

Curricular Proposal Cover Sheet – form is available on-line as an interactive PDF

LSC Use Only Proposal No: _____ UWUCC Use Only Proposal No: 14-145d
 LSC Action-Date: return 4/9/15 UWUCC Action-Date: App 4/21/15 Senate Action Date: App- 4/28/15

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

prefix app 2/16/16 *prefix app- 3/1/16*

Contact Person(s) Dr. Lingyan Yang	Email Address lingyan@iup.edu
Proposing Department/Unit Women's and Gender Studies Program	Phone 7-4753

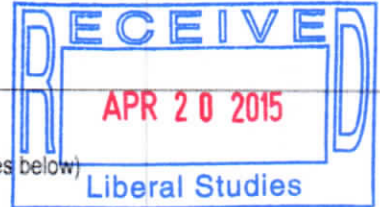
Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: WMST 400: Feminist Theory

Proposed course prefix, number and full title, if changing: WGS 400: Feminist Theories



2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)
 Learning Skills Knowledge Area Global and Multicultural Awareness Writing intensive (include W cover sheet)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
 Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African) **Women's and Gender Studies Program**

4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name: _____

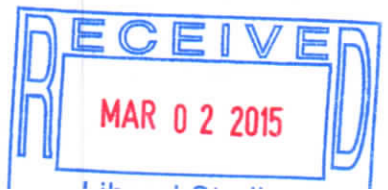
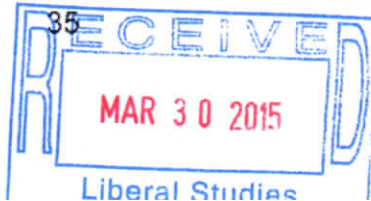
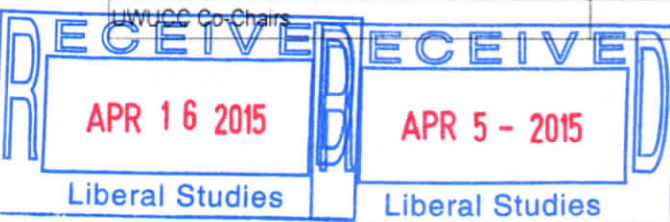
Proposed program name, if changing: _____

5. Approvals

	Signature	Date
Department Curriculum Committee Chair(s)	<i>Lingyan Yang</i>	<i>2/26/2015</i>
Department Chairperson(s) Program Director	<i>Lingyan Yang</i>	<i>2/26/2015</i>
College Curriculum Committee Chair		
College Dean		
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		

email approvals

UWUCC Co-Chairs



1. Syllabus of Record

I. Catalogue Description:

WGS 400 Feminist Theories

3 class hours

0 lab hours

3 credits

(3c-01-3cr)

Introduces the vigorous, interdisciplinary, complex and diverse intellectual history of feminist theories, methodologies and politics. Includes classical feminist advocacy from early centuries to feminist theories in early 21st century, from Euro-American feminist philosophical traditions to the more global, multicultural, intersectional, and continuously multidisciplinary feminist criticisms, with rich dialogues crossing periods and borders. Intersects and is enriched by multiple critical categories of gender, sexuality, class, race, ethnicity, nation, culture, knowledge and power. Stimulates, engages with, and empowers students. Encourages students to actively apply feminist knowledge to their own cross-disciplinary learning, personal growth, empowerment and activist social transformation.

II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes)

Upon completing this course, students should be able to:

Objective 1:

Describe the historical knowledge of feminist theories and methods of both British, French and American feminisms of multiple branches and the global and American multiethnic feminisms in diverse cultural contexts from early centuries to early 21st centuries.

Expected Student Learning Outcomes 1:

Informed Learners

Rationale:

Assignments such as quizzes and short critical responses challenge and require students to gain the knowledge and understanding of not only the Euro-American (such as British, French and American) feminist theories, methods and politics but also the global (such as Asian, African, Arab, and Latin American), and American multiethnic feminisms (such as African American, Asian American, Latina/Chicana American, Arab American, and American Indian).

Objective 2:

Analyze and think critically the theoretically, methodologically, globally, culturally, and geographically diverse feminist theories, methods, politics, and activist movements in many genres of feminist theoretical articles, manifestos, poetry, film, short stories, novels, memoirs, and so forth.

Expected Student Learning Outcomes 1 & 2:

Informed and Empowered Learners

Rationale:

Assignments, such as class discussions, critical responses, and group oral presentations will require students to analyze multiple branches of feminist theories in the students learning to have a broad historical overview of feminist theories and diverse women's experiences.

Objective 3:

Intersect between critical categories between gender, sexuality, race, class, ethnicity, knowledge, and culture that enrich one's learning of feminist theories.

Expected Student Learning Outcomes: 2 & 3

Empowered and Responsible Learners

Rationale:

Assignments, such as critical responses, class discussions and group oral presentations on Marxist feminism enable students to intersect gender and social class in diverse historical contexts. These assignments on Global/Third World/postcolonial feminism, African American, Asian American, Arab/Arab American, Latina/Chicana feminisms will enable the students to intersect between gender, decolonization, race, and ethnicity studies in global and American multiethnic women's experiences. The assignments on queer theory enable students to intersect between gender and sexuality studies.

Objective 4:

Synthesize multidisciplinary feminist theories and methods in a wide range of disciplines, such as arts, literature, philosophy, history, sociology, political sciences, media studies, education, music, dance and other performing arts, studies of ethnicity and race, film, and so forth.

Expected Student Learning Outcomes: 2 & 3

Empowered and Responsible Learners

Rationale:

Assignments such as group oral presentation and final feminist interdisciplinary research project/paper enable the students to synthesize their feminist theoretical learning from both their home majors/minors and a wide range of feminist interdisciplinary studies.

Objective 5:

Apply the rich, interdisciplinary, intersectional and globally diverse feminist theories and methods in both Euro-American, global/Third World, and American multiethnic contexts to the formations of students' gendered identities and world view, their own ethics of inclusiveness, equity, responsibility and social justice toward the action of positive social transformations.

Expected Student Learning Outcomes: 3

Responsible Learners

Rationale:

Assignments, such as students' group oral presentation and final feminist interdisciplinary research project/paper, will require students to apply the interdisciplinary, intersectional, and globally diverse feminist theories and methods to their own personal growth and empowerment as well as toward the formation of their inclusive gendered identities, world views, ethics of social responsibility, and action of social justice and change.

III. Detailed Course Outline:

- Week 1 *Introduction: Brief Historical Overview, and Key Concepts in Feminist Theories*
Susan Mann, "Doing Feminist Theory" (3 hours)
- Early Feminist Ideas and Women's Movements, 17th-19th Centuries*
Francois Poullain de la Barre, "On the Equality of the Two Sexes" (France, 1673)
Mary Wollstonecraft, "A Vindication of the Rights of Women" (England, 1792)
Elizabeth Cady Stanton, "Declaration of Sentiments and Resolutions" (United States, 1848)
Susan Anthony, "Social Purity" (United States, 1875)
- Week 2 *Late 19th Century and Modernist Feminist Thoughts in the Global Context, 1850s-1960s* (3 hours)
Friedrich Engels, "The Origin of the Family, Private Property, and the State" (Germany, 1884)
Charlotte Perkins Gilman, "The Yellow Wallpaper" (United States, 1892)
Virginia Woolf, from *A Room of One's Own* (England, 1929)
W.E.B. DuBois (an African American intellectual), "The Damnation of Women" (United States, 1919)
- Alexandra Kollontai, "The Social Basis of the Woman Question" (Russia, 1909)
Simon de Beauvoir, from *The Second Sex* (France, 1949)
Ding Ling, "Thoughts on March 8" (China, 1942)
Huda Shaarawi, Speeches at Arab Feminist Conference (Egypt, 1944)
- Week 3 *French Feminist Theory in the 1970s and 1980s: Women Write about Women, Gender, Female Sexuality, Language, Text and Discourse* (3 hours)
Helene Ciccous, "The Laugh of the Medusa" (France, 1975)
Luce Irigaray, "This Sex Which Is Not One" (France, 1977)
Julia Kristeva, "Women's Time" (France, 1981)
Monique Wittig, "One Is Not Born a Woman" (France, 1981)
- Week 4 *Marxist Feminism in the Global Context: Critiquing Patriarchal and Capitalist Oppression of Women in Family, Workforce, and the World* (3 hours)
Michelle Barrett, from *Women's Oppression Today: The Marxist/Feminist Encounter*
Heidi Hartman, "The Unhappy Marriage of Marxism and Feminism" (1981)
Angela Davis (an African American feminist critic), from *Women, Race, and Class* (1981)
Nancy Levit and Robert R. M. Verchick, "Defining Workplace Discrimination" and "Sexual Harassment"
- Sarah Swider, "Working Women of the World Unite?: Labor Organizing and Transnational Gender Solidarity among Domestic Workers in Hong Kong"
- Week 5 *American Feminist Theoretical, Intellectual and Political Traditions* (3 hours)
Adrienne Rich, "Compulsory Heterosexuality and Lesbian Experience" (1980)
Sandra Gilbert and Susan Gubar, from *Mad Woman in the Attic* (United States, 1979)
Sandra Harding, "The Science Question in Feminism" (United States, 1986)

Donna Harraway, "A Cyborg Manifesto" (United States, 1985)

- Week 6 *African American Feminist Cultural Criticism: Black Women Critiquing Gender, Race, Class, and Heteronormative Dominance* (3 hours)
Alice Walker, "In Search of Mothers' Gardens" (1979)
Barbara Smith, "Toward a Black Feminist Criticism" (1977)
Patricia Hill Collins, from *Black Feminist Thought* (1993)
Toni Morrison, "The Unspeakable Things Unspoken" (1988)
- Week 7 & 8 *Global/Third World/Postcolonial Feminism: Decolonization, Gender, Race, Class, Sexuality, Nation, and Culture* (6 hours)
Gayatri Chakravorty Spivak, "French Feminism in an International Frame"
Chandra Mohanty, "Cartographies of Struggle: Third World Women and the Politics of Feminism"
Myra Marx Ferree, "Globalization and Feminism: Opportunities and Obstacles for Activism in the Global Arena" (2006)
Trinh Minh-ha, "Grandma's Stories"
Tsitsi Dangarembga, *Nervous Conditions*, a novel (1988)
- Week 9 *Critique Media Stereotype of Women of All Colors* (3 hours)
Video, *Miss Representation*
- Week 10 *Feminist Legal Theoretical Critique of Sexual Violence against Women and LGBTQ Victims* (3 hours)
Nancy Levit & Robert Verchick, "Feminism and Law" and "Feminist Legal Theories" (2006)
Edwin Schur, "Sexual Coercion in American Life" (2007)
Michael Kaufman, "The Construction of Masculinity and the Triad of Men's Violence" (2007)
Peggy Reeves Sanday, "The Socio-Cultural Context of Rape: A Cross-Cultural Study"
Elizabeth Erbaugh, "Queering Approaches to Intimate Partner Violence"
- Week 11 *Asian American and Asian Diasporic Cultural Feminisms and Queer Studies: Ethnic Women and Men, Immigration, Language, and Citizenship* (3 hours)
Lisa Lowe, "Immigration, Racialization, Citizenship: An Asian American Critique" (1996)
Amy Tan, "Mother Tongue"
David Eng, from *Racial Castration: Managing Asian American Masculinity*
David Eng and Alice Hom, "Q & A: Notes on a Queer Asian America"
- Week 12 *Arab/Arab American Feminist Criticism* (3 hours)
Haideh Moghissi, "Oriental Sexuality: Imagined and Real"
Azizah, Al-Hibri, "An Introduction to Muslim Women's Rights"
Halim Barakat, from *Women and the Family in the Middle East: New Voices of Change* (1985)
Nawal El Saadawi, from *The Hidden Face of Eve: Women in the Arab World* (2007)
- Week 13 *Latina/Chicana/Latin American Feminism: Migration, Race, and Rights* (3 hours)

Gloria Anzaldua, 'La Conciencia de la Mestiza: Toward a New Consciousness,'
 from *Borderlands* (1987)
 Ofelia Schutte, "Negotiating Latina Identities"
 Domitila Barrios de la Chungara, "The Women's Problem" (Bolivia, 1980)

Week 14 *Feminist Theoretical/ Political Intersection with Queer Theory & LGBTQ
 Activism* (3 hours)
 Susan Mann, "The Basic of Queer Theory" and "Transgender Theory"
 Eve Sedgwick, from *Between Men: English Literature and Male Homosocial
 Desire*
 Charlotte Bunch, "The Lesbian Revolt" (1972)
 Barbara Smith, "The Truth That Never Hurts: Black Lesbians in Fiction in the
 1980s" (1990)
 Nikki Sullivan, "Queer Race"

Final research project is due in the final exam week. There is no final exam.

IV. Evaluation Methods and Grading Scale:

Class Participation	10%
4 Quizzes on Feminist Theories	20%
Bi-Weekly Critical Responses	15%
Group Oral Presentation	10%
Midterm Feminist Theory Analytical Paper, 6-8pp,	20%
Final Paper to Apply Feminist Theories to Interdisciplinary Research (6-8pp)	25%
Total	100%

Brief Assignment Description:

Class participation (10%): should be active, frequent, and engaged. Determined by attendance and the number of completed in-class activities and discussion comments.

Quizzes: Each quiz asks numerous critical essay questions, not multiple choice questions. Quizzes test students on whether they have finished reading the required feminist theoretical, multidisciplinary, and multi-genred texts, whether they demonstrate adequate knowledge and clear understanding of the required course contents as well as the level of excellence, rigor, complexity and depth of students' critical thinking.

Bi-Weekly Critical Responses: Short, critical response papers on students' focused, organized critical analysis writing of feminist theories, methods, related readings, and students' critical thinking and/or application of each branch of feminisms.

Group Oral Presentation: A 15-minute collaborative small group oral presentation to demonstrate students' understanding, critical thinking, analysis, and application of on multiple texts in one day's feminist theoretical readings.

Midterm Feminist Theoretical Analytical Paper: A 6-8 page paper that is required to critically engage in close-reading, explicating and analyzing selected feminist theories. One must engage critically both with at least 5 feminist texts, using both Euro-American and Global/Multiethnic/Intersectional feminist approaches (they often intersect, or overlap or in dialogues with each other).

Final Paper to Apply Feminist Theories to Interdisciplinary Research, 6-8 page. One is required to critically apply the feminist ideas or concepts in at least 6-8 feminist texts of students' choices with both Euro-American and Global/Multicultural/Intersectional approaches (again they often intersect, or overlap, or in dialogues with each other) to a selected topic in interdisciplinary research.

V. Example Grading Scale for the Final Paper:

Grading Scale: A=90-100, B=80-89, C=70-79, D=60-69, F=below 59.

A: Outstanding: rigorous, outstanding, and clear (not obvious or flat) thesis statement and argument established in the introduction and followed through the paper, with a clear focus, outstanding, complex and in-depth critical analysis and supporting argument throughout the paper, clear and excellent organization of the paper, clear and sufficient textual examples, thorough and ethical citation in MLA style of documentation, no grammatical or technical errors, and demonstrating an excellent understanding of the course contents and critical methodology, a rigorous conception of the topic, extensive research on Asian American women in one's home major/disciplinary or in one's interested topic/area/disciplinary, and writing with one's unique critical thinking.

B: Very good and solid: very strong, solid and clear thesis statement and argument, with a clear focus, good and solid critical analysis and supporting argument with some complexity throughout the paper, clear and strong organization of the paper, clear and sufficient textual examples from the texts, good and ethical citation in MLA style of documentation, very few grammatical errors, demonstrating a very good and solid understanding of the course content and critical methodology, and a good conception of the topic. The overall paper is good and solid, though not superior or outstanding.

C: Average: There is some kind of thesis and argument, which appear to be present but average, obvious, and not standing out. There are analyses and supporting arguments, but they appear to be average, scattered, and lack depth or complexity. Some sources are cited, but without depth, rigor, thoroughness, and with only the average quality and quantity of research. The paper is disorganized with some grammatical errors. The paper demonstrates rather average understanding of the course contents and critical methodology. The overall paper is completed but average, lacking rigor, depth, complexity, excellent research, or excellent writing.

D: Passing: The paper meets minimum length requirement. There is no thesis or argument or focus. There is some kind of critical thinking, but the ideas are incoherent. The paper is disorganized with very few textual examples. Very little research is done. Very few sources are cited, let alone cited correctly. There are grammatical errors.

F: Failure: The paper is not turned in or does not meet the minimum length requirement. There is no thesis or argument or focus. The paper is disorganized. There is no evidence that the student has any understanding of the course contents or the critical methodology. The sources are not cited. Plagiarism takes place in the paper.

VI. Undergraduate Attendance Policy:

The course will follow the attendance policy in the undergraduate catalogue.

VII. Required Textbooks:

A. Book-length texts:

Dangarembga, Tsitsi. *Nervous Conditions* (a novel). Seattle: Seal Press, 1988. Print.
Freedman, Estelle. *The Essential Feminist Reader*. New York: Modern Library, 2007. Print.
Mann, Susan. *Doing Feminist Theory*. New York: Oxford UP, 2012. Print.
Miss Representation. Dir. Jennifer Siebel Newsom. Girls' Club Entertainment. 2011.
Documentary Film.

A course pack that includes additional interdisciplinary feminist theoretical articles and multi-genred writings.

VIII. Special Resources Requirements: None.

IX. Bibliography, which includes both selected foundational readings in feminist theories and newer scholarships in the field:

Allen, Paula Gunn. *The Sacred Hoop: Recovering the Feminine in American Indian Traditions*. 1986. Boston: Beacon Press, 1992. Print.
Anzaldúa, Gloria. *Borderlands/La Frontera*. 1987. Aunt Lute Books, 2012.
Barrett, Michele. *Women's Oppression Today: The Marxist/Feminist Encounter*. 1980. London and New York Verso, 1988. Print.
Butler, Judith. *Bodies That Matter: On the Discursive Limits of "Sex."* New York: Routledge, 1993. Print.
---. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1990. Print.
Cixous, Helene. "The Laugh of the Medusa," *Signs* 1:4 (1975): 875-893. Print.
Davis, Angela. *Women, Race, and Class*. New York: Vintage, 1981. Print.
De Beauvoir, Simon. *The Second Sex*. London: Vintage, 1949. Print.
El Saadawi, Nawal. *The Hidden Face of Eve: Women in the Arab World*. London and New York: Zed Books, 2007. Print.
Eng, David. *Racial Castration: Managing Masculinity in Asian America*. Durham and London: Duke UP, 2002. Print.
Eng, David, and Alice Hom, *Q & A: Queer in Asian America*. Philadelphia: Temple UP, 1998. Print.
Fernea, Elizabeth Warnock, ed. *Women and the Family in the Middle East*. Austin: U of Texas Press, 1985. Print.
Freedman, Estelle. *The Essential Feminist Reader*. New York: Modern Library, 2007.
Gilbert, Sandra, and Susan Gubar. *The Mad Woman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. New Haven: Yale UP, 1979. Print.
hooks, bell. *Yearning: Race, Gender, and Cultural Politics*. Boston: South End Press, Print.
Irigaray, Luce. "This Sex Which Is Not One," from *This Sex Which Is Not One*, trans. Catherine Porter with Carolyn Burke. Ithaca: Cornell UP, 1985. Print.
Kimmel, Michael, and Amy Aronson, eds. *The Gendered Society Reader*, 4th ed. New York and Oxford: Oxford UP, 2011. Print.
Kristeva, Julia. "Women's Time," *Signs* 7.1 (1981): 13-35. Print.
Hill Collins, Patricia. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge, 1991. Print.
Levit, Nancy, and Robert R.M. Verchick. *Feminist Legal Theory*. New York: NYU Press, 2006.
Lim, Shirley Geok-lin, "Feminist and Ethnic Literary Theories in Asian American Literature." *Feminist Studies* 19.3 (1993):571-96. Print.
---,ed. *Transnational Asian American Literature: Sites and Transits*. Philadelphia: Temple UP, 2006. Print.
Lowe, Lisa. *Immigrant Acts: On Asian American Cultural Politics*. Durham and London: Duke Univ. Press, 1996. Print.
Mann, Susan. *Doing Feminist Theory*. New York: Oxford UP, 2012.

- McClintock, Anne. *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*. New York: Routledge, 1995. Print.
- Minh-ha, Trinh T. *Woman, Native, Other: Writing Postcoloniality and Feminism*. Bloomington and Indianapolis: Indiana Univ. Press, 1989. Print.
- Moghissi, Haideh. *Feminism and Islamic Fundamentalism: The Limits of Postmodern Analysis*. London and New York: Zed Books, 1999.
- Mohanty, Chandra Talpade, Ann Russo and Lourdes Torres, eds. *Third World Women and the Politics of Feminism*. Bloomington and Indianapolis: Indiana Univ. Press, 1991. Print.
- Morrison, Toni. *Playing in the Dark: Whiteness and the Literary Imagination*. Cambridge: Harvard UP, 1992. Print.
- Rich, Adrienne. *Adrienne Rich's Poetry and Prose: Poems, Prose, Reviews, and Criticism*. Eds. Barbara Gelpi and Albert Gelpi. New York: W.W. Norton, 1993.
- . "Compulsory Heterosexuality and Lesbian Experience." *Norton Anthology of Theory and Criticism*. Eds. Vincent B. Leitch, et al. New York: W. W. Norton, 2001. 1762-1780. Print.
- Sedgwick, Eve Kosofsky. *Between Men: English Literature and Male Homosocial Desire*. New York: Columbia UP, 1985. Print.
- . *Epistemology of the Closet*. Berkeley and Los Angeles: U of California Press, 1990. Print.
- Showalter, Elaine, ed. *The New Feminist Criticism: Essays on Women, Literature, and Theory*. New York: Pantheon Press, 1985. Print.
- Spivak, Gayatri Chakravorty. *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Cambridge, MA and London: Harvard University Press, 1999. Print.
- . *In Other Worlds: Essays in Cultural Politics*. New York: Routledge. 1987. Print.
- Sullivan, Nikki. *A Critical Introduction to Queer Theory*. New York: NYU Press, 2003. Print.
- Walker, Alice. *In Search of Our Mothers' Gardens: Womanist Prose*. 1983. Print. London: Phoenix, 2005. Print.
- Woolf, Virginia. *A Room of One's Own*. 1929. New York: Harcourt, Inc., 1989. Print.

X. Rationale for Proposed Course Revisions:

The proposed course revisions aim at making the course title into plural forms of "Feminist Theories" from its current singular form, at making the scope of the course contents more global and multicultural, and at making the course contents more intersectional and equally interdisciplinary as to reflect the latest scholarships on feminist theories in the current Women's and Gender Studies minor program curriculum as more plural, more global and multicultural, more intersectional, and as interdisciplinary as before.

XI. Old syllabi of record. Attached.

Thank you very much for your time and review.

I. Catalog Description

WMST 400 Feminist Theory

Prerequisites: WMST 200, or permission of instructor

3 class hours

0 lab hours

3 credit hours

(3cl-01-3cr)

Seminar which focuses on modern feminist theory. Explores feminist critiques of traditional knowledge, methods, and theories and examines theoretical debates within feminism with an emphasis on the shifting conceptualizations of gender, race, class and sexual orientation. Also considers the continuing development of distinctive feminist methodologies both inside and outside the academy.

II. Course Objectives

Students will be able to

1. demonstrate understanding of fundamental sources, issues, concepts, and texts in feminist theories.
2. compare the philosophical assumptions and epistemological, critical, and/or political goals of various feminist theories and to assess their contributions to the understanding of women and gender in culture and society.
3. assess the critical and methodological implications of feminist theory for scholarly research.
4. apply principles of feminist theory to the analysis of various discourses of knowledge and social practices.

III. Course Outline

Note: TF=Theorizing Feminism

Week 1: Introductions. What is theory? What is feminist theory?

Week 2: Feminism's Historical Legacy

Lerner, *The Creation of Feminist Consciousness*

Read chapters 1, 2, 7-12.

Week 3: A Foremother in Theory

Woolf, *Three Guineas*

Theodore Dalrymple, "The Rage of Virginia Woolf," found at

<http://www.city-journal.org/html/12_3_oh_to_be.html>

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- Week 4: **Defining Feminism Today**
 TF: Rosalind Delmar, "What Is Feminism?," "Combahee River Collective Statement," Cherrie Moraga, "From a Long Line of Vendidas: Chicanas and Feminism," and Susan Bickford, "Anti-Anti-Identity Politics"
- Week 5: **Interdisciplinary Influences**
 TF: Rachel T. Hare-Mustin and Jeanne Marecek, "Gender and the Meaning of Difference: Postmodernism and Psychology," and Leslie W. Rabine, "Romance in the Age of Electronics"
 (See Tong Ch. 4 for a discussion of psychoanalytic feminism and such thinkers as Nancy Chodorow.)
- Week 6: **Liberal and Radical Feminisms**
 >>First Critical Response Paper Due<<
 Tong, Introduction and Ch. 1 and 2
 Reserve and e-reserve: Seneca Falls Declaration and NOW Bill of Rights, Audre Lorde, "Uses of the Erotic, the Erotic as Power" from *Sister Outsider*, and Rich, Adrienne, "Compulsory Heterosexuality and Lesbian Existence" in *On Lies, Secrets, and Silence*.
- Week 7: **Theory in Practice**
 TF: Sara Ruddick, "Notes Toward a Feminist Peace Politics," Lisa Duggan, "Making It Perfectly Queer," and Catherine A. MacKinnon, "Sex Equality"
- Week 8: **Marxist, Socialist, and Postmodern Feminisms**
 Tong, Ch. 3 and Ch. 6
 TF: Joan W. Scott, "Deconstructing Equality vs. Difference"
- Week 9: **Multicultural and Global Feminisms**
 Tong, Ch. 7
 Reserve and e-reserve: Beijing Declaration and Platform for Action
 TF: Patricia J. Williams, "On Being the Object of Property," and Amy Kaminsky, "Gender, Race, *Raza*"
- Week 10: **More Theory in Practice**
 >>2nd Critical Response Paper Due<<
 TF: Rey Chow, "Violence in the Other Country: China as Crisis, Spectacle, and Woman," Leslie Salzinger, "From High Heels to Swathed Bodies: Gendered Meanings Under Production in Mexico's Export-Processing Industry," and Arlene Elowe MacLeod, "Hegemonic Relations and Gender Resistance: The New Veiling as Accommodating Protest in Cairo"

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- Week 11: Ecofeminisms
Tong, Ch. 8
Reserve and e-reserve: Karen J. Warren, "The Power and Promise of Ecological Feminism," Marti Kheel, "From Heroic to Holistic Ethics: The Ecofeminist Challenge," Gretchen Legler, excerpt from "Gooseberry Marsh, Part Two" from *All the Powerful Invisible Things: A Sportswoman's Notebook*, Winona LaDuke, from *All Our Relations: Native Struggles for Land and Life*.
- Week 12: African American Feminist Theory
Collins, *Black Feminist Thought*. We will all read chapters 1, 2, 10, 11, 12. We will divide up the others.
- Week 13: Women, Citizenship, and Activism
TF: Rosalind Pollack Petchesky, "Fetal Images: The Power of Visual Culture in the Politics of Reproduction," and Holloway Sparks, "Dissident Citizenship: Democratic Theory, Political Courage, and Activist Women"
- Week 14: Using Feminist Theories
>>Final Papers Due Today<<
Presentations of final projects

Final Exam Period: Continuation of presentations of final projects

IV. Evaluation Methods

The final grade will be determined as follows

1. Participation (10%): The success of a seminar-style course such as this one depends on informed, engaged participation by all students in class discussion. So come to class having done the reading and prepared to ask questions and to contribute your ideas and analysis. The participation grade will be based on the frequency of your presence in class and the level and quality of your participation in discussion. Beginning with the fourth absence (absences for university business excepted), your participation grade will be reduced by one percentage point per absence.

2. Reading Response Notes (20%): Write about a page on each article, two pages on a book, in which you: 1) paraphrase the thesis of the article (for a book, of two of the chapters or of two major themes/concerns) in a few complete sentences; 2) identify and explain at least three supporting arguments for the thesis (you can do these in bullet point form); and 3) place the work in the context of the field of feminist theory as a whole by making connections to other course materials and class discussion. Do not write these on Tong chapters. You must submit three response notes per week—except in weeks when

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there are not three readings assigned. Reading Response Notes due at class time of the first class of the week assigned.

3. Two Critical Response Papers (30%): Papers must be no less than 4 and no more than 5 pages. These papers should thoughtfully analyze and critique the thesis and major arguments of one of the assigned readings, excluding Tong. These papers should NOT be summaries of the article or book. You should, however, briefly state the thesis and the author's major argument(s) in support of the thesis before launching into the main work of the paper, namely a discussion of the implications of the thesis and arguments, and the strengths and weaknesses of the author's ideas. Your main questions as you approach this assignment should be: What does this work contribute to feminist thought? Where does it fit in the broader picture of feminist theory? How well does it do the job it sets out to do? First paper due by the end of week 6 at the latest. Second paper due by the end of week 10 at the latest.

4. Final Paper (40%): For this project, you will identify an issue or question in either a) feminist social/political organizing, b) feminist research, or c) feminist theory that particularly interests you. Here are some examples (these are just for illustration; there are many more possibilities!). Issues in feminist social/political organizing: date rape, pornography, job discrimination, or eating disorders. Questions for feminist research: what is the meaning of cross-dressing in American literature of the 19th century? why did it take so long for women to get the right to vote? Issues in feminist theory: can we use the term "woman" as a concept or a group identity given the challenges of both post-modernist theorists and "marginalized" women (of color, lesbians, working-class) to it as a unified concept? can evolutionary theory help explain patriarchy? Then you will do research to find out what feminist theory or theories you think can best help solve or at least elucidate this problem. The final product will be a paper in which you set out the parameters of the problem and explain the theory/ies you have chosen and why you think it/they provide(s) the best conceptual guidelines for how to solve the problem. Note that the emphasis in this paper is not on, for example, comprehensive research of the history of the 72-year women's suffrage movement or the sociological data on rape, but on how feminist theory can help us understand the phenomenon/answer the question/solve the problem. The paper should be no less than 12 and no more than 15 pages. Due: By the end of Week 13.

5. Theory Presentation (10%): You will make an oral presentation to the class on the topic of your final paper. Your presentation will include an overview of the phenomena/question/problem you addressed, the rationale for the theory you chose to apply to your project, and your analysis of how your application of feminist theory can help us to understand/answer/solve within the context of the issue you address.

V. Attendance Policy

Although there is no formal attendance policy for this class, student learning is enhanced by regular attendance and participation in class discussions. [Note: It is recommended

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that individual faculty develop an attendance policy to be included in the student syllabi. (See undergraduate catalogue for Undergraduate Course Attendance Policy.)]

VI. Required textbooks, supplemental books and readings

- Collins, Patricia Hill. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. 2nd ed. NY: Routledge, 2000
- Hermann, Anne C. and Abigail J. Stewart. *Theorizing Feminism: Parallel Trends in the Humanities and the Social Sciences*. 2nd ed. Boulder, CO: Westview, 2001.
- Lerner, Gerda. *The Creation of Feminist Consciousness From the Middle Ages to Eighteen Seventy*. Oxford University Press, 1994.
- Tong, Rosemarie Putnam. *Feminist Thought: A More Comprehensive Introduction*. 2nd ed. Boulder: Westview, 1998.
- Woolf, Virginia. *Three Guineas*. 1938. NY: Harbrace, 1963.

Articles available on web, on reserve and e-reserve.

VII. Special resource requirements

None

VIII. Bibliography

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- Bobo, Jacqueline, ed. *Black Feminist Cultural Criticism*. Malden, MA: Blackwell, 2001.
- Bock, Gisela and Susan James, eds. *Beyond Equality & Difference: Citizenship, Feminist Politics & Female Subjectivity*. New York: Routledge, 1992.
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- Brooks, Ann. *Postfeminisms: Feminism, Cultural Theory, and Cultural Forms*. New York: Routledge, 1997.

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- Butler, Judith P. *Bodies That Matter: On the Discursive Limits of "Sex."* New York: Routledge, 1994.
- Butler, Judith P. *Gender Trouble: Feminism and the Subversion of Identity.* New York: Routledge, 1990.
- Code, Lorraine. *Encyclopedia of Feminist Theories.* New York: Routledge, 2000.
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- Dekoven, Marianne, ed. *Feminist Locations: Global and Local, Theory and Practice.* New Brunswick, NJ: Rutgers University Press, 2001.
- Donovan, Josephine. *Feminist Theory: The Intellectual Traditions of American Feminism.* 3d ed. New York: Continuum, 2000.
- Duran, Jane. *Worlds of Knowing: Global Feminist Epistemologies.* New York: Routledge, 2001.
- Evans, Judith A. *Feminist Theory Today: An Introduction to the Political Theories of Second-Wave Feminism.* Thousand Oaks, CA: Sage, 1995.
- Evans, Mary, ed. *Feminism: Critical Concepts in Literary and Cultural Studies.* New York: Routledge, 2000. 4 vols.
- Evans, Mary. *Introducing Contemporary Feminist Thought.* Malden, MA: Blackwell, 1997.
- Ferber, Marianne A. and Julie A. Nelson, eds. *Beyond Economic Man: Feminist Theory and Economics.* Chicago: University of Chicago Press, 1993.
- Fraser, Nancy. *Unruly Practices: Power, Discourse and Gender in Contemporary Social Theory.* Minneapolis: University of Minnesota Press, 1989.
- Fuss, Diana. *Essentially Speaking: Feminism, Nature and Difference.* New York: Routledge, 1990.
- Gallop, Jane. *Anecdotal Theory.* Durham, NC: Duke University Press, 2002.
- Garcia, Alma M., ed. *Chicana Feminist Thought: The Basic Historical Writings.* New York: Routledge, 1997.

- Gardiner, Judith Kegan and Michael Kimmel, eds. *Masculinity Studies and Feminist Theory: New Directions*. New York: Columbia University Press, 2002.
- Gardiner, Judith Kegan. *Provoking Agents: Theorizing Gender and Agency*. Urbana: University of Illinois Press, 1995.
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- Hermann, Anne C. and Abigail J. Stewart, eds. *Theorizing Feminism: Parallel Trends in the Humanities and Social Sciences*. 2d ed. Boulder, CO: Westview, 2000.
- Heywood, Leslie and Jennifer Drake, eds. *Third Wave Agenda: Being Feminist, Doing Feminism*. Minneapolis: University of Minnesota Press, 1997.
- Hirsch, Marianne and Evelyn Fox Keller, eds. *Conflicts in Feminism*. New York: Routledge, 1990.
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- Walters, Suzanna Danuta. *Material Girls: Making Sense of Feminist Cultural Theory*. Berkeley and Los Angeles: University of California Press, 1995.
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**Course Analysis Questionnaire
WMST 400: Feminist Theory**

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.**

This course will complement the women's studies minor by providing a feminist theory course, which is frequently a part of women's studies minors, almost always a requirement for women's studies majors, and strongly encouraged for students who plan to enter graduate programs in a variety of fields (e.g. philosophy, English, sociology, etc.). Though feminist theory is introduced in WMST 200, this 400-level class brings depth to the minor with intensive study of theories and theorists that can be applied to many interdisciplinary courses.

- A2 Does this course require changes in the content of existing courses or requirements for a program?**

This course does not require changes in existing courses or program requirements.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).**

The course has not been offered at IUP.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.**

The course will not be offered as a dual-level course.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?**

This course may not be taken for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).**

Many universities with women studies programs offer a version of the proposed course. These include:

Tulane University, Feminist Theories
University of Arizona, Feminist Theories
University of Southern California, Feminist Theory
George Washington University, Fundamentals of Feminist Theory
University of Rhode Island, Introduction to Feminist Theory
Millersville (PA), Feminist Theory
West Chester (PA), Feminist Theory

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.**

The proposed course is not required by an outside agency.

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Section B: Interdisciplinary Implications

- B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.**

WMST 400: Feminist Theory is interdisciplinary by definition. Under normal circumstances, it will be taught by the director of women's studies. If necessary, (for example, if the director is on sabbatical) the director of women's studies in consultation with the Women's Studies Curriculum Committee may appoint a qualified faculty member to teach the course.

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).**

There is no overlap in content with courses in other departments.

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.**

This course will not be cross-listed with other departments.

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.**

The course will be taught by the director of women's studies as part of her assigned load. The former director's load included a section of LBST 499 which was instructor-specific and will no longer be offered. WMST 400 will replace that course. In the event the director is on leave, a qualified instructor would be identified, in which case the dean of that instructor's college would arrange the complement. Women's Studies has recently become part of the College of Humanities and Social Sciences, so instructors would likely come from that college.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:**

- *Space: There is adequate space available.
- *Equipment: There are no special equipment needs.
- *Laboratory Supplies and other Consumable Goods: There are no laboratory supplies or other consumable goods required for this course.
- *Library Materials: Additional library holdings will be developed through the current budget.
- *Travel Funds: There are no travel funds required for this course.

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C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

None of the resources for this course are grant funded.

C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

This course will be offered once per academic year.

C5 How many sections of this course do you anticipate offering in any single semester?

We anticipate offering one section in any single semester.

C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

25 students. This is a seminar-style course which involves the need for frequent individual discussion, interaction and student presentations. Therefore, limiting the number of students to 25 is necessary to accommodate the pedagogical needs of the course.

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

There are no recommendations from professional societies regarding course enrollment limits.

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This course is not being offered as distance education.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

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