiana also has very helpful writing hints for students, including some on how to cite sources. Please visit <http://www.indiana.edu/~wts/pamphlets.shtml> for more information.

Course Schedule

Table 1 - Course Schedule with Date, Topic, and Assignments

Date	Topic	Assignments (to be done before class)
1) Mon., Jan. 23	Introduction	
2) Mon., Jan. 30	Who/What are Women?	Bernice Johnson Reagon, "Coalition Politics" (1983, Bb) Monique Wittig, "One is Not Born a Woman" (1984, Bb) Judith Butler, "Critically Queer." <i>GLQ</i> 1 (1993): 17-32 (access <i>GLQ: A Journal</i> electronically through library; select e-Duke journals; select 1993 volume, article in PDF Full Text) Susan Wendell, "Toward a Feminist Theory of Disability." <i>Hypatia</i> 4.2 (Summer 1989): 104-24 (access through library; <i>Hypatia: A Journal of Feminist Philosophy</i> online; select Academic Search Premier and select 1989, volume 4.2 Summer, then select Wendell's article in PDF Full Text) Rosemarie Garland Thomson, "Theorizing Disability" (1997, Bb)
Tu., Jan. 31	Deadline	last day to add, drop a class, or change grading basis
3) Mon., Feb. 6	What is Feminist Theory? Monist and Intersectional Analyses	Student presentation Deborah King, "Multiple Jeopardy, Multiple Consciousness." <i>Signs</i> 14.1 (Autumn 1988): 46-73 (access through library; <i>Signs Journal of Women</i> online; select JSTOR Arts & Sciences III and follow instructions to get to issue 14.1; select article in PDF) Chela Sandoval, chapters 2 and 3, <i>Methodology of the Oppressed</i> (2000, available electronically through the library as an e-book) Anna Carastathis, "Identity Categories as Potential Coalitions." <i>Signs: A Journal of Women</i> 38.4 (Summer 2013): 941-65 (library online) Catharine MacKinnon, "Consciousness Raising" (1989, Bb)
4) Mon., Feb. 13	Intersectional Approaches in Activism,	Student presentation Andrea Smith, "Heteropatriarchy and the Three Pillars of White

Date	Topic	Assignments (to be done before class)
	Research, and Pedagogy	<p>Supremacy: Rethinking Women of Color Organizing” (2006, Bb)</p> <p>Gayatri C. Spivak, “Imperialism and Sexual Difference” (1986, Bb)</p> <p>Uma Narayan, “Working Together Across Differences.” <i>Hypatia</i> 3.2 (Summer 1988): 104-24 (access through library; Hypatia: A Journal of Feminist Philosophy online; Select Academic Search Premier and select 1988, volume 3.2 Summer, then select Narayan’s article in PDF Full Text)</p> <p>Beverly Daniel Tatum, “Talking about Race, Learning about Racism.” <i>Harvard Educational Review</i> 62.1 (Spring 1992): 1-24 (access through library; Harvard Educational Review online; Select ProQuest Research Library. Follow directions and select Tatum’s article in Full Text PDF)</p> <p>Lana Rakow, “Gender and Race in the Classroom” (1991, Bb)</p>
5) Mon., Feb. 20	Becoming Effective Allies, Working in Coalition	<p>Turn in topic and preliminary reading list for annotated bibliography</p> <p>Student presentation</p> <p>Rowe and Russo, “Anti-Racist Interventions in the Academy” (2012, Bb)</p> <p>Diane J. Goodman, “Why People from Privileged Groups Support Social Justice” (2001, Bb)</p> <p>Cathy J, Cohen, “Punks, Bulldaggers, and Welfare Queens.” <i>GLQ</i> 3, 1997: 437-65 (access <i>GLQ: A Journal</i> electronically through library; select e-Duke journals; select 1997 volume, article in PDF Full Text)</p> <p>Alison Kafer, Chapter 7, <i>Feminist, Queer, Crip</i> (2013, available electronically through the library as an e-book)</p>
6) Mon., Feb. 27	Constructions of Experience and Theory	<p>Student presentation</p> <p>Linda Alcoff, “Cultural Feminism versus Poststructuralism.” <i>Signs: Journal of Women</i> 13.3 (Spring 1988): 405-36 (access through library; Signs Journal of Women online; Select JSTOR and follow instructions to get to 13.3 (Spring 1988); select Alcoff’s essay in PDF)</p> <p>Joan W. Scott, “Experience” (1992, Bb)</p> <p>Lisa Duggan, “The Discipline Problem” (1994, Bb)</p> <p>Raewyn Connell, “Transsexual Women and Feminist Thought.” <i>Signs</i> 37.4 (2012): 857-81 (access through library; <i>Signs Journal of Women</i> online; select U of Chicago P Journals and follow instructions to get to 37.4; select article in PDF)</p> <p>Rosemarie Garland-Thomson, “The Case for Conserving Disability.” <i>Journal of Bioethical Inquiry</i> 9.3 (September 2012): 339-55 (access through library; <i>Journal of Bioethical Inquiry</i> online; select Springer online and go to 9.3; select article in PDF)</p>

Date	Topic	Assignments (to be done before class)
7) Mon., March 6	Movement Histories— Intersections of Gender, Sexuality, and Disability	<p>Student presentation</p> <p>Evelynn Hammonds, “Black (W)holes and the Geometry of Black Female Sexuality.” <i>Differences: A Journal of Feminist Cultural Studies</i> 6.2-3 (1994): 126-45 (access through library; differences online; Select Academic Search Premier and select 1994, volume 6.2-3 Summer 1994, then select article in PDF Full Text)</p> <p>Rupp, Boyd, Vanita, Richardson, Stryker, “Forum: Lesbian Generations.” <i>Feminist Studies</i> 39.2 (2013): 357-83 (access through library; JSTOR Complete; follow instructions to get to volume 39.2 and click on all 5 short pieces from the Forum section).</p> <p>Robert McRuer, “Compulsory Able-Bodiedness and Queer/Disabled Existence” (2002, Bb)</p> <p>Ashley Mog, “Threads of Commonality.” <i>Disability Studies Quarterly</i> 28.4 (2008) (access through library; Freely accessible journals; search for Ashley Mog in journal content search; click on HTML for her 2008 essay (no PDF available)</p>
8) Mon., March 13	Theories and Politics of Queer Genders and Sexualities	<p>Student presentation</p> <p>Eve Sedgwick, Selections from <i>Between Men</i> (1985, Bb)</p> <p>J. Halberstam, “An Introduction to Female Masculinity” (1998, Bb)</p> <p>Devon Carbado, “Colorblind Intersectionality.” <i>Signs: A Journal of Women</i> 38.4 (Summer 2013): 811-45 (library online)</p> <p>Eli Clare, “Body Shame, Body Pride” (2013, Bb)</p>
9) Mon., March 20	Transgender/ Transsexual Issues	<p>Kate Bornstein, selections from <i>Gender Outlaw</i> (pp. 45-52, 71-78, 132-35; 1994, Bb)</p> <p>Sandy Stone, “The <i>Empire</i> Strikes Back” (1992, Bb)</p> <p>Judith Shapiro, “Transsexualism” (1991, Bb)</p>
MAR 26-APR 2	Spring Break	
10) Mon., April 3	Native Women and Feminism	<p>Annotated bibliographies due</p> <p>Paula Gunn Allen, “Angry Women Are Building” (1992, Bb)</p> <p>Jaimes with Halsey, “American Indian Women” (1992, Bb)</p> <p>Justine Smith, “Native Sovereignty” (1999, Bb)</p>
11) Mon., April 10	Work, Capitalist Globalization, and Migration	<p>Last day to turn in your list of authors and texts for the final paper</p> <p>Heather Berg, “Working for Love, Loving for Work.” <i>Feminist Studies</i> 40.3 (2014): 693-721 (library online).</p> <p>María de la Luz Ibarra, “Frontline Activists.” <i>Medical Anthropology Quarterly</i> 27.3 (2013): 434-52 (access through library; <i>Medical Anthropology Quarterly</i> online; select Wiley-Blackwell Full Collection; select See all /2013/Issue 3; select Ibarra’s article in PDF)</p>

Date	Topic	Assignments (to be done before class)
		<p>Lisa Lowe, "Immigrant Acts" (1996, Bb)</p> <p>Rhacel Salazar Parreñas, excerpts from the Introduction and Chapter 2, <i>The Force of Domesticity: Filipina Migrants and Globalization</i>, 1-17, 53-61 (2008, Bb)</p> <p>Chandan Reddy, "Asian Diasporas, Neoliberalism, and Family." <i>Social Text</i> 84-85 (Fall-Winter 2005), 23.3-4 (access through library; <i>Social Text</i> online; select e-Duke Journals; select Browse the Archive/2005/Fall-Winter 2005; select Reddy's article in PDF); only read the section titled "Family Rights and the Reunification of the State" pp. 107-12.</p>
12) Mon., Apr 17	Postcolonial/ Transnational Feminisms and the Environment	<p>Mies and Shiva, "People or Population" (1993, Bb)</p> <p>Sachs and Patel-Campillo, "Feminist Food Justice." <i>Feminist Studies</i> 40.2 (2014): 396-410 (library online)</p> <p>Joni Seager, "Rachel Carson Died of Breast Cancer." <i>Signs</i> 28.3 (Spring 2003): 945-72 (access through library; <i>Signs</i> Journal of Women online; select JSTOR Arts & Sciences III; follow instructions to get to 28.3 (Spring 2003); select Seager's article in PDF)</p> <p>Cardozo and Subramaniam, "Assembling Asian/American Naturecultures." <i>Journal of Asian American Studies</i> 16.1 (2013): 1-23 (access through library; <i>Journal of Asian American Studies</i> online; select Project Muse; volume 16.1; select article in PDF)</p>
13) Mon., April 24	Feminist Decolonization and Activism	<p>Trinh Minh-ha, "Not You/Like You" (1988, Bb)</p> <p>Denyz Kandiotti, "Identity and Its Discontents" (1991, Bb)</p> <p>Leila Ahmed, "Western Ethnocentrism and Perceptions of the Harem." <i>Feminist Studies</i> 8.3 (1982): 521-34 (library online) (access through JSTOR Arts & Sciences III to get to 1982; select article in PDF)</p> <p>Amira Jarmakani, "On Not Rescuing Arab and Muslim Women." (2012, Bb)</p> <p>Aurora Levins Morales, "The Historian as Curandera" (1998, Bb)</p>
14) Mon., May 1	Representations, Self-Expression and Resistance	<p>Gloria Anzaldúa, "How to Tame a Wild Tongue" (1999, Bb)</p> <p>Hélène Cixous, "The Laugh of the Medusa" (1975, Bb)</p> <p>Rosemarie Garland-Thomson, "Beholding" (2009, Bb)</p> <p>Joy Kogawa, excerpt from <i>Obasan</i> (1981, Bb)</p> <p>Janice Mirikitani, "Prisons of Silence" (1990, Bb)</p> <p>Wendy Maruyama, "The Tag Project" (2011); read the article at http://newscenter.sdsu.edu/sdsu_newscenter/news.aspx?s=73336</p>
Mon., May 14	Final paper due	Final papers are due in my office in SH 224B [NOT IN A&L] by 4 p.m. at the latest