

**Women's and Gender Studies Theory**  
**Spring 2022**  
**WMG 3110**  
**POLS 3110**

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Class Hours: MWF 9:15-10:20

Professor: Ellen Hauser  
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**Course Description**

Women, their experiences and their perspectives have often been excluded from traditional systems of knowledge and accounts of history. Feminists have created perspectives to challenge the powerful ownership of knowledge and "truth" that traditional academic disciplines and theories have held. This course will introduce you to the major feminist perspectives and the historical and social contexts out of which they have arisen. The four major feminist perspectives that will be discussed are liberal, socialist, radical, and multicultural.

**Student Learning Outcomes:**

- 1) Understand the historical development of the different feminist perspectives
  - evaluated through exams, quality of class participation/discussion leader/opportunities
- 2) Describe and analyze the assumptions and goals of different feminist perspectives
  - evaluated through exams, quality of class participation opportunities
- 3) Articulate the policy implications of different feminist perspectives
  - evaluated through exams, quality of class participation opportunities
- 4) Compare and contrast the different feminist perspectives
  - evaluated through exams, quality of class participation opportunities

**Required Readings**

Readings on Schoology

**Attendance/Participation** -I will use your participation in class discussion as a form of assessment to determine whether you have done the readings and how well you have understood the material. In order to participate well in class you need to regularly attend class. Quality class participation includes the following: asking good questions, listening to your classmates and professor, making insightful comments on the readings, willingness to respectfully engage in classroom discussions on the issues. This class will be much more useful and interesting if there is a high quantity and quality of student participation. However, in order to participate well students need to have read the material thoroughly before coming to class. We will likely also break out into Zoom groups for small group work. Please be a responsible and active member of those groups.

## **Late Assignments**

All assignments, exams, etc. are to be completed and turned in by the date and time assigned. Late work will receive a lowered grade. If you have health issues or extenuating circumstances, please contact me ASAP to let me know so we can work out a solution.

## **General Policies**

It is your responsibility to pay attention to announcements in class and to find out what information you missed if you are late for class or miss class. If you are not in class on the day you are scheduled to give a presentation, you will receive an automatic 0 as your grade. Unless otherwise stated, all assignments are to be typed, using academic margins, font size, and format. In fairness to the students who turn in their papers on time, late papers will be graded 1/3 percentage point lower for each hour the paper is turned in late. I assume that you agree with and are abiding by Carthage's policy on academic honesty. You cannot pass this class without turning in serious efforts on the papers for the course in a timely fashion.

We discuss challenging issues in this course. You will most likely encounter readings with opinions you do not agree with as well as ideas from classmates that you do not agree with. I may say things at times that are provocative (but respectful) to encourage you to think more deeply and to stimulate discussion. An important part of education is engaging with new and different ideas and analyzing them, even if you do not agree with them. I encourage debate and open discussion during class. However, I have certain rules around those discussions in order to keep them healthy and respectful.

Rules for class discussion:

We do not denigrate, criticize, or judge someone else's personal experiences or identities. We recognize and respect that other people's identities – race, ethnicity, sexual identity, gender identity, socio-economic class, religion, etc. – have given them experiences that we probably have never encountered. We do not tell people they are wrong for being who they are or having had the experiences they have had. We do our best to listen carefully – hearing other people's experiences helps us learn and grow! We try to be curious to learn about things we have never encountered instead of getting defensive and trying to prove ourselves right and other people wrong. Also, no one in class will be asked or required to speak about their experiences or to represent any group they are a part of or any identity they hold. Sharing information about personal experiences or perspectives is only voluntary.

If you feel these rules have not been followed I expect you to take responsibility to contact me privately to discuss your concerns so we can address them.

I do not want these rules to stifle good discussion and debate; in fact, I have them so that we create a safe place for everyone – no matter their background or identity - to be allowed to fully participate and discuss ideas in the class. From many years teaching this course I have found that ideas from readings and class discussion frequently make students more confused about what they think and why. I have had students express one opinion one week, and the exact opposite opinion a few weeks later. This is okay! They were trying out new ideas to see if they fit! The confusion is not a bad thing and does not mean you are not learning. It means you are engaging with new ideas that make you question assumptions you have always held – whether consciously or not. My purpose in this class is not to persuade you to think in any particular way, but rather to get you to encounter and engage with new ideas so that after the confusion passes (and it will!) the values and opinions you hold are ones you yourself have consciously chosen and will have carefully thought out – whether they be the same ones you began the semester with, or whether they are different ones.

### **Office Hours**

Because I will be out part of the semester on medical leave, the easiest way to contact me and set up a meeting is through email.

### **COVID Issues**

It is my expectation that you are doing everything within your power to stay healthy. That means avoiding group gatherings/events, parties, as well as wearing a mask whenever you are around people not in your family/household. However, I do realize that there is a risk that someone will become ill during the semester. Please contact the appropriate college authorities if you become ill so that I receive information about this. If you are experiencing a personal hardship during this time, please be in touch with me so I know what is going on.

**Learning Accommodations** - Carthage College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders and chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services ([dschowalter1@carthage.edu](mailto:dschowalter1@carthage.edu)).

### **Grading Criteria:**

15% Participation

15% Discussion Leader – Providing background, context and discussion questions for reading

20% Exam 1

15% Discussion Posts

15% Oral Presentation on Contemporary Feminist  
20% Final Exam

### **Participation:**

Participation – students are expected to come to class with the appropriate books/articles, prepared to engage in discussion on the assigned course materials. Not having the right readings with you, and not actively engaging in class discussion will result in lower participation grades. Participation grades will be based upon your level of active, appropriate discussion of topics related to the assignment given. **Please view participation in this class as an oral form of assessment showing whether or not you have read the assigned material and how much you understand it.** The more you participate in an appropriate way, the higher your grade will be. This class will be much more useful and interesting for all of us if there is a high quantity and quality of student participation.

**Learning on Zoom: For the weeks we are on Zoom, attendance will be taken by seeing who has their camera on. If you have an issue why your camera cannot be on that day, please message the professor in a private Zoom chat to explain why you cannot be on camera.**

### **Discussion Leader:**

Each student will work with a classmate to be the discussion leader for an assigned reading. For each reading the discussion leaders should:

- provide the historical context for the author and reading. What issue is it addressing? What is the author known for? What was the context/culture at the time that the piece was written? What are the issues from that time period that the author is addressing?

- bring questions for the class to discuss which stimulate discussion.

Readings appropriate for student discussion leaders are marked in the syllabus by “DL.”

### **Discussion Posts:**

From March 21- April 29, students will post one response to the readings for the week in Schoology. The response should be a well-organized and thought out reflection of what you have learned in the readings for that week. Posts will be due each Monday for the previous week.

### **Presentation on Contemporary Feminist:**

Choose a contemporary feminist from the 21<sup>st</sup> Century. She/He/They can be an activist, an artist, or an academic, but they need to be actively involved in promoting feminist issues. Research your person and give a well-organized 8-10 minute presentation on your person. **Your choice should be approved by me.**

Before you present, you need to upload a correctly formatted bibliography of your sources. I highly recommend that you have AT LEAST 6-7 reliable sources on your person. Because of the nature of the topic they do not have to be academic sources. However, please only use reliable sources.

You should use PowerPoint or something similar to provide visual representation of your talk. Please rehearse your presentation so it is the appropriate length - shorter presentations will receive lower grades, and longer presentations risk being cut off due to time limits. Remember, you are teaching us about your person and the work she/he/they have done regarding gender issues and/or feminism. Be prepared to answer class questions about your topic. You will be graded on:

Content - do you understand your topic well? Is it clear you used a good amount of appropriate resources to understand your topic? Is your presentation well-organized and are your main points clear?

Oral Presentation Skills - do you use Power Point effectively (not too many words on the screen, some photos, etc.? Do you talk at an understandable rate of speed? Good general presentation practices?

Questions - do you know enough about your person to answer questions relevant to your topic?

**Exams:** There will be two take-home essay exams to measure your understanding of the readings and theories in the main text. The final exam will ask you to draw on your knowledge and analysis of the entire semester's worth of content. The best way for you to prepare for the exams is to read all of the assigned readings, and attend class and take notes on what is presented and discussed to make sure you understand the larger issues and trends that each reading fits into.

### **Grading Scale**

A 93-100; A- 90-92; B+ 88-89; B 82-87; B- 80-81; C+ 78-79; C 72-77; C- 70-71; D+ 68-69; D 62-67; D- 60-61; F 59 and below

### **This is a tentative schedule subject to change**

**Feb. 2** - Introduction to class, discussions of "woman," "feminist," and "feminist theory;" online videos

**Feb. 4** – "Theory as Liberatory Practice," by bell hooks  
"Not by Degrees," by Charlotte Bunch

**Feb. 7** – "The Master's Tools Will Never Dismantle the Master's House," by Audre Lorde  
"Womanism vs. Feminism"

**Feb. 9** – "Racism and Feminism: The Issue of Accountability," Ch. 4 in *Ain't I a Woman: black women and feminism*, by bell hooks – pp. 119-139 (Use page numbers in the book, not the electronic page numbers in the file)

**Feb. 11** (Prof. Bradley Zopf - bzopf@carthage.edu) - “ “Racism and Feminism: The Issue of Accountability,” Ch. 4 in *Ain't I a Woman: black women and feminism*, by bell hooks – pp. 139-158 (Use page numbers in the book, not the electronic page numbers in the file)

**Feb. 14** (Prof. Shannon Brennan - sbrennan@carthage.edu) – “Four Waves of Feminism,” by Martha Rampton  
“Dedicatory Letter” (only pp. 1-4), Mary Wollstonecraft (Use page numbers in original text, not the electronic file)  
“Declaration of Sentiments” by Elizabeth Cady Stanton  
“Ain't I a Woman” by Sojourner Truth

**Feb. 16** – (Prof. Shannon Brennan)  
“Enfranchisement of Women” by Harriet Taylor  
“*The Subjection of Women*” (READ ONLY Ch. 4 ) by John Stuart Mill

**Feb. 18** – (Prof. Shannon Brennan)  
“Speech after Arrest for Illegal Voting” by Susan B. Anthony  
“Info on Anna Julia Cooper

**Feb. 21** - (Prof. Maribel Morales - mmorales@carthage.edu)  
“Solitude of Self” by Elizabeth Cady Stanton

**Feb. 23-** (Prof. Maribel Morales)  
“The Traffic in Women” by Emma Goldman”  
“Girl Slaves of the Milwaukee Breweries” by Mother (Mary) Jones

**Feb. 25–** (Prof. Maribel Morales)  
“Working Woman and Mother” by Alexandra Kollontai  
“The Morality of Birth Control,” by Margaret Sanger

**Feb. 28** – (Prof. Dani Geary - dgeary@carthage.edu)  
“Excerpts from *A Room of One's Own*” by Virginia Woolf

**March 2** – (Prof. Dani Geary)  
“Introduction from *The Second Sex*,” by Simone de Beauvoir  
**(Readings for Exam 1 go through these)**

**March 4** – (Prof. Dani Geary)  
“Rights Women Didn't Have in the 1960s”  
“The Problem That Has No Name,” by Betty Friedan

**March 7** – Back to Professor Hauser - still on Zoom

Choose Discussion Leader Readings

“Statement of Purpose” by NOW

“SCUM Manifesto,” by Valerie Solanas

**March 9** – “Theory of Sexual Politics” by Kate Millett (assign groups to break up reading)

**March 11** - Exam 1 Due

**March 14-18** – Spring Break!

**March 21** – IN PERSON IN CLASSROOM

(DL) “Redstockings Manifesto” by Redstockings

(DL) “An Argument for Black Women’s Liberation as a Revolutionary Force” by Mary Ann Weathers

**March 23** –

(DL) “The Myth of the Vaginal Orgasm” by Anne Koedt

**March 25**–

(DL) “The Woman-Identified Woman” by Radicalesbians

**March 28** -

(DL) “Chicana Feminism” by Anna NietoGomez

(DL) “A Black Feminist Statement” by Combahee River Collective

**March 30** –

(DL) “What Became of God the Mother?” by Elaine H. Pagels

**April 1** –

(DL) “Age, Race, Class, and Sex” by Audre Lorde

(DL) “Asian Pacific American Women and Feminism” by Mitsuye Yamada

**April 4**–

(DL - this is a longer piece and a bit more complicated) “Compulsory Heterosexuality and Lesbian Existence,” by Adrienne Rich

**April 6**–

(DL) “Under Western Eyes” by Chandra Mohanty

**April 8** -

(DL) “Development, Ecology, and Women,” by Vandana Shiva

**April 11** –

“Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color,”  
by Kimberle Crenshaw (pp. 1265-1295 are not required reading)

**April 13 – (DL)** “Becoming the Third Wave,” by Rebecca Walker  
**(DL)** “The Body and the Reproduction of Femininity,” by Susan Bordo

**April 15-18 – Easter Break**

**April 20 -**  
**(DL)** “Mothers of our Nations” by Winona LaDuke

**April 22 –** (Readings in “Third Wave Feminism” folder in Schoology)  
“A Brief Summary of the Third Wave of Feminism,” by Tara Anand  
“An Overview of Third-Wave Feminism,” by Tome Head  
**(DL)** “The Five Sexes,” by Anne Fausto-Sterling

**April 25 –**  
**(DL)** “The Five Sexes, Revisited,” by Anne Fausto-Sterling  
**(DL)** “Trans Woman Manifesto,” by Julia Serano

**April 27 -** “Where #MeToo Came From and Where It is Going,” by Catherine MacKinnon

**April 29 –** “Feminism, Capitalism and the Cunning of History,” by Nancy Fraser

**May 2 – Presentations on Feminists**

**May 4 – Presentations on Feminists**

**May 6 – Presentations on Feminists**

**May 9 – Presentations on Feminists**

**May 11 – Presentations on Feminists**

**May 13 - Final Exam Due by 10 am.**