

## **Feminist Theory: Knowledge, Norms, and Praxis**

Spring 2017

Tuesdays, 6:00-8:30pm, 107 Barco

Professor Lisa D. Brush\*\*

In this course, we will read feminist accounts and critiques of how we know what we know, as well as how and what we value, and why. We will then consider how and why we act, and, in light of what we know and value as feminists, how we should act. Who 'we' comprises in these accounts, and in the questions themselves, will require analysis to reveal implicit epistemological and value commitments. This course, like all of life, will thus consider knowledge and values and how to act in light of both. As a broad overview of feminist theory, the course will include classic works and topics in feminist epistemology (theory of knowledge) and feminist theory / feminism (feminism's value commitments, as well as its approaches and calls to action). The course has some content-oriented and skill-oriented objectives—namely, to increase participants'

- understanding of key concepts and normative and theoretical commitments employed in feminist theories
- awareness of the relevance of feminist theories for understanding and acting in various spheres of the world, including social relationships, organizations, politics, and the academies
- ability to critically appreciate and constructively criticize texts, structures, processes, and ideas
- ability to articulate and convey ideas clearly and effectively in oral discussion and writing for a variety of audiences

Instructor contact information: My office is 2425 Posvar. Office hours: Mon. & Weds. 2:30 pm to 3:30 pm & by appointment. Phone 412-648-7595. My email: [lbrush@pitt.edu](mailto:lbrush@pitt.edu).

### **REQUIREMENTS AND ACTIVITIES OF THE SEMINAR**

#### *Discussion participation*

Graduate study means learning to learn from every possible source – from your readings, your peers, your life experience, your professors, and your research. Participating in discussions is one of the best ways to learn. You are expected to contribute your questions and insights to the class. The culture of the course will, I hope, be a congenial one for self-expression, even across differences of discipline and experience in graduate school (the student body includes a mix from several disciplines at many points in their graduate trajectories). I will work to maintain a congenial course culture by swiftly countering displays of contempt and by practicing principles of pedagogical equity to the extent possible. I cannot help you learn if you don't participate in discussion, however. Doing excellent written work is not enough to demonstrate adequate performance in graduate school. Show some backbone, organize yourselves in whatever way you need in order to ensure broad participation in the discussion, and whatever you do, do not suffer in silence. Say anything you can defend against reasoned argument. Treat your colleagues' contributions with respect (which means taking them seriously and challenging

them as well as extending basic courtesy). You have my professional pledge that I will work to do the same.

This should go without saying, but attendance at each seminar meeting is required. More than one absence that is not due to extraordinary circumstances will result in a lowered grade.

In addition to participating in seminar discussions, everyone enrolled in this seminar is expected to complete the following assignments:

*Brief Concept Identifications (35 percent of final grade)*

Five times over the course of the semester, before 10 am on the day BEFORE the course meeting (that is, on Monday morning), post to the Courseweb site a Concept Identification (ID) of about 350 words. In these brief but formal<sup>1</sup> writing assignments, you will identify and give the significance of a concept featured in the reading for that class session.

A Concept ID answers two questions: *What is it? What of it?* Use these two questions to define the concept and explain why it is important in the theoretical project at hand and in feminist theories more generally. In particular, explain *what the concept helps the theorist and reader to*

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<sup>1</sup> “Formal” means a polished final version, in Standard Written English, composed and executed with care. My formative comments should not have to include extensive line edits, grammatical corrections, or, by the end of January or so, organizational comments. I am recovering from a head injury and have to marshal my pedagogical resources. I want to spend the few brain cells I have engaging with your ideas, not breaking up convoluted sentences or correcting status errors (violations of subject-verb agreement, lack of parallelism for items in series, humorously misplaced modifiers or participial phrases, and the like). SWE is a formal idiom with standardized grammar, spelling, punctuation, and forms of exposition. If you do not already have a style manual, I strongly recommend that you acquire one. If you are in the humanities, you probably already have the MLA style manual; use it. If you write in a social science discipline or idiom, you probably already have either the APA style manual or the Chicago style manual; use it. If you work in the natural sciences, you probably already have the Council of Scientific Editors’ manual, *Scientific Style and Format*; use it. I am not wedded to any of these divisional resources, but you should conform to them. Strunk & White’s *The Elements of Style* is a classic (and much shorter!) general style manual, suitable for writers in both the natural and social sciences and in the humanities; the 7<sup>th</sup> edition, illustrated by Kalman, is a work of art. *Woe is I*, by Patricia T. O’Conner, is a fun and informative grammar text for people who, as she puts it, “don’t know a gerund from a gerbil and don’t care” (p. x). My current favorite book on improving your technical exposition through careful editing and revising is *Line by Line: How to Edit Your Own Writing* by Claire Kehrwald Cook. Her appendix on grammar is superb (more technical than O’Conner) and the rest of the book is full of wonderful, step-by-step instructions on how to improve your prose style. I also live by Robert Boice’s *How Writers Journey to Comfort and Fluency* (expensive and hard to find) and *Professors Who Write* (cheap paperback with just the instructions; you can mostly ignore the diagnostics and just go for the advice about creating a structured writing practice of brief, daily sessions). Neither is a style manual but both are designed to help you write regularly and in a state of moderate happiness without the binge-writing, blocks, and mania that can cause so much trouble over the course of a career.

*see, say, or show* about the central topic(s) of the reading, and about feminist epistemology, ethics, praxis, or theory more generally.

- DO NOT summarize the reading. Although a sentence that distills what you think the reading is “really about” can be very useful (contributing to the sense of “What is it?”), this assignment is NOT to be fulfilled with an abstract or your undigested reading notes. The assignment is about a CONCEPT (and related arguments, propositions, frameworks, and debates), not the READING per se.

You may evaluate the concept and its context, development, and deployment in the text, using political-practical-aesthetic-affective as well as “theoretical” criteria (and we will discuss these). You should connect the concept to other readings (in and outside of class). You should definitely raise questions; bafflement is a very productive intellectual stance, and I want you to go for articulating your confusion rather than trying to avoid or hide it. Try to show your reader what (and, if possible, why) you don’t “get” about the text.

- This is NOT primarily a “response paper.” Be critical, generous, and thoughtful and don’t think you have to be in attack mode; if you find yourself responding defensively, reflect on why.

A great strategy for writing in this idiom is to get to what seems to be the end of your very brief concept ID and see if you can use your concluding insight as the first sentence, or at least connect the heart of your “what of it?” to your account of “what is it?” and follow the thread from beginning to end.

Posted to the Courseweb site in a timely manner, these Concept IDs will not only help you organize and record your engagement with the readings in preparation for class participation but will also serve as a guide for collective discussions. You should read all the posted Concept IDs each week (the easiest way to do this is to subscribe to the postings on Courseweb) and provide peer feedback on the post immediately below your own (the last person to post before the deadline should give feedback to the very first poster). Only posts to Courseweb before the deadline are eligible for 1) credit for fulfilling the assignment 2) formative feedback from me and a peer reviewer. Presenters should use others’ posts to prepare for presentation/discussion facilitation (see below). I will give you formative but not evaluative feedback on these assignments, and you will also receive peer feedback. All together, these short assignments contribute thirty-five percent to your final grade (all pass/fail). For full credit, submit five Concept IDs by the weekly deadline over the course of the term.

### *Concept Clarification Essays & Group Presentations (35 percent of final grade)*

For two of the sessions, one in the first segment of the course and the other in either of the two other segments of the course, each student must write a somewhat longer (as few as 750 words and absolutely not to exceed 900 words) concept clarification essay on the theme or topic for that week. In addition to identifying and giving the significance of two or more concepts featured in the reading for that class session (along the lines described immediately above), these essays should provide relevant interpretive background or context, evaluate the concepts in terms of the contribution they makes to the theorist’s project, and comment succinctly on what you found most interesting, important, puzzling, infuriating, controversial, fundamental, exasperating, inspiring, etc., about the concept and its theoretical deployment in

the reading. I will give you formative and evaluative comments on these assignments, which (along with the presentations) are worth forty percent of your final grade. You may revise them in whole or in part for inclusion in your final essay (see below). Email to me ([lbrush@pitt.edu](mailto:lbrush@pitt.edu)) before 5:30pm on Tuesday. This is also a firm deadline.

For most of the sessions, a small group of course participants (the people who chose that week as one of the two sessions for which to prepare a concept clarification essay) will be *collectively* responsible for presenting and facilitating discussion of salient background/context, key concepts, and controversies from the readings. The presentations will formally occupy the first hour of the appropriate session, should stimulate discussion, and may of course run longer than 60 minutes. Groups will receive a collective grade for the presentation. The criteria for evaluation (peers and instructors will evaluate) are effectiveness of the presentation in conveying important points from the reading and stimulating useful discussion, and apparent equity in preparation among the group members.

Presentations may be in any format (although long media presentations, unless produced by the group, are generally discouraged, as are “talking head” recitations of prepared written materials). Especially strong presentations

- incorporate the written comments from other students (available by 10 am the day of our seminar meeting),
- structure small-group interaction around a set of discussion questions, topics, or specific texts,
- very briefly present background on the theorist(s) and the central debate(s) the theorist(s) address (with a tight focus on connections between biography or historical background and central theoretical concepts or developments),
- and/or otherwise build on the assumption that everyone has completed the readings.

Presentations that go no further than to summarize or outline the readings are NOT acceptable. Presentations should cultivate and demonstrate creative collective preparation and oral presentation skills.

An especially effective group presentation format is the “Fishbowl,” in which the small group of presenters collectively places the readings in any appropriate historical and biographical context, reproduces the highlights (controversies, areas of rapid consensus, points of contention, productive revelations, etc.) of their planning discussions, and asks and answers within the group a set of questions with which they later – or in the process, if that’s the vibe – want the seminar group as a whole to engage.

#### *Final Theoretical Essay (20 percent of final grade)*

In the last few weeks of the semester, we will dedicate some time in each session to developing final essays. Final essays, which are due the last week of the semester, should demonstrate your engagement with the topic, themes, and skills of the seminar. The essay is a substantial piece of scholarly work (2500-3000 words) that revises and extends your earlier Concept IDs, essays, and presentations into an essay that clarifies two or three central concepts from theories of sexuality and gender in order to articulate or contribute to a disciplinary or

interdisciplinary theoretical puzzle, problem, or debate that is especially interesting or relevant to your own research.

Your final essay should fulfill one of the purposes of theory (we will identify and discuss these throughout the semester). You may focus on social diagnosis of some vexed aspect society susceptible to analysis using feminist theory. Or you can clarify concepts, propositions, and frameworks in the interest of guiding and framing empirical inquiry (think of this as the theory section of a proposal, manuscript, or doctoral qualifying examination question response). Or you can contribute to the exegetical theoretical tradition in feminist theory, especially with a focus on the issues of epistemology, ethics, and praxis that form the three substantive segments of the course. Whatever purpose of feminist theory you aim to fulfill, you should choose two or at most three concepts you find particularly intriguing, potentially useful, puzzling, or important (explain which concept you pick and why in the introduction to your essay). Carefully describe, explain, contextualize, and assess the ways at least two of the theorists we read this semester define and use it. Bring the ideas of feminist theorists into dialog with each other and with your intrigue, confusion, or need, and work to clarify the concept (what it means, why there are debates about it, what good it might do for disciplinary and interdisciplinary feminist endeavors) for a peer audience.

The final written version of this essay is due in hard copy at the last class session. You must submit a draft of your text to another seminar participant for comments the week before the final version is due (see below). Needless to say, the more complete the version you submit for peer review, the more useful feedback you can expect. This final essay contributes twenty percent of your final grade.

#### *Peer Review (10 percent of final grade)*

For 5 of the weeks in which you are not presenting (this may or may not include the 5 sessions for which you post a brief Concept ID), you will download, comment on, and bring to class (in hard copy) the Concept ID posted after you (if you are the last person to post before the deadline, comment on whoever posted first). If you miss the deadline, do not expect formative feedback from me and do not expect peer review (but you should still post as promptly as possible to help out the people presenting). Together, these comments count toward five percent of your final grade.

In addition, each participant will be responsible for reading and providing written and oral comments on the draft project of at least one fellow participant. This will be your opportunity to provide supportive-yet-critical feedback to your colleagues at a crucial stage in the development of their projects. Hand in your colleague's comments with the final version of your own project. This is all most easily done using the "track changes" and "comments" functions in Word or other current word-processing programs, and you should be prepared to submit drafts electronically. You will receive drafts and we will spend that penultimate class session giving and receiving formative comments from at least one and possibly two peer reviewers. These comments count toward five percent of your final grade.

What is most important in both cases is that you return helpful comments in a timely manner.

Grades will be assigned on the following scale:

A: Truly exceptional and outstanding work

B: Solid, acceptable graduate-level work

B- or below: Below acceptable level for graduate work

Evaluative feedback will take the form of a letter grade for form over a letter grade for content (e.g., B/B+).

## SEMINAR SESSIONS: TOPICS AND READINGS

Jan 10 **Introduction** to each other and the course, some discussion of approaches, objectives, expectations, and ideas

### KNOWING

*Experiencing, knowing, speaking—construction of knowledge and knowers, reading of texts—occupying a standpoint, speaking for self and others*

Jan 17 **Intersectionality and its discontents, part I**

- Crenshaw, Kimberlé. Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color, *Stanford Law Review*, 1991; 43(6): 1241-1299.
- Choo, Hae Yeon & Ferree, Myra Marx. Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions, and Institutions in the Study of Inequalities, *Sociological Theory*, 2010; 28(2): 129-149.
- Cho, Sumi, Crenshaw, Kimberlé Williams, & McCall, Leslie. Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis, *Signs*, 2013; 38(4): 785-810.

**Thursday, Jan 19 4:00-5:30pm** – Faculty/graduate reading group on the topic of “Intersectionality and its Discontents.” Co-facilitated by Lester Olson, Department of Communication; Melanie Hughes, Department of Sociology; and Rostom Mesli, GSWS and Humanities Center. 402 Cathedral of Learning

- McCall, Leslie. The complexity of intersectionality, *Signs: Journal of Women in Culture and Society*, 2005; 30(3): 1771-1800.
- Davis, Kathy. Intersectionality as Buzzword: A sociology of science perspective on what makes a feminist theory successful, *Feminist Theory*, 2008; 9(1): 67–85.
- Bilge, Sirma. Intersectionality Undone: Saving Intersectionality from Feminist Intersectionality Studies, *Du Bois Review*, 2013; 10(2): 405–424.

Jan 24 **Standpoint theory**

- Collins, Patricia Hill. Social Construction of Black Feminist Thought, *Signs: Journal of Women in Culture and Society*, 1989; 14(4): 745-773.
- Hartsock, Nancy. The Feminist Standpoint: Toward a Specifically Feminist Historical Materialism, *Feminist Theory Reader: Local and Global Perspectives*, Eds. C.R. McCann, S. Kim, New York: Routledge, 2003, 292-307.

- Narayan, Uma. The Project of Feminist Epistemology: Perspectives from a Nonwestern Feminist, *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies*, New York: Routledge, 2004, 213-224.
- Scott, Joan W. Evidence of Experience, *Critical Inquiry*, 1991; 17(4): 773-797.
- Stone-Mediatore, Shari. Chandra Mohanty and the Revaluing of 'Experience', *Decentering the Center: Philosophy for a Multicultural, Postcolonial, and Feminist World*, Eds. U. Narayan, S. Harding, Bloomington: Indiana University Press, 2000, 110-127.

**Resources and recommendations**

- Thomas, Kendall. Strange Fruit, *Race-ing Justice, En-gendering Power: Essays on Anita Hill, Clarence Thomas, and the Construction of Social Reality*, Ed. T. Morrison, New York: Pantheon Books, 1992, 364-389.
- Crenshaw, Kimberlé. Whose Story is It, Anyway? Feminist and Antiracist Appropriations of Anita Hill, *Race-ing Justice, En-gendering Power: Essays on Anita Hill, Clarence Thomas, and the Construction of Social Reality*, Ed. T. Morrison, New York: Pantheon Books, 1992, 402-40.
- Young, Iris Marion. Breasted Experience, *Throwing Like a Girl: And Other Essays in Feminist Philosophy and Social Theory*, Bloomington: Indiana University Press, 1990, 189-209.
- Longino, Helen. Subjects, Power, and Knowledge: Prescriptivism and Descriptivism in Feminist Philosophy of Science, *Feminist Epistemologies*, Ed. L. Alcoff, E. Potter, New York: Routledge, 1992, 101-120.

**Jan 31 Intersectionality and its discontents, part II**

SPECIAL GENDER, SEXUALITY, AND WOMEN'S STUDIES LECTURE. Please plan to attend Dr. Nash's lecture 4:00-5:30 pm in 602 CL. No regular class meeting this week.

- Nash, Jennifer C. Feminist originalism: Intersectionality and the politics of reading, *Feminist Theory*, 2016; 17(1) 3–20.
- Puar, Jasbir. I'd Rather be a Cyborg Than A Goddess. 2011. Available at: <http://eipcp.net/transversal/0811/puar/en> (accessed 31 December 2016).

**Feb 7 Reason, impartiality, power, hierarchy, and dyadic reasoning**

- Young, Iris Marion. The Ideal of Impartiality, *Justice and the Politics of Difference*, Princeton: Princeton University Press, 1990, 96-105.
- Jaggar, Alison M. Love and Knowledge: Emotion in Feminist Epistemology, *Gender/Body/Knowledge: Feminist Reconstructions of Being and Knowing*, Eds. A. Jaggar, S. Bordo, Rutgers University Press, 1989, 145-171.

**Speaking for others**

- Alcoff, Linda. The Problem of Speaking for Others, *Cultural Critique* Winter 1991-1992; 5-32.
- Narayan, Uma. Essence of Culture and a Sense of History, *Decentering the Center: Philosophy for a Multicultural, Postcolonial, and Feminist World*, Eds. U. Narayan, S. Harding, Bloomington: Indiana University Press, 2000, 80-100.

Feb 14 **Naturalism, essentialism, and social construction: sex, gender, performativity, subjectivity, and identity**

- Butler, Judith. Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory, *Theatre Journal*, 1988; 40(4): 519-531.
- Lloyd, Moya. *Judith Butler: From Norms to Politics*, Cambridge: Polity Press, 2007, 1-48.
- Young, Iris Marion. Throwing Like a Girl, *Throwing Like a Girl: And Other Essays in Feminist Philosophy and Social Theory*, Bloomington: Indiana University Press, 1990, 141-159.

**Resources and recommendations**

- West, Candace, Zimmerman, Don H. Doing Gender, *Gender and Society*, 1987; 1(2): 125-151.
- Haslanger, Sally. On Being Objective and Being Objectified, *Resisting Reality: Social Construction and Social Critique*, New York: Oxford University Press, 2012, 35-82.

Feb 21 **Autonomy, agency, and identity**

- Lloyd, Moya. *Judith Butler: From Norms to Politics*, Cambridge: Polity Press, 2007, 49-77 (esp. 54-66).
- Young, Iris Marion. Five Faces of Oppression, *Justice and the Politics of Difference*, Princeton: Princeton University Press, 1990, 39-65.
- Wong (Lau), Kathleen. Working Through Identity: Understanding Class in the Context of Race, Ethnicity, and Gender, *Our Voices: Essays in Culture, Ethnicity, and Communication*, 4<sup>th</sup> ed., Eds. A. Gonzalez, M Houston, V. Chen, New York: Oxford University Press, 256-263.
- Appiah, K. Anthony. Identity, Authenticity, Survival: Multicultural Societies and Social Reproduction, *Multiculturalism: Examining "The Politics of Recognition"* C. Taylor, Gutmann A. et al. Princeton, NJ: Princeton University Press, 1994, 149-164.
- Wright, Melissa. *Maquiladora Mesitzas* and a Feminist Border Politics: Revisiting Anzaldúa, *Decentering the Center: Philosophy for a Multicultural, Postcolonial, and Feminist World*, Eds. U. Narayan, S. Harding, Bloomington: Indiana University Press, 2000, 208-225.

**VALUING**

***Caring in the context of justice and injustice, and within chosen and "found" relationships***

Feb 28 **Ethics of care, autonomy, responsibility, and ethical structures for ethical action**

- Tronto, Joan C. *Moral Boundaries: A Political Argument for an Ethic of Care*, New York: Routledge, 1993, 61-156.
- Peterson, Karin E., Weldon, Alice A. Motherhood Status and the Limits of Flexibility: Recognition and Invisibility among Women Faculty at a Public Liberal Arts University *Feminist Activism in Academia: Essays on Personal, Political and Professional Change*, Eds. E. Mayock, D. Radulescu, Jefferson NC: McFarland & Company, Inc., 2010, 160-175.
- Marche, Stephen. The Case for Filth, *The New York Times, Sunday Review*, December 7, 2013.



### **Resources and recommendations**

- Gilligan, Carol. *In a Different Voice: Psychological Theory and Women's Development*, Cambridge: Harvard University Press, reissue edition 1993.
- Benhabib, Seyla. The Generalized and the Concrete Other, *Feminism As Critique: On the Politics of Gender (Exxon Lecture Series)*, Eds. S. Benhabib, D. Cornell, University of Minnesota Press, 1987, 148-171.
- Harding, Sandra. On the Curious Coincidence of African and Feminine Moralities, *Women and Moral Theory*, Ed. D. Meyers, New Jersey: Rowman & Littlefield, 1987, 296-316.

Mar 7 SPRING BREAK No class session

### **Conceptualizing and seeking justice: What we care about when we care about justice**

Mar 14 Justice

- Young, Iris Marion. Displacing the Distributive Paradigm, *Justice and the Politics of Difference*, Princeton: Princeton University Press, 1990, 15-38.
- Young, Iris Marion. The Ideal of Impartiality, *Justice and the Politics of Difference*, Princeton: Princeton University Press, 1990, 106-121.
- Fraser, Nancy. From Redistribution to Recognition? Dilemmas of Justice in a 'Post-Socialist' Age *New Left Review*, 1995; 212(July/August): 68-93.
- Smith, Anna Marie. Missing Poststructuralism, Missing Foucault: Butler and Fraser on Capitalism and the Regulation of Sexuality, *Prekarious Politics: Critical Encounters*, New York: Routledge, 2008, 79-91.

### **Resources and recommendations**

- Okin, Susan Moller. Justice and Gender, *Philosophy & Public Affairs*, 1987; 16(1): 42-72.
- Okin, Susan Moller. Reason and Feeling in Thinking about Justice, *Ethics*, 1989; 99(2): 229-249.

### **In the face of structural oppression and injustice**

Mar 21 Relationships of intimacy: structural constraints, structures and acts of resistance

- Clarke, Cheryl. An Act of Resistance, *This Bridge Called My Back*, Eds. C. Moraga & G. Anzaldwa, New York: Kitchen Table: Women of Color Press, 1981, 128-137.
- Richardson, Diane. Constructing Lesbian Sexualities, *Modern Homosexualities*, Ed. K. Plummer, London: Routledge, 1992, 187-199.
- Calhoun, Cheshire. Separating Lesbian Theory from Feminist Theory, *Ethics*, 1994; 104(3): 558-581.

### **Resources and recommendations**

- Collins, Patricia Hill. Black Women's Love Relationships, *Black Feminist Thought*, 2<sup>nd</sup> ed., New York: Routledge, 2000, 161-186.
- Okin, Susan Moller. Vulnerability by Marriage, *Justice, Gender, and the Family*, New York: Basic Books, 1989, 134-169.
- Rich, Adrienne. Compulsory Heterosexuality and Lesbian Existence, *Signs*, 1980; 5(4): 631-660.

## ACTING

### Individual and collective action; political, economic, and social structures of action

#### Mar 28 **Equality, difference, and human rights**

- Young, Iris Marion. Social Movements and the Politics of Difference, *Justice and the Politics of Difference*, Princeton: Princeton University Press, 1990, 156-191.
- Nussbaum, Martha C. Human Capabilities, Female Human Beings, *Women Culture, and Development: A Study of Human Capabilities*, Eds. MC Nussbaum & J Glover, New York: Oxford University Press, 1995, 61-104.
- Okin, Susan Moller. Feminism, Women's Human Rights, and Cultural Differences, *Hypatia*, 1998; 13(2): 32-52.
- Zivi, Karen. Rights and the Politics of Performativity, *Precarious Politics: Critical Encounters*, New York: Routledge, 2008, 157-169.
- Lloyd, Moya. *Judith Butler: From Norms to Politics*, Cambridge: Polity Press, 2007, 6-7.
- Smith, Andrea. Native American Feminism, Sovereignty, and Social Change, *Feminist Studies*, 2005; 31: 116-132.

#### ***Acting in the face of fear and injustice***

#### Apr 4 **Others, otherness, affinity, aversion, abjection— addressing alterity**

- Young, Iris Marion. The Scaling of Bodies, *Justice and the Politics of Difference*, Princeton: Princeton University Press, 1990, 122-155.
- Lloyd, Moya. *Judith Butler: From Norms to Politics*, Cambridge: Polity Press, 2007, 74-77.
- Schaef, Anne Wilson. *Women's Reality: An Emerging Female System in a White Male Society*, xv-27, **read pages 10-21**.
- Flores, Lisa S. Reclaiming the "Other": Toward a Chicana Feminist Critical Perspective, *International Journal of Intercultural Relations*, 2000; 24: 687-705.

#### **Privilege and what to do about it**

- Young, Iris Marion. The Myth of Merit, *Justice and the Politics of Difference*, Princeton: Princeton University Press, 1990, 192-225, **read pages 192-206**.
- Bailey, Alison. Locating Traitorous Identities, *Decentering the Center: Philosophy for a Multicultural, Postcolonial, and Feminist World*, Eds. U. Narayan, S. Harding, Bloomington: Indiana University Press, 2000, 283-298.

#### Apr 11 **Feminist approaches and activism in the disciplines and classroom**

- LeBlanc, Robin M. Teaching to Spite Your Body. *Feminist Activism in Academia: Essays on Personal, Political and Professional Change*, Eds. E. Mayock, D. Radulescu, Jefferson, NC:McFarland Press, 2010, 45-60.
- Boisvert, Jennifer A. Feminist Mentorship in the Academy. *Feminist Activism in Academia: Essays on Personal, Political and Professional Change*, Eds. E. Mayock, D. Radulescu, Jefferson, NC:McFarland Press, 2010, 78-97.

- Warner, Sara. The Tender Track. *Feminist Activism in Academia: Essays on Personal, Political and Professional Change*, Eds. E. Mayock, D. Radulescu, Jefferson, NC:McFarland Press, 2010, 176-190.

***Resources and recommendations***

- Christian, Barbara. The Race for Theory. *Feminist Studies*, 1988; 14(1): 67-79.
- Haraway, Donna. *Gender, Race, and Nature in the World of Natural Science*. New York: Routledge, 1989.
- *Feminist Methodology in the Classroom*

Apr 18            DRAFT ESSAYS DUE to peer reviewer. We will spend the class working on peer comments. We will meet at the usual time and place to exchange drafts, work on comments, and trouble-shoot. Bring *two* hard copies of your double-spaced draft. No new readings.

Apr 25            Final version of essay due in class. Informal presentations and wrap-up. No new readings.

\*\*Lisa Parker acknowledges being indebted to Cynthia G. Swinehart for her assistance with the construction of this syllabus. Discussion with her was very valuable, though any faults and missteps in course design remain my own. Lisa Brush tinkered very slightly with the syllabus, but the basic structure and most of the content is original to Lisa Parker's 2014 version. Lisa Parker generously helped with last-minute preparations in December 2016.

## **THE FINE PRINT: University and GSWS Program Policies and Statements**

### Disability resources and services:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course. For more information, visit <https://www.studentaffairs.pitt.edu/drs/> .

### Academic integrity and plagiarism:

Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz, exam or paper will be imposed. For the full Academic Integrity policy, go to: [www.as.pitt.edu/faculty/policy/integrity.html](http://www.as.pitt.edu/faculty/policy/integrity.html).

Violation of the Academic Integrity Code requires the instructor to submit an Academic Integrity Violation Report to the Dean's Office.

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Use of the Web (and other electronic/satellite media): Consulting the Web, computer resources, or smartphones during class discussion is strongly discouraged, except to help resolve a question that arises during discussion. Proper citation to Web-based resources, including date accessed, must be provided in written work.

### E-mail policy:

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

### Cell phone and laptop policy:

All cell phones and other electronic communication devices are to be turned to the off setting during class. Laptops are to be used for note-taking only.

### Non-discrimination policy:

As an educational institution and as an employer, Pitt values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. For more information, visit <http://cfo.pitt.edu/policies/documents/policy07-01-03web.pdf>

### Gender-Inclusive language guidelines:

Aspiring to create a learning environment in which people of all identities are encouraged to contribute their perspectives to academic discourse, the University of Pittsburgh Gender, Sexuality, and Women's Studies Program provides guidelines and resources regarding gender-inclusive/non-sexist language ([gsws.pitt.edu/node/1432](http://gsws.pitt.edu/node/1432)). Following these guidelines fosters an inclusive and welcoming environment, strengthens academic writing, enriches discussion, and reflects best professional practices.

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive/non-sexist language acknowledges people of any gender (e.g. first-year student versus freshman, chair versus chairman, humankind versus mankind). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

### Content warning and class climate:

Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in the Gender, Sexuality, and Women's Studies Program, course topics are often political *and* personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom. I expect everyone to come to class prepared to discuss the readings in a mature and respectful way. If you are struggling with the course materials, here are some tips: read the syllabus so that you are prepared in advance. You can approach your instructor ahead of time if you'd like more information about a topic or reading. If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the classroom as needed. If you need to leave or miss class, you are still responsible for the work you miss. If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center.

### Sexual misconduct, required reporting, and Title IX:

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware:

A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: <http://www.titleix.pitt.edu/report/confidentiality>

An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

- Title IX Office: 412-648-7860
- SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)

If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121.

Other reporting information is available here: <http://www.titleix.pitt.edu/report-0>