

# WGST 5906 – Feminist Theory

Pauline Jewett Institute of Women's and Gender Studies

Carleton University

Thursdays 2:35-5:25pm

Dunton Tower 1419

Fall 2017

**Course Instructor: Dr. Grace Adeniyi Ogunyankin**

**Email: Grace.Ogunyankin@carleton.ca**

**Office: 1422 Dunton Tower**

**Office hours: Thursdays 1:00pm - 2:00pm;**

**Fridays 11:35am-12:30pm**

## **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 cover foundational works and contemporary scholarship, which include critical transnational, decolonial and postcolonial perspectives.

## **Course Goals/Objectives**

By the end of this course, you should be able to:

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

## **Course Website**

This course is registered on cuLearn. CuLearn will be used to post any news items pertaining to the course. These posts will be automatically sent to students' email accounts, so please be sure to regularly check your university e-mail account.

## **Course Policies**

### ***Assignment Policies***

Late papers will be penalized 5% per day off the assigned mark (including weekends). Please note that papers more than two weeks late will not be accepted and will receive an automatic grade of zero. I may entertain exceptions to the late penalty for valid reasons. Please get in touch with me prior to the deadline, if possible.

### ***Plagiarism and Academic Offences***

The University Senate defines plagiarism as "presenting, whether intentionally 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- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;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 Dean of the Faculty conducts 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.

***Third Party sharing websites***

Student or professor materials created for this course (including presentations and assignments) are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, 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 seminar handouts and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

***Emails***

I will answer e-mails from my official Carleton University address within 48 hours (excluding weekends and holidays). Please include your full name, student number and course code in the e-mail. Please refrain from using informal language.

***Cell Phones and Laptops***

Please turn off your cell phones during class. You are permitted to use your laptops/tablets for note taking. If used for other purposes, you will be asked to turn off your device.

**Course Requirements and Grading**

<b>Seminar participation – 10%</b>	<b>Seminar presentation/facilitation – 15%</b>
<b>Response papers (4*5%) – 20%</b>	<b>Research Paper - 35%</b>
<b>Book Review – 20%</b>	

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.

Seminar Presentation/facilitation: This is a seminar-based course and students will be required to do

seminar presentations. 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 and a brief case study to which the theories under discussion can be applied. Students are encouraged to 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 for the remainder of the class. Students will be provided with a guide and evaluation form prior to their seminar date.

Response Papers: Students are required to submit four 2-page (double-spaced) critical reading response papers for four separate weeks. **Students cannot submit a response paper for their seminar-led week.** The response papers are not intended to be summaries of the readings but rather a reflection of the student's engagement with the topic. As such, students should provide a critical assessment of the readings and include their personal reaction and impression of the readings. The response papers will be due at the beginning of the class.

Research Paper: *option 1.* Students will be given the opportunity to further explore any of the theories covered in the course outline or any other theory(ies) related to students' specific research interest. *Option 2.* Students will be given the opportunity 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. 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? *Option 3: Fiction/Film and Feminist theory.* Students are invited to do a critical feminist reading of a novel or a film of their choice.

All options require a demonstration of proficiency with course readings and external scholarship to the course. Students are encouraged to consult the instructor regarding their topic. The requirements for the paper will be discussed further in **week 3**. The paper is due in **Week 14**.

Book Review: You are required to provide an 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. This assignment is due in **Week 9**. *Please see the grading rubric and consult the book review guide on cuLearn.*

**FYI:** *Please note that several academic journals publish book reviews. This book review is a potential opportunity to submit your work for publication (if you're interested). Since Living a Feminist Life was recently published, it is possible that many feminist journals do not have a review of this book yet. You can conduct a search to find out which relevant journals have yet to publish a review and subsequently get in touch with the reviews editor to find out if you can submit a review of the book for possible publication.*

### **Final Grades**

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

A+	90-100	C+	67-69
A	85-89	C	63-66
A-	80-84	C-	60-62
B+	77-79	D+	57-59
B	73-76	D	53-56
B-	70-72	D-	50-52
		F	0-49

Please note that standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

### **Academic Accommodation**

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

#### ***Religious Obligations***

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](#)

#### ***Pregnancy Obligations***

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 Accommodation 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](mailto: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.

You can visit the Equity Services [website](#) to view the policies and to obtain more detailed information on academic accommodation.

### **Required Readings**

There is a required text (*Living a Feminist Life* by Sara Ahmed) for this course. This book is available for purchase at the University Bookstore and has been placed on reserve at the University library. All other course readings are available on Ares through the cuLearn site for this course. You are responsible for getting and reading the material. You are expected to engage with the material, take notes and come prepared for seminar discussions and activities.

## Course Schedule

### Week 1 (Sept 7, 2017) Introduction

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- **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 (Sept 14, 2017) Feminist Theories of Knowledge

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- **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 (Sept 21, 2017) Rights and Exclusions/Re-examining "Feminist Roots"

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- **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*, Mriahini Sinha, Donna Guy and Angela Woolacott, 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](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* 3<sup>rd</sup> 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 (Sept 28, 2017) Women, Patriarchy and Sexual Politics

If you haven’t seen it yet, check out the *Handmaid’s Tale* series.

- **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* 3<sup>rd</sup> 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* 3<sup>rd</sup> 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* 3<sup>rd</sup> Ed. New York: Routledge. (Reading #14)

### Week 5 (Oct 5, 2017) The Political Economy

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- **Bezanson, K, & Luxton, M.** (2006). 'Social reproduction and feminist political economy' in K Bezanson and M Luxton (Eds.), *Social reproduction: Feminist political economy challenges neo-liberalism*. Montreal: McGill-Queen's Press.
- **Kuokkanen, R.** (2011). From indigenous economies to market-based self-governance: A feminist political economy analysis. *Canadian Journal of Political Science/Revue Canadienne de Science Politique*, 44(2), 275–297.
- **Irving, D.** (2008). Normalized Transgressions: Legitimizing the Transsexual Body as Productive. *Radical History Review*, 2008(100), 38–59.
- **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.
- **Bedford, K. & Rai, S. M.** (2013). Feminists theorize international political economy. *E-international relations*. <http://www.e-ir.info/2013/03/30/feminists-theorize-international-political-economy/>

### Further Reading:

- Awori, S. (2017, July 18). How the "business case" for gender equality sidelines human rights. Retrieved from <https://www.opendemocracy.net/5050/sanyu-awori/gender-equality-neoliberal-business-case>

- Smith, N. (2016). Chapter 13: Toward a Queer Political Economy of Crisis - Oxford Scholarship. In A. Hozic & J. True (Eds.), *Scandalous Economics: Gender and the Politics of Financial Crises*. Oxford Scholarship Online.
- Irving, D., Lewis, V., Bhanji, N., Connell, R., Driskill, Q.-L., & Namaste, V. (2017). Trans\* Political Economy Deconstructed A Roundtable Discussion. *TSQ: Transgender Studies Quarterly*, 4(1), 16–27.
- Griffin, P. (2010). Gender, governance and the global political economy. *Australian Journal of International Affairs*, 64(1), 86–104. <https://doi.org/10.1080/10357710903460030>
- Borchorst, A. & Siim, B. (2008). “Woman-friendly policies and state feminism: Theorizing scandinavian gender equality.” *Feminist Theory*, 9(2), 207–224
- Marx, K. & Engels, F. (1848). “I. Bourgeois and proletarians” and “II. Proletarians and communists.” *Communist Manifesto* (1848) at <http://www.anu.edu.au/polsci/marx/classics/manifesto.html>
- Bryson, V. (2004). “Marxism and feminism: Can the ‘unhappy marriage’ be Saved?” *Journal of Political Ideologies*, 9(1), 13–30
- Hartmann, H. (2013). The unhappy marriage of Marxism and feminism: Towards a more progressive union. In C. McCann & K. Seung-Kyuung (Eds.), *Feminist Theory Reader: Local and Global Perspectives* 3<sup>rd</sup> Ed. New York: Routledge. (Reading #19)
- Hartmann, H. (1976). Capitalism, patriarchy, and job segregation by sex. *Signs*, 1(3), 137-169.
- Collins, J. L. (2008). The specter of slavery. Workfare and the economic citizenship of poor women. In J. L. Collins, M. d. Leonardo & B. Williams (Eds.), *New landscapes of inequality* (pp. 131-152). Santa Fe: SARPress
- Engels, F. “The Family” chapter of *The Origin of the Family, Private Property and the State* at <http://www.marxists.org/archive/marx/works/1884/origin-family/>
- Mies, M. (1997). “Colonization and Housewifization” In R. Hennesy and C. Ingraham, (eds.) *Materialist Feminism*. Routledge. Pp. 175-185.

## **Week 6 (Oct 12, 2017) Feminism, the Environment and Speciesism**

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- **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](http://www.democracynow.org/2003/11/27/an_hour_with_vandana_shiva_indian).

### Week 7 (Oct 19, 2017) Feminist Theories of Disability

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- **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/](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): 115-140.

## Week 8 (Oct 26, 2017) Reading Week

## Week 9 (Nov 2, 2017) Feminist Postmodernism/Poststructuralism, 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
- **Optional: Mann, S.** (2012). Postmodernism, Poststructuralism, Queer and Transgender Theories. In *Doing feminist theory: From modernity to postmodernity* . Toronto: Oxford University Press. Pp 211-255

### **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. & Elichao, F. (2014). Feminist postmodernism, poststructuralism, and critical theory. In *Feminist Research Practice: A Primer*. SAGE, California. Pp. 42-72.
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## **Week 10 (Nov 9, 2017) Feminist Theories of Nationalism**

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### **Week 11 (Nov 16, 2017) Research Paper Day – No Class**

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### **Week 12 (Nov 23, 2017) Postcolonial, Decolonial and Transnational Feminisms**

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#### **Further Reading:**

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### **Week 13 (Nov 30, 2017) Living a feminist life?**

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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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**Week 14 (Dec 7, 2017) Conclusions**

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**\*\*\*The professor reserves the right to make changes if necessary with regard to the readings and topics schedule. If modifications are necessitated during the course, the professor will *immediately notify students of such changes via cuLearn*. \*\*\***