

Carleton University
Fall 2019
Pauline Jewett Institute of Women's and Gender Studies

WGST 5906: *Feminist Theory*

Fridays 8:35am – 11:25am
Location: DT 1419

Instructor: Katharine Bausch
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Office Hours: Wednesdays 4:00pm-5:45pm and Fridays 12:00pm-1:30pm

Course Description: This course explores various feminist theoretical perspectives on women's oppression, gender relations, social inequalities, and prescriptions for social change. The readings in this course will explore foundational texts, critiques of those texts, and contemporary scholarship, which include critical transnational, decolonial, and postcolonial perspectives.

Course Objectives:

1. Explain and critically evaluate various feminist theories.
2. Conduct comparative analysis of theories and scholars and articulate how the readings and/or scholars speak to each other.
3. Engage intellectually and critically with a wide range of theoretical perspectives via seminar discussions and written assignments.
4. Analyze the ways in which feminist theory is multivocal, non-linear and influenced by multiple and shifting sites of feminist identities.
5. Utilize feminist theory(ies) to analyze popular culture and current events.

Required Course Materials:

For this course you will need two books:

Ahmed, Sara. *Living a Feminist Life*. Durham, North Carolina: Duke University Press, 2017.

Cvetkovich, Ann. *Depression: A Public Feeling*. Durham, North Carolina: Duke University Press, 2012.

Both books are available at the University Bookstore, as well as on reserve at the library. All other readings are available through the ARES link on our CuLearn page.

Course Evaluation:

Seminar Participation	20%	Ongoing
Book Review	15%	Friday October 11, 2019
Film Analysis	15%	Friday November 9, 2019
Seminar Participation/Facilitation	20%	Chosen Date
Current Event Analysis	30%	Friday December 6, 2019

Seminar Participation:

Students are expected to attend class regularly and come prepared for class discussions. Active and meaningful participation is expected of all students. Assessment of seminar participation will be based on the quality and relevance of contributions and questions.

Book Review:

You are required to provide a 5-6-page analysis of *Living a Feminist Life* by Sara Ahmed for this assignment. You need to identify the key arguments of the book and how the author supports these arguments, as well as evaluate the book's strengths and weaknesses. Please see the grading rubric and consult the example of a book review on CuLearn.

Film Analysis:

You are required to provide a 7-8-page feminist critical analysis of a film of their choice. Using at least three course readings as a framework, you should consider the themes, narrative, and production choices of the film. The goal is not to argue whether the film is "bad" or "good," but instead to use a feminist framework to offer a theoretically critical analysis. Please see the grading rubric on CuLearn.

Seminar Participation/Facilitation:

Each student will sign up for a seminar topic during the first two weeks of the term and will be required to make a 20-30 minute seminar presentation on the selected topic and readings for one of the weeks covered in the course. The presentation will be based on the readings from the week the student has selected. Students are asked to provide a summary of key points, engage critically with their readings, as well as question the assumptions authors are making. Students will be evaluated based on their coverage of the articles' content, their critical analysis of the materials, and their ability to highlight how the readings speak to each other. Following the presentation, students are required to facilitate a seminar discussion with questions that will be circulated to the class in advance.

Current Event Analysis:

Students will be given the opportunity to take a current or relatively recent set of events or topic of concern that has been in the media and think about a feminist analysis of the topic. In a 15-20-page paper, you can consider what are the feminist theory angles in your topic? How has the media portrayed your topic? How can feminist theory(ies) help us better understand the topic? Can feminist theory(ies) tell us about what people have and have not understood about your topic (this can include an analysis of reactions on social media)? How have feminist activists engaged with this topic? Are they on the same page? What role does one's theoretical perspective play in determining one's actions? You should use at least 10 secondary or primary sources, including at least 6 feminist theory(ies) texts. You can use texts that we have engaged with in the course.

All final grades are subject to approval by the Dean.

In accordance with the Carleton University Undergraduate Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 B+ = 77-79 C+ = 67-69 D+ = 56-59

A = 85-89 B = 73-76 C = 63-66 D = 53-55

A - = 80-84 B - = 70-72 C - = 60-62 D - = 50-52

F = Below 50 WDN = Withdrawn from the course

Emails:

I am fairly quick at responding to emails. As a general rule of thumb, I will not respond to emails between 6pm and 9am. So if you have a particular question about an assignment you are working on, please make sure you contact me before 6pm the day before it is due.

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website: <https://carleton.ca/pmc/> for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence, which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Read more about academic integrity here:

<https://carleton.ca/registrar/academic-integrity/>

Classroom Setting:

By its very nature, this course will involve texts and discussions that might be emotionally difficult or stressful for some students. It is part of the mandate of Gender Studies to broach difficult topics with compassion and a view to understanding the world from many perspectives. This process is not always easy, but it is worthwhile. If you would like to discuss any of these topics outside of the classroom setting, please do not hesitate to contact me. I am happy to discuss the course material further with you and help direct you to resources on and off campus, if you feel you need them. I am here to support you through the learning process.

In our classroom, we may disagree, but we never disrespect. You are encouraged to express your opinions and are entitled to your own beliefs but no one's rights to their beliefs may supersede another person's right to security and dignity. Please do not make assumptions about other people's identities or life experiences. Please also provide content warnings if you plan on discussing topics that might be traumatic for other people, including mental health, discriminatory practices, death by suicide, addiction, and abuse, among other things. Be respectful and be self-aware.

Copyright Statement:

Please note: classroom teaching and learning activities, including lectures, discussions, presentations, etc., by instructors, guests and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, exams and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only.

****Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).****

In the interest of creating a respectful learning environment as well as to protect intellectual copyright, I do not allow audio or video recording of course presentations in any format, openly or surreptitiously, in whole or in part, without my prior permission. If you would like to record any part of the course, come see me during my office hours and we will talk about it. Please be ready to explain what specifically you would like to record, for what reason (for example, so that you can listen again to a specific lecture to make sure you got all the important information), and what you plan to do with it afterwards (for example, delete it). Also, please keep in mind that I, Katharine Bausch, hold copyright over the course materials, including the syllabus, lectures and slides, that form part of this course, and that course materials (both paper and digital) are meant only for your private study and research.

I would like to acknowledge that I am indebted to Dr. Grace Adeniyi Ogunyankin, on whose syllabus this syllabus is based.

The professor reserves the right, if necessary, to make changes to the readings and topics schedule. If modifications are necessary, the professor will notify the students via CuLearn.

Week 1 (Friday September 6): Introduction

- **Ahmed, S.** (2017). Bringing feminist theory home in *Living a feminist life*.
- **hooks, b.** (1991). Theory as liberatory practice. *Yale Journal of Law & Feminism* 4(1), 1-12.
- **Lugones, M.C. & Spelman, E.V.** (1983). Have we got a theory for you! *Women's Studies International Forum*, 6, 573-581.
- **Readings in Feminist Theory: A Reader**
 - Bunch, C. (1979). "Not by degrees: Feminist theory and education" pp. 12–15
 - Lorde, A. (1979). "The master's tools will never dismantle the master's House" pp. 15–17

Week 2 (Friday September 13): Feminist Theories of Knowledge

- **Code, L.** (2014). Feminist epistemology and the politics of knowledge: Questions of marginality. In M. Evans et al Eds. *The sage handbook of feminist theory* pp. 9-25
- **Harding, S.** (1998). Chapter 5: Postcolonial Feminist Science Studies in *Is Science Multicultural?: Postcolonialisms, Feminisms, and Epistemologies*. Indiana University Press.
- **Smith, D.** (1974). Women's perspective as a radical critique of sociology. *Sociological inquiry*, 44(1), 7-13.
- **Narayan, U.** (1989). The project of feminist epistemology: Perspectives from a non western feminist. In A.M. Jaggar & S. Bordo (Eds.), *Gender/Body/Knowledge: Feminist Reconstructions of Being and Knowing*. Rutgers University Press. Pp. 256-69

Further Reading:

- Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist Studies*, 14(3), 575-599.
- Wane, N. (2011). African indigenous feminist thought: An anti-colonial project. In N. Wane, A. Kempf & M. Simmons Ed. *The Politics of cultural knowledge*. Rotterdam: Sense Publishers. Pp

7-21 .

- Luxton, M. (2012). "Feminism and the academy: Transforming knowledge?" In M. Luxton & M. J. Mossman (Eds.), *Reconsidering knowledge: Feminism and the academy*. Fernwood: Halifax. Pp. 24–41
- Hawkesworth, M. (2012). "Truth and truths in feminist knowledge production." In S.N. Hesse- Biber (Ed.), *The handbook of feminist research: Theory and praxis*. Second ed. Sage: Los Angeles. pp. 92–118
- Pereira, M. (2012). "Feminist theory is proper knowledge, but . . . : The status of feminist scholarship in the academy." *Feminist Theory*, 13(3), 283–303

Week 3 (Friday September 20): Rights and Exclusions/Re-examining "Feminist Roots"

- **Denetdale, J. N.** (2006). "Chairmen, presidents, and princesses: The navajo nation, gender, and the politics of tradition" *Wicazo Sa Review*, 9-28.
- **Scott, J.** (1997). "Rereading the History of Feminism" In *Only Paradoxes to Offer: French Feminists and the Rights of Man*. Boston: Harvard University Press.
- **Kwon, I.** (1999). "'The New Women's Movement' in 1920s Korea: Rethinking the Relationship between Imperialism and Women," in *Feminisms and Internationalism*, Mrialini Sinha, Donna Guy and Angela Woolcott, eds. London: Blackwell pp. 31-61.
- **Forestell, N., & Moynagh, M.** (2012). Mrs. Canada Goes Global: Canadian First Wave Feminism Revisited. *Atlantis: Critical Studies in Gender, Culture & Social Justice*, 30(1), 7–20.
- **Ware, V.** (1992). "Britannia's other daughters: feminism in the age of imperialism" in *Beyond the pale: White women, racism and history*. London: Verso.

Further Reading:

- Wollstonecraft, M. (1792). "A Vindication of the Rights of Women"
<http://ebooks.adelaide.edu.au/w/wollstonecraft/mary/w864vw/complete.html#notechapter>
- Chen, Y. (2011). Chapter 2: More than three waves of feminism in *The many dimensions of Chinese Feminism*. Pp 31-70. Palgrave Macmillan.
- Kent, S. K. (2009). Flappers and the Igbo Women's War of 1929 (with Marc Matera). In *Aftershocks* (pp. 149–179). Palgrave Macmillan, London.
https://doi.org/10.1057/9780230582002_7
- Hewitt, N. (2013). "Re-rooting American Women's activism: global perspectives on 1848" In C. McCann & K. Seung-Kyuung (Eds.), *Feminist Theory Reader: Local and Global Perspectives* 3rd Ed. New York: Routledge (Reading #2)
- Deerchild, R. (2003). Tribal Feminism is a drum song. In K. Anderson and B. Lawrence (Eds), *Strong Women Stories: Native Vision and Community Survival*. Halifax: Sumach Press
- Pateman, C. (1983). Feminist critiques of the public/private dichotomy. In S. Benn & G. Gaus (Eds.), *Feminist critiques of the public/private dichotomy*. New York: St. Martin's Press. Pp. 118-140.
- Mill, J. S (1869). "The Subjection of Women" Ch 1, 2
<http://www.constitution.org/jsm/women.htm>
- Truth, S. "Ain't I a Woman?," an account of her speech at the Women's Rights Convention, Akron, Ohio, 1851. <http://www.kyphilom.com/www/truth.html#letter>
- Arneil, B. (2001). Women as wives, servants and slaves: Rethinking the public/private divide *Canadian Journal of Political Science/Revue canadienne de science politique*, 34(1), 29-54

- Liu, L. H., Karl, R. E., & Ko, D. (2013). Introduction: Toward a Transnational Feminist Theory. In *The Birth of Chinese Feminism: Essential Texts in Transnational Theory*. Columbia University Press.
- Liu, L. H., Karl, R. E., & Ko, D. (2013). Chinese Feminist Worlds at the Turn of the twentieth century. In *The Birth of Chinese Feminism: Essential Texts in Transnational Theory*. Columbia University Press.
- Hemmings, C. (2005). Telling feminist stories. *Feminist Theory*, 6(2), 115–139. <https://doi.org/10.1177/1464700105053690>

Week 4 (Friday September 27): Women, Patriarchy, and Sexual Politics

- **Arnfred, S.** (2002). “Simone de Beauvoir in Africa: ‘Woman = the second sex?’ Issues of African feminist thought. *Jenda: A Journal of Culture and African Women Studies* 2(1)
- **Bunch, C.** (2013). Lesbians in revolt. In C. McCann & K. Seung-Kyuung (Eds.), *Feminist Theory Reader: Local and Global Perspectives* 3rd Ed. New York: Routledge (Reading #15)
- **Millett, K.** (1970). Sexual politics. New York: Avon Books. Pp. 17-25;43-59.
- **Frye, M.** (1983). “Some Reflections on Separatism and Power,” in *The Politics of Reality* Trumansburg, N.Y.: The Crossing Press. Pp. 95–109.
- **Stoler, A.L.** (1989). Making empire respectable: The politics of race and sexual morality in twentieth century colonial cultures. *American Ethnologist*, 16(4), 634–660.
- **Consider reading the following from your required text for this class: Ahmed, S.** (2017). Chapter 9: Lesbian Feminism in *Living a feminist life*. Duke University Press.

Further Reading:

- de Beauvoir, S. (1952). “Introduction” In *the Second Sex*. New York: Knopf.
- Kandiyoti, D. (1988). Bargaining with patriarchy. *Gender and society* 2(3) 274-290
- MacKinnon, C. (2006). "Difference and dominance: On sex discrimination." In E. Hackett & S.A. Haslanger (Eds.) *Theorizing feminisms: A reader*. Oxford University Press. pp. 244-255.
- Rich, A. (1980). “Compulsory heterosexuality and lesbian existence,” *Signs* 5 (4), 631-660
- Wittig, M. (2013) “One is Not Born a Woman,” In C. McCann & K. Seung-Kyuung (Eds.), *Feminist Theory Reader: Local and Global Perspectives* 3rd Ed. New York: Routledge. (Reading #23)
- Firestone, S. (2013). The culture of romance. In C. McCann & K. Seung-Kyuung (Eds.), *Feminist Theory Reader: Local and Global Perspectives* 3rd Ed. New York: Routledge. (Reading #14)

Week 5 (Friday October 4): Affect

- **Cvetkovich, Ann.** (2012). *Depression: A Public Feeling*. Durham, NC: Duke University Press.

Further Reading:

- Rivers-Moore, M. (2016). Chapter 3: Selling sex, selling care: Affective labour in the Tourism Sector in *Gringo Gulch: Sex, Tourism, and Social Mobility in Costa Rica*. University of Chicago Press.
- Cameron, Jessica Joy. (2018). *Reconsidering Radical Feminism: Affect and the Politics of Respectability*. Vancouver: UBC Press.
- Tomlinson, Barbara (2010). *Feminism and Affect at the Scene of Argument: Beyond the Trope of the Angry Feminist*. Philadelphia: Temple University Press.

Week 6 (Friday October 11): Feminism, the Environment, and Speciesism

- **Shotwell, A.** (2017). Chapter 4: Consuming suffering in *Against Purity*. University of Minnesota Press.
- **Levin, A.** (2012, December 28). We Are All Earthings: Speciesism and Feminist Responsibility Toward Animals. Retrieved from <https://feminismandreligion.com/2012/12/28/we-are-all-earthings-speciesism-and-feminist-responsibility-toward-animals-by-amy-levin/>
- **Wren, C.** (2016, February 11). Is Intersectionality Speciesist? Retrieved from <http://veganfeministnetwork.com/is-intersectionality-speciesist/>
- **Michaeli, I., & Karaman, S.** (2017, May 3). “Visionary and creative resistance”: meet the women challenging extractivism – and patriarchy | openDemocracy. Retrieved from <https://www.opendemocracy.net/5050/inna-michaeli-semanur-karaman/women-resistance-extractive-industries>
- **Seager, J.** (2003) Pepperoni or broccoli? On the cutting wedge of feminist environmentalism. *Gender, Place & Culture*, 10(2), 167-174
- **Shiva, V. & Mies, M.** (1993). *Ecofeminism*, pp. 1–20. London: Zed.
- **Gaard, G.** (2011). Ecofeminism Revisited: Rejecting Essentialism and Re-Placing Species in a Material Feminist Environmentalism. *Feminist Formations*, 23(2), 26–53.

Further Reading:

- Nightingale, A (2011) Bounding difference: Intersectionality and the material production of gender, caste, class and environment in Nepal. *Geoforum* 42(2), 153-162
- Schroeder, R (1997) “Re-claiming” Land in The Gambia: Gendered Property Rights and Environmental Intervention
- Warren, K. J. (2015). Feminist Environmental Philosophy. In E. N. Zalta (Ed.), *The Stanford Encyclopedia of Philosophy* (Summer 2015). Retrieved from <http://plato.stanford.edu/archives/sum2015/entries/feminism-environmental/>
- Gilson, D. (2005, January 5). “I Will Disappear Into the Forest”: An Interview With Wangari Maathai. *Mother Jones*. Retrieved from <http://www.motherjones.com/politics/2005/01/root-causes-interview-wangari-maathai>
- Shiva, Vandana. 1989. “Women in Nature.” In *Staying Alive: Women, Ecology and Development*, 38–54. London: Zed
- Rocheleu, D., Thomas-Slayter, B. and Wangari, E. (1996) ‘Gender and environment: A feminist political ecology perspective’ in *Feminist Political Ecology: Global Issues and Local Experiences*, pp. 3-26
- Eaton, Heather. 1998. “The Edge of the Sea: The Colonization of Ecofeminist Religions Perspectives.” *Critical Review of Books in Religion* 11, 57–82.
- Garwal, Bina. 1992. “The Gender and Environment Debate: Lessons from India.” *Feminist Studies* 18, 2: 119–53.
- Mack-Canty, C. (2004). Third-Wave Feminism and the Need to Reweave the Nature/Culture Duality. *NWSA Journal*, 16(3), 154–179.
- Warren, Karen 1987 "Feminism and ecology: making connections" *Environmental Ethics* 9: 3-20
- Democracy Now! An Hour with Vandana Shiva. 27 November 2003. http://www.democracynow.org/2003/11/27/an_hour_with_vandana_shiva_indian.

Week 7 (Friday October 18): Feminist Theories of Disability

- **Puar, J. K.** (2015). The ‘Right’ to maim: Disablement and inhumanist biopolitics in Palestine. *Borderlands*, 14(1).
- **Herndon, A.** (2003). Disparate But Disabled: Fat Embodiment and Disability Studies. *NWSA Journal*, 14(3), 120–137.
- **Wendell, S.** (1993). Feminism, disability and transcendence of the body. *Canadian Woman Studies* 13(4): 118.
- **Shotwell, A.** (2017). Chapter 5: Practicing freedom: Disability and gender transformation in *Against Purity*. University of Minnesota Press.
- **Mollow, A.** (2013). Mad Feminism. *Social Text*. Retrieved from https://socialtextjournal.org/periscope_article/mad-feminism/
- **Consider reading the following from your required text for this class: Ahmed, S.** (2017). Chapter 7: Fragile connections in *Living a feminist life*. Duke University Press.

Further Reading:

- Garland-Thomson, R. (2002). Integrating disability, transforming feminist theory.” *NWSA Journal*, 14(3), 1–32.
- Piepmeir, A., Cantrell, A. & Maggio, A. (2014). Disability is a feminist issue: Bringing together women’s and gender studies and disability studies. *Disability Studies Quarterly*, 34(2)
- Ben-Moshe, L., & Magaña, S. (2014). An Introduction to race, gender, and disability: Intersectionality, disability Studies, and families of Color. *Women, Gender, and Families of Color*, 2(2), 105–114.
- Samuels, E. J. (2003). Critical Divides: Judith Butler’s Body Theory and the Question of Disability. *NWSA Journal*, 14(3), 58–76.
- Wendell, S. (1989). Toward a feminist theory of disability. *Hypatia*, 4(2), 104-124
- Clare, E. (2001). Stolen bodies, reclaimed bodies: Disability and queerness. *Public Culture*, 13(3), 359-365
- Stanford Encyclopedia of Philosophy. Feminist Perspectives on Disability. <http://plato.stanford.edu/entries/feminism-disability/>
- Hiranandi, V. (2005). Towards a critical theory of disability in social work. *Critical Social Work*, 6(1)
- Barclay, J. (2014). Mothering the “useless”: Black motherhood, disability, and slavery. *Women, Gender, and Families of Color* 2(2): 115-14.

Week 8 (Friday October 25): READING WEEK

Week 9 (Friday November 1): Feminist Postmodernism, Post-Structuralism, Queer and Transgender Theories

- **Schilt, K. & Westbrook, L.** (2009). Doing gender, doing heteronormativity: Gender normals, transgender people, and the social maintenance of heterosexuality. *Gender and Society*, 23(4), 440-464.
- **Walters, S. D.** (1996). From here to queer: Radical feminism, postmodernism, and the lesbian

menace (Or, why can't a woman be more like a fag?). *Signs: Journal of Women in Culture and Society*, 21(4), 830–869.

- **Alcoff, L.** (1988). Cultural feminism versus post-structuralism: The identity crisis in feminist theory. *Signs* 13 (3), 405-436
- **Landreau, J.** (2011). "Queer Intersubjectivity: Doing and Undoing Masculinity in Women's Studies." *Men and Masculinities* (June 2011), 14 (2), pp. 155–172

Further Reading:

- Fraser, N. (1997). "False Antitheses: A response to Seyla Benhabib and Judith Butler." In N. Fraser, *Justice interruptus: Critical reflections on the "postsocialist" condition*, New York: Routledge. pp. 59–74
- Elliot, P. (2009). "Engaging trans debates on gender variance: A feminist analysis." *Sexualities*, 12 (1), 5–32
- Rogers, M. F. (2007). "Postmodernist feminism." *Encyclopedia of Social Theory*
- Hutcheon, L. (1985). Postmodernism, poststructuralism, and feminism. *Canadian Woman Studies* 6(3): 36-39
- Wendt, S. & Boylan, J. (2008). "Feminist social work research engaging with poststructural ideas." *International Social Work* 51(5), 599–609
- Frost, N. & Elichaooff, F. (2014). Feminist postmodernism, poststructuralism, and critical theory. In *Feminist Research Practice: A Primer*. SAGE, California. Pp.42-72.
- Alcoff, L. (1988). Cultural feminism versus post-structuralism: The identity crisis in feminist theory. *Signs* 13 (3), 405-436
- Nicholson, L. (1992). Feminism and the politics of postmodernism. *Boundary* 2(19),53-69.
- Landreau, J. (2011). "Queer Intersubjectivity: Doing and Undoing Masculinity in Women's Studies." *Men and Masculinities* (June 2011), 14 (2), pp. 155–172
- Haritaworn, J., Tauqir, T, & Erdem, E. (2008). "Gay imperialism: Gender and sexuality discourse in the 'War on Terror.'" In A. Kuntsman & E. Miyake (Eds.) *Out of Place: Interrogating Silences in Queerness/raciality*. York: Raw Nerve Books. Pp 71–95.
- Namaste, K. (1994). The politics of inside/out: Queer theory, poststructuralism, and a sociological approach to sexuality. *Sociological Theory*, 12(2), 220-231.
- Puar, J. K. (2002). "Circuits of queer mobility: tourism, travel, and globalization." *GLQ: A Journal of Lesbian and Gay Studies* 8(1), 101-137.
- Ahmed, S. (2006). "Orientations: Toward a queer phenomenology." *GLQ: A Journal of Lesbian and Gay Studies* 12(4), 543-574.
- McClintock, A. (1992). Screwing the system: Sexwork, race and the law. *Boundary* 2(19),70-95.

Week 10 (Friday November 8): Feminist Theories of Nationalism

- **McClintock, A.** (1997). "No longer in a future heaven": Gender, race, and nationalism' In A. McClintock, A. Mufti & E. Shohat,(Eds.). *Dangerous Liaisons: Gender, Nations, and Postcolonial Perspectives*. Minneapolis: University of Minnesota Press.
- **Sunseri, L.** (2000). Moving beyond the feminism versus nationalism dichotomy: An anti-colonial feminist perspective on Aboriginal liberation struggles. *Canadian Woman Studies* 20(2),143-148

- **Banerjee, S.** (2003). Gender and nationalism: the masculinization of hinduism and female political participation in india. *Women's Studies International Forum*, 26(2), 167–179. [https://doi.org/10.1016/S0277-5395\(03\)00019-0](https://doi.org/10.1016/S0277-5395(03)00019-0)
- **Herr, R. S.** (2003). The Possibility of Nationalist Feminism. *Hypatia*, 18(3), 135–160.
- **Anderson, B., Sharma, N., & Wright, C.** (2009). Why no borders? *Refuge: Canada's Journal on Refugees*, 26(2). Retrieved from <https://refuge.journals.yorku.ca/index.php/refuge/article/view/32074>

Further Reading:

- Terretta, M. (2007). A miscarriage of revolution: Cameroonian women and nationalism. *Stichproben: Vienna Journal of African Studies*, 12, 61–90.
- Seth-Smith, N. (2017, June 21). What is 'femonationalism'? Retrieved from <https://www.opendemocracy.net/5050/niki-seth-smith/what-is-femonationalism>
- Yuval-Davis, N. (1997). Chapter 1: "Theorizing Gender and Nation", in *Gender and Nation*. London: Sage Publications. Pp. 1-25
- Chatterjee, P. (1989). "Colonialism, nationalism, and colonized women: The contest in India," *American Ethnologist* 16(4), 622-633
- Sinha, M. (2013). Gender and nation in C. McCann & K. Seung-Kyuung (Eds.) *Feminist Theory Reader: Local and Global Perspectives* 3rd Ed. New York: Routledge. Pp 227-245
- Alexander, M.J. (1997). "Erotic autonomy as a politics of decolonization: An anatomy of feminist and state practice in the Bahamas tourist economy." In M. J. Alexander & C.T Mohanty (Eds.) *Feminist genealogies, colonial legacies, democratic futures*. Routledge.
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Week 11 (Friday November 15): Research for Final Paper-No Class

Week 12 (November 22): Postcolonial, Decolonial, and Transnational Feminisms

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- **Alexander & Mohanty** (2010). Cartographies of knowledge and power: transnational feminism as radical praxis. In A. L. Swarr & R. Nagar (Eds.), *Critical Transnational Feminist Praxis*. SUNY Press.
- **Arvin, M., Tuck, E., & Morrill, A.** (2013). "Decolonizing Feminism- Challenging Connections between Settler Colonialism and Heteropatriarchy". *Feminist Formations*, 25(1): 8-34
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Further Reading:

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- Jamal, A. (2005). Transnational feminism as critical practice: A reading of feminist discourses in pakistan. *Meridians: feminism, race, transnationalism* 5(2), 57-82.
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Week 13 (Friday November 29): Living a Feminist Life?

- **Gupta, R.** (2017, July 20). The politics of nudity as feminist protest – from Ukraine to Tunisia. Retrieved from <https://www.opendemocracy.net/5050/rahila-gupta/politics-nudity-feminist-protest>
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- **We will discuss the following from your required text for this class: Ahmed, S.** (2017). Chapter 8: Feminist Snap in *Living a feminist life*. Duke University Press.

Further Reading:

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- Mann, S. (2012). Paradigm shifts in Feminist thought. In *Doing feminist theory: From modernity to postmodernity*. Toronto: Oxford University Press. Pp 400-409
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Week 14 (Friday December 6): Conclusions

