



Gender and Women's Studies

UNIVERSITY OF WISCONSIN-MADISON

Gen&WS 449: *From Past Feminisms to Postfeminism: Feminism for the 21st Century*

Instructor: Dr. Katherine Phelps (call me Dr. Kate!)

Office hours: Tuesdays/Thursdays from 1:00 – 2:15 p.m. and by appointment

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For virtual/online appointments: <https://katherine-7.youcanbook.me/>

3 Credit Course: This intermediate level social science/humanities course fulfills the **social science/humanities** approach in the Gender & Women's Studies major.

This class meets for two 75-minute class periods each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc.) for about 3 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

Canvas Course URL: <https://canvas.wisc.edu/courses/270443>

Requisite: Sophomore standing.

Class/Seminar Time: Tuesdays and Thursdays 2:30 – 3:45 p.m.

Location: Birge Hall, Room 346

Course Description

Where have we come from and where are we going? Designed to take us on a journey and tell stories of knowledge building over time, we will explore feminist theories from a broad array of disciplines and perspectives. Beginning with the significance of the Second Wave, examining consciousness raising, political pamphlets, personal manifestos, and the feminist ideology of the “personal is political.” Exploring work from Black feminist thought, psychoanalytic feminism, queer theory, theory from disability studies, fat studies, ecofeminism, and transnational and global feminisms. Identifying and addressing crucial areas of contestation that punctuate the dynamic relationships among texts from past and present—the arrivals, departures, and returns—in feminist theory. Listening to voices that align and voices that dissent. Engaging with the work of writers and thinkers from the past and bringing these ideas to our current cultural configurations and conceptualizations of feminism(s) and feminist movement(s).

Course Learning Outcomes

At the completion of this course, *undergraduate* students will be able to:

- Summarize and synthesize the work of feminist theorists from the mid-20th century to the present day
- Critically analyze feminist theory in conjunction with cultural and social events, and draw connections among how feminist theory ideas align and how they differ from each other
- Critically appreciate and constructively critique texts, theoretical frameworks, ideas, and praxis (the gap between text and world)
- Articulate your own ideas about what you think feminism for the 21st century can or should look like/sound like/feel like in conjunction with historical and contemporary feminist theories and frameworks
- Build awareness and understanding of feminist principles, values, and epistemologies (knowledge development) and how these translate to praxis and feminist calls to action
- Feel joy, energy, and curiosity through the learning process!
- Understand the complexity and messiness of social movement and social justice work and recognize why we do it anyway

At the completion of this course, *graduate* students will also be able to:

- Write an abstract and one page summary of a research project/paper that connects to feminist theoretical frameworks we examine in class
- Create an annotated bibliography of feminist theory/literature for final research project/paper
- Do a 20-minute presentation on your area of research for the class as it relates to our course material

REGULAR AND SUBSTANTIVE INTERACTION

This course provides regular and substantive interaction by:

- *Participation in regularly scheduled learning sessions (where there is an opportunity for direct interaction between the student and the qualified instructor).*
- *Assessing or providing feedback on a student's coursework throughout the semester based on the expectations of the learning activities described in the assignments section of this syllabus.*
- *Provide personalized comments (in any medium) for an individual student's assignment or exam.*
- *Actively facilitate any online discussion.*
- *Instructor posts announcements, email, or social media check-ins about academic aspects of the class.*
- *Identify students struggling to reach mastery through observation of discussion activity, assessment completion, or even user activity and offer additional opportunities for interaction.*
- *Use of small working/study groups that are moderated by the instructor.*

ASSIGNMENTS AND GRADING

Participation (250 points, 25% of overall grade):

In this class, participation is crucial if you want to do well. This means accessing course readings and viewings, completing assigned readings and viewings on time, coming to class with questions and ideas related to the concepts we are discussing that day, and participating on any Canvas discussions if/when they are assigned. Anticipate between 60 to 80 pages of reading each week, sometimes more,

sometimes less. Participation is a substantial part of your final grade. You are required to be in class and required to participate during class discussions and activities. This is a discussion-based course; I want to hear what YOU have to say!

Your active participation in class sessions is assessed as part of your grade for this class and makes up 25% of your final grade. During the first few classes, we will discuss what constitutes active participation.

Class Participation Rubric

	5 Points -- A	4 Points - B	3 Points - C	2 Points - D	1 Points - F
Attitude	<ul style="list-style-type: none"> •Displays an exemplary, helpful, positive and consistent attitude. •Graciously accepts feedback and is able to use it constructively •Always respectful of other's opinions •Peer leader 	<ul style="list-style-type: none"> •Displays positive attitude •Open to positive feedback •Willing to work with others •Respects other's opinions 	<ul style="list-style-type: none"> •Displays inconsistent attitude •Sometimes unwilling to accept feedback •May find it difficult to work with others •May not completely respect other's opinions 	<ul style="list-style-type: none"> •Displays passive attitude •Seemingly ambivalent about receiving feedback •Finds it difficult to work with others •Seemingly ambivalent about the opinions of others 	<ul style="list-style-type: none"> •Unwilling to display a positive attitude. •Resistant to positive feedback. •Unwilling to work with others. •Disrespectful of other's opinions.
Listening	<ul style="list-style-type: none"> •Proactively listens when the teacher and fellow students are speaking. •Consistently able to follow directions or respond to questions. 	<ul style="list-style-type: none"> •Actively listens when the teacher and fellow students are speaking. •Attempts to follow directions or respond to questions. 	<ul style="list-style-type: none"> •Sometimes listens when the teacher or fellow students are speaking. •Sometimes able to follow directions given, but often may need repeating. 	<ul style="list-style-type: none"> •Rarely listens to the teacher of other students. •Relies on other students for direction/instruction. 	<ul style="list-style-type: none"> •Almost always ignores what is going on in the classroom. •Does not take or follow direction.
Classroom Interaction	<ul style="list-style-type: none"> •Exhibits exemplary self-control and total respect for others. •Always volunteers in class. •Shows leadership qualities. 	<ul style="list-style-type: none"> •Exhibits good self-control and respect for others. •Consistently volunteers and participates. 	<ul style="list-style-type: none"> •Sometimes able to following directions, but often check to see what other students are doing. •Will answer questions or read aloud if called upon. 	<ul style="list-style-type: none"> •Rarely participates in classroom activities. •Reluctantly answers questions or reads aloud, etc. 	<ul style="list-style-type: none"> •Does not participate in classroom activities. •Unwilling to answer questions or read aloud
Behavior	<ul style="list-style-type: none"> •Always on task. •Often goes beyond expectations •Displays mature behaviors •Exemplary adherence to boundaries and rules. 	<ul style="list-style-type: none"> •Consistently on task •Displays appropriate behavior •Respects boundaries and rules of the class. 	<ul style="list-style-type: none"> •Most times is on task. •Most times displays appropriate behavior •Most times observes boundaries and rules of the class. 	<ul style="list-style-type: none"> •Needs to be refocused frequently •Frequently displays lack of impulse or self-control. •Frequently ignores boundaries and rules. 	<ul style="list-style-type: none"> •Rarely on task. •Displays improper, disruptive, inappropriate behavior •Ignores boundaries and rules.
Preparedness	<ul style="list-style-type: none"> •Always prepared with required materials •Always ready to engage in daily classroom activities •Exemplary effort in completing assignments. •Always on time for class. 	<ul style="list-style-type: none"> Consistently: •Brings required materials to class •Ready to engage in daily classroom activities •Completes assignments on time. 	<ul style="list-style-type: none"> •Most times brings required materials to class. •Most assignments are completed on time •May come to class late. 	<ul style="list-style-type: none"> •Sometimes brings required materials to class. •Inconsistently completes assignments. •Frequently late getting to class. 	<ul style="list-style-type: none"> •Does not bring materials to class. •Does not complete assignments on a timely basis. •Consistently late getting to class.

Situating History and Author Contributions (100 points total/50 points each - 10% of overall grade, 5% each):

At some point during our 15 weeks, you will be asked to send me what is essentially a short report about the author(s) of our readings, as well as three examples of cultural events from the particular year that aligns with our readings that week. Each week, we will spend time discussing our readings in a context of what was happening at the time it was written. For example, Cathy Cohen wrote her “Punks, Bulldaggers, and Welfare Queens” essay in 1997. If you are assigned to 1997, you will send me a one-to-two-page summary of information about Cathy Cohen – who is the author(s)? What is their background? What strikes you as important about them? Additionally, you will send me a set of slides (Powerpoint, Google slides, Canva, etc.) with descriptions, images, details, and sources for at least three events or happenings from the year you are assigned. What was happening in that year? Locally and globally? In

popular culture? In politics? In social movements? Was it war time? A time of peace? Provide a brief explanation of each event and provide relevant images and/or videos related to the event as well in the slides. We will use these events and author information to inform our discussion of the feminist theory that was being produced at the time. These summaries and slides will be due on Canvas, and you will also be asked to post them to the class in an ongoing Situating History discussion thread.

The Personal is Political Responses (280 points - 28% of overall grade):

During the semester, you will submit four short response papers (worth 70 points each) that each reflect on a contemporary example of gender-based oppression. Using concepts and material from the course, you will explore the continued relevance of the “personal is political” feminist rallying cry. These response papers are an opportunity for you to reflect on your own positionality, your own identities, and your own perspectives on feminism(s) as they relate to the current landscape of gender oppression. You can think locally or think globally. Find specific examples in contemporary media – whether popular or news media. Recent abortion bans, lack of education for girls in developing nations, ongoing sexual harassment and sexual assault in various social arenas, lack of parental policies and maternity leave, sex trafficking and slavery, increased criminalization of women, limited media/political representation – these are just a few examples of some of the gender-based oppressions you might explore. Let your mind go wild. Be your own theorist! But be sure to write in conversation with the work we read in the class – I expect to see citations and references from at least *two* of our class readings and viewings in each of these response papers. These papers should be 2- to 3- pages double-spaced, and standard format of Times New Roman, 12-point font, 1-inch margins, ASA citation and reference format.

Feminist Position Statements/Reflections (100 points total, 50 points each - 10% of overall grade, 5% each):

Within the first two weeks of class, you will be asked to write a position statement on your definition of feminism and what you believe are the three biggest issues or problems facing feminism, *as a movement*, today. The initial position statement will be written in class, collected by me, sealed up, and stored for the semester. At the end of the semester, you will be asked to write a new position statement that offers an adjusted definition of feminism (if any), and reflection on what you have learned during the course. You will then have the opportunity to revisit your first position statement to see how your perceptions and ideologies have changed from the beginning of the semester to the end. The first position statement will be handwritten during class time, and the second statement will be submitted on Canvas towards the end of the semester.

Final Paper, Project, or Digital Presentation (270 points - 27% of overall grade):

Your final paper or presentation will function as a manifesto: your vision for the future of feminism. Feminist manifestos have been the cornerstones of feminist theory in the United States for well over a century, from Elizabeth Cady Stanton’s *Declaration of Sentiments*, to Shulamith Firestone’s *The Dialectic of Sex*, to Chimamanda Ngozi Adichie’s *We Should All Be Feminists*. To be clear, this does not need to be a feminist manifesto necessarily – perhaps you reject conventional ideas of feminism in favor of a new

kind of language. Perhaps you want to focus solely on queer theory, or fat studies, or Black feminist thought. Perhaps you want to bring it back to the old school grassroots action of consciousness raising and knowledge sharing. Whatever your vision for the world, your task is to write it or speak it into existence. Using at least SIX readings and viewings from the class, as well as at least THREE additional sources, as well as knowledge you gained in our discussions, in 10 pages of writing, or via a 15 to 20 minute mixed media presentation that you will put on Canvas (speaking, Google slides, images, video, art, key points, etc.), or an alternative format approved by me (e.g. zine, art and artist statement, etc.), your final assignment is to let your imagination run wild toward your vision for a (feminist) future. This manifesto should articulate intentions related to social change, specific issues you care about, perspectives on social structures and embedded norms, and ideas for calls to action. Do you want to see a revolution? Do you want a more liberal feminist model? Do you imagine a world without gender? YOU be the theorist and explore those possibilities but be sure to frame your own theoretical contribution in reference to the theory we engaged with in class. A more comprehensive set of instructions for this manifesto assignment, as well as expectations for presentation vs. paper vs. alternative format, will also be made available to you within the first few weeks of the semester.

If you are a graduate student, please make plans to meet with me within the first two weeks of the semester to discuss adjusted course expectations and assignments.

Standard Paper Format – American Sociological Association

The format of each written assignment must adhere to the following guidelines:

- All text is double spaced, no additional spaces between paragraphs
- Each new paragraph is indented
- 12-pt font in Times or Times New Roman
- 1-inch margins
- Reference page in American Sociological Association style
 - <https://owl.english.purdue.edu/owl/resource/583/03/>
 - Alphabetical by authors' last names
 - This does not count in page or word requirements
- Quotations & evidence cited according to ASA style

Final letter grades are as follows:

A	93-100	BC	78-82	F	below 60
AB	88-92	C	70-77		
B	83-87	D	60-69		

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

There is no required textbook for this course.

All required readings and viewings are available on Canvas as web links and PDFs.

HOMEWORK & OTHER ASSIGNMENTS

All assignments to be submitted on Canvas on designated due dates listed in our course calendar at the end of this syllabus.

Sign up for Situating History and Author Contributions will take place in the first week of the semester.

POLICY ON LATE OR MISSED ASSIGNMENTS

I want to be as accommodating as possible, and I can do this if you communicate with me. I am glad to provide wiggle room on due dates if it means producing higher quality work. If assignments are submitted more than two weeks past the original due date, they may not be accepted for credit, except in the case of extenuating circumstances. If you have a valid reason to turn in an assignment late, please talk to me before the due date if at all possible. Final papers/projects/presentations must be submitted on the due date because I am up against end of semester grading deadlines. Please plan ahead for the end of the semester!

******I recognize that we are still operating within a global pandemic – if you need extra time, flexibility, support, or assistance, all I ask is that you communicate with me!***

RULES, RIGHTS & RESPONSIBILITIES

- See: <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

ACADEMIC INTEGRITY

Institutional syllabus statement: By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

<https://conduct.students.wisc.edu/syllabus-statement/>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

(Language graciously borrowed from Dr. Sami Schalk):

I believe everyone has a right to a quality education and that classrooms can adapt to students' needs. If you have ideas on how you can best learn and express your learning in this class, if you have an undocumented disability, or if you have a change in disability status during the semester, I encourage you to meet with me as soon as possible to discuss a learning plan. If you have a documented disability, please provide me your accommodation information within the first two weeks of class. The University accommodation policy reads as follows:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

<https://mcburney.wisc.edu/instructor/>

Resources for Academic Assistance:

- The UW Writing Center: <https://writing.wisc.edu/>
- Tutoring and Learning Support Services – <https://newstudent.wisc.edu/academic-support/>
- <https://academicsupport.wisc.edu/>

DIVERSITY & INCLUSION

Institutional Statement on Diversity: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

SEXUAL HARASSMENT & OTHER FORMS OF SEXUAL MISCONDUCT

As an instructor, I am committed to supporting survivors of sexual misconduct, including sexual assault, sexual harassment, dating violence, domestic violence, stalking, and sexual exploitation. UW–Madison offers a variety of resources for students impacted by sexual misconduct.

If you wish to seek out free, confidential support, there are a number of [services](#) available on campus and in the community.

If you would like to report sexual misconduct to the campus, a number of [reporting options](#) are available. In addition, each department has staff members, known as Responsible Employees, who can assist you. If you are an undergraduate student, most of the academic and career advisors you work with are designated Responsible Employees. Please note that Responsible Employees are required to report specific disclosures that you share about sexual misconduct to UW-Madison's [Title IX Office](#).

The Department of Gender & Women's Studies has the following Responsible Employees: the Department Chair, Dr. Judy Houck (jahouck@wisc.edu), the Graduate Coordinator, José Ramirez (jramirez27@wisc.edu), and the Undergraduate Advisor, Susan Nelson (susan.nelson@wisc.edu).

PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURERS STATEMENT

See more information about privacy of student records and the usage of audio-recorded lectures. Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

COURSE EVALUATIONS (AEFIS)

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation. Your feedback helps us continue to offer meaningful curriculum and create the best educational experience for you!

UW-Madison uses a digital course evaluation survey tool called AEFIS. For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous.

IMPORTANT NOTES

- 1)** This syllabus is to act as a guide and contract for the semester; but it is not set in stone. Each group of students moves at a different pace and gets fascinated by certain topics. I will try to honor this, and we may find ourselves spending more time on certain topics and less time on others. As such, by choosing to remain in this course, you agree to the above requirements and stipulations. ***I reserve the right to alter this syllabus at any time, but with fair and appropriate warning.***
- 2)** I ask you to please put your phones away during class. If you plan to take notes on your phone, please plan to use another device or get a notebook. If I see you answering your phone or text messaging, you will be asked to put it away. If it is a recurring problem, I will ask you to leave the classroom. We haven't been in a classroom together in a long time...let's use this time to be present with each other!
- 3)** I will attempt to respond to student emails as promptly as I am able. I will generally check and respond to email between the hours of 9 a.m. and 5 p.m. I will always try to get you a response

within 24 hours. Also, please send me emails from either your student email address, or another email address that readily identifies you.

COVID-19 Information:

Students' Rules [Rights, & Responsibilities](#)

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

<https://covidresponse.wisc.edu/>

UW-Madison [Face Covering Guidelines](#)

While on campus all employees and students are required to wear [appropriate and properly fitting face coverings](#) while present in any campus building unless working alone in a laboratory or office space.

Face Coverings During In-person Instruction Statement (COVID-19)



Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

A Final Thought on our Classroom Community and Course Content Warning

This class will be an open and affirming learning space for all students, regardless of age, race, ethnicity, citizenship status, gender, sex, sexual orientation, size, parental status, religion, ability, or socioeconomic status. As an instructor, I pledge to respect all students based upon these factors, including the use of personal/correct names and pronouns. I encourage open communication among students and myself. Students are welcome and encouraged to share viewpoints relevant to course material, and respectful, relevant debate is encouraged.

At times during the term, we will be discussing historical events and topics that may be disturbing, even traumatizing, to some students. The readings and viewings we do in this class can be especially difficult as they deal with subjects of violence, sexual violence, and various forms of gender-based oppression. You are expected to engage with the material, but not to the point of any self-detriment. You will never be required to share something you are not comfortable sharing. However, this does not mean you are exempt from participation. If you ever feel the need to refrain from engaging with the material during one of these discussions, you may always do so without academic penalty. However, I ask that you make me aware of the circumstances. And you will be responsible for any material you miss. If you ever wish to discuss your personal reactions to this material, either with the class or with me, I welcome such discussion as an appropriate part of our coursework.

I want to challenge us to remember that we are not the measure of all things. I absolutely encourage the use of experience and personal perspective in framing how we talk about the material, but the goal of the course is to think beyond those experiences and perspectives, and engage in thinking critically about the social, cultural, and political realities of various groups, identities, and social structures.

The success of this class is a community effort!

Class/Reading Schedule

(Listed readings/viewings and assignments are due THAT DAY for class!)

Week One:	Thursday 9/9: Introductions, syllabus overview No readings due
Week Two:	Tuesday 9/14: Readings due: Introduction to The Second Sex, Simone de Beauvoir, 1949/1953 The Myth of Women's Inferiority, Evelyn Reed, 1954 Funeral Oration for the Burial of Traditional Womanhood, Kathie Amatniek, 1968 <i>(Sign up for Situating History and Author Contributions during class)</i> Thursday 9/16: <i>(In-class exercise – first feminist position statement)</i>

	<p>Readings due:</p> <p>Radical Feminism and Love, Ti-Grace Atkinson, 1969</p> <p>Excerpts from Black Woman’s Manifesto, The Third World Women’s Alliance, 1970</p> <p>La Chicana, Elizabeth Martinez, 1972</p>
Week Three:	<p>Tuesday 9/21:</p> <p>Readings due:</p> <p>Reflections on the Black Woman’s Role in the Community of Slaves, Angela Davis, 1972</p> <p>Mother Right: A New Feminist Theory, Jane Alpert, 1974</p> <p>The Traffic in Women: Notes on the Political Economy of Sex, Gayle Rubin, 1975</p> <p>Thursday 9/23:</p> <p>Readings due:</p> <p>The Combahee River Collective Statement, 1977 (paired with Black Lives Matter Statement, 2012)</p> <p>Uses of the Erotic, Audre Lorde, 1978</p> <p>The Master’s Tools Will Never Dismantle the Master’s House, Audre Lorde, 1979</p> <p><i>The Personal is Political response one due Friday 9/24 by midnight on Canvas</i></p>
Week Four:	<p>Tuesday 9/28:</p> <p>Readings due:</p> <p>Compulsory Heterosexuality and Lesbian Existence, Adrienne Rich, 1980</p> <p>One is Not Born a Woman, Monique Wittig, 1981</p> <p>Thursday 9/30:</p> <p>Readings due:</p> <p>Excerpts from This Bridge Called My Back, Cherrie Moraga and Gloria Anzaldua (eds.), 1981</p> <p>I’ve Had Nothing Yet so I Can’t Take More, Rachel Adler, 1983</p> <p>I Want a 24-Hour Truce During Which There is No Rape, Andrea Dworkin, 1984</p>
Week Five:	<p>Tuesday 10/5:</p> <p>Readings due:</p> <p>Situated Knowledges, Donna Haraway, 1988</p> <p>Love and Knowledge: Emotion in Feminist Epistemology, Alison Jaggar, 1989</p> <p>The Project of Feminist Epistemology: Perspectives from a Nonwestern Feminist, Uma Narayan, 1989</p> <p>No in-person class today – discussion of Tuesday readings on Canvas</p>

	<p>Thursday 10/7: Readings due: Sexuality, Catharine A. MacKinnon, 1989</p>
Week Six:	<p>Tuesday 10/12: Readings due: Defining Black Feminist Thought, Patricia Hill Collins, 1990 Eating the Other, bell hooks, 1992 Transgender Liberation, Leslie Feinberg, 1992</p> <p>Thursday 10/14: Readings due: Becoming the Third Wave, Rebecca Walker, 1992 Not Just Bad Sex, Kathy Pollitt, 1993 Excerpts from Massacre of the Dreamers, Ana Castillo, 1994</p> <p><i>The Personal is Political response two due Friday 10/15 by midnight on Canvas</i></p>
Week Seven:	<p>Tuesday 10/19: Readings due: Ecofeminism: Toward Global Justice and Planetary Health, Greta Gaard and Lori Gruen, 1993 Earth Honoring: Western Desires and Indigenous Knowledges, Jane Jacobs, 1994 The Politics of Women and Nature, Mary Mellor, 1996</p> <p>Thursday 10/21: Readings due: Diaspora, Border, and Transnational Identities, Avtar Brah, 1996 From Here to Queer, Suzanna Danuta Walters, 1996 Punks, Bulldaggers, and Welfare Queens, Cathy J. Cohen, 1997</p>
Week Eight:	<p>Tuesday 10/26: Readings due: Excerpts from Dragon Ladies: Asian American Feminists Breathe Fire, Sonia Shah, 1999 Monica and Barbara and Primal Concerns, Ellen Willis, 1999 Penis Passion, bell hooks, 1999</p> <p>Thursday 10/28: Readings due: The Color of Violence Against Women, Angela Davis, 2000</p>

	<p>Chicana Feminism and Postmodernist Theory, Paula M.L. Moya, 2001</p> <p>The Transfeminist Manifesto, Emi Koyama, 2001</p>
Week Nine:	<p>Tuesday 11/2: Readings due: Integrating Disability, Transforming Feminist Theory, Rosemarie Garland-Thomson, 2002 Compulsory Bodies, Alison Kafer, 2003</p> <p>Thursday 11/4: Readings due: Queering the Borderlands, Emma Perez, 2003 Patriarchal Colonialism and Indigenism, M.A. Jaimes Guerrero, 2003</p> <p><i>The Personal is Political response three due Friday 11/5 by midnight on Canvas</i></p>
Week Ten:	<p>Tuesday 11/9: Readings due: Postfeminism and Popular Culture, Angela McRobbie, 2004 Not My Mother's Sister introduction, Astrid Henry, 2004</p> <p>Thursday 11/11: Readings due: The Veil Debate – Again, Leila Ahmed, 2005 The Social Organization of Masculinity, Raewyn Connell, 2005 Feminism and the Treatment of Animals, Josephine Donovan, 2006</p>
Week Eleven:	<p>Tuesday 11/16: Readings due: Race, Tribal Nation, and Gender, Renya Ramirez, 2007 Black Atlantic, Queer Atlantic: Queer Imaginings of the Middle Passage, Omise'eke Natasha Tinsley, 2008</p> <p>Thursday 11/18: Readings due: Revisiting the Corpus of the Madwoman, Elizabeth Donaldson, 2008 Radical Refusals: On the Anarchist Politics of Women Choosing Asexuality, Breanne Fahs, 2010</p> <p><i>The Personal is Political response four due Friday 11/19 by midnight on Canvas</i></p>

Week Twelve:	<p>Tuesday 11/23: Readings due: Sister Species introduction, Lisa Kemmerer, 2011</p> <p>Thursday 11/25: Thanksgiving Recess – NO CLASS</p>
Week Thirteen:	<p>Tuesday 11/30: Readings due: Fat Studies: Mapping the Field, Charlotte Cooper, 2010 Why Fat is a Feminist Issue, Abigail Saguy, 2012 1% Feminism, Linda Burnham, 2013</p> <p>Thursday 12/2: Readings due: Playing with the Politics of Perversion, Ariane Cruz, 2016 The State is a Man, Audra Simpson, 2016</p>
Week Fourteen:	<p>Tuesday 12/7: Readings due: Introduction to Living a Feminist Life, Sara Ahmed, 2016 Gender and the Politics of Shame, Clara Fischer, 2018</p> <p>Thursday 12/9: Readings due: Excerpts from Feminism for the 99%: A Manifesto, 2019 Navigation of Feminist and Submissive Identity by Women in the BDSM Community, Meeker, McGill, and Rocco, 2020</p> <p><i>Second Feminist Position Statement due Friday 12/10 by midnight on Canvas</i></p>
Week Fifteen:	<p>Tuesday 12/14: No readings due, course reflections, sharing manifestos <i>Final manifestos due by midnight on Canvas!</i></p>

A Very Partial List of Suggested Continued Reading (In no particular order...)

- This Bridge Called My Back, Cherrie Moraga and Gloria Anzaldua (1981)
- Words of Fire: An Anthology of African-American Feminist Thought (1995)
- We Were Feminists Once, Andi Zeisler (2016)
- Epistemology of the Closet, Eve Sedgwick (1990)

- The Trouble with Normal, Michael Warner (1999)
- Zami: A New Spelling of My Name, Audre Lorde (1982)
- Sister Outsider, Audre Lorde (1984)
- Land as Pedagogy, Leanne Simpson (2014)
- Women, Race, and Class, Angela Davis (1983)
- Sexual Politics, Kate Millett (1970)
- Mohawk Interruptus: Political Life Across the Borders of Settler States, Audra Simpson (2014)
- Black Looks, bell hooks (1992)
- Gender and Power, Raewyn Connell (1987)
- Tracing Native American Feminism Through Myth and Poetry, Cassidy Webber, (2017)
- Decolonizing Feminism: Transnational Feminism and Globalization (2017)
- The Dialectic of Sex, Shulamith Firestone (1970)
- Gender Trouble, Judith Butler (1990)
- Feminist Disability Studies, Kim Hall (2011)
- Sexual Futures, Queer Gestures, and Other Latina Longings, Juana Maria Rodriguez (2014)
- Feminism is for Everybody, bell hooks (2000)
- We Should All Be Feminists, Chimamanda Ngozie Adichie (2015)
- SCUM Manifesto, Valerie Solanas (1967)
- The Creation of Feminist Consciousness, Gerda Lerner (1993)
- Luce Irigaray, *The Sex Which Is Not One* (1977)
- Carolyn Merchant, *Death of Nature: Women, Ecology and the Scientific Revolution* (1980)
- bell hooks, *Ain't I a Woman?: Black Women and Feminism* (1981)
- Julia Kristeva, *Powers of Horror: An Essay on Abjection* (1982)
- bell hooks, *Feminist Theory: From Margin to Center* (1984)
- Evelyn Fox Keller, *Reflections on Gender and Science* (1985)
- Sandra Harding, *The Science Question in Feminism* (1986)
- Emily Martin, *The Woman in the Body: A Cultural Analysis of Reproduction* (1987)
- *Feminism and Science*, ed. Tuana (1989)
- Diana Fuss, *Essentially Speaking: Feminism, Nature and Difference* (1989)
- Minh Ha Trinh, *Woman, Native, Other: Writing Postcoloniality and Feminism* (1989)
- Judith Butler, *Gender Trouble* (1990)
- Patricia Hill Collins, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment* (1990)
- Donna Haraway, *Simians, Cyborgs, and Women: The Reinvention of Nature* (1991)
- Sandra Harding, *Whose Science? Whose Knowledge?* (1991)
- Monique Wittig, *The Straight Mind and Other Essays* (1992)
- Judith Butler, *Bodies That Matter* (1993)
- Val Plumwood, *Feminism and the Mastery of Nature* (1993)
- Susan Bordo, *Unbearable Weight: Feminism, Western Culture, and the Body* (1993)
- Londa Schiebinger, *Nature's Body: Gender in the Making of Modern Science* (1993)
- Elizabeth Grosz, *Volatile Bodies: Toward a Corporeal Feminism* (1994)
- Rosi Braidotti, *Nomadic Subjects: Embodiment and Difference in Contemporary Feminist Theory* (1994)
- Moira Gatens, *Imaginary Bodies: Ethics, Power, and Corporeality* (1995)
- *Monsters, Goddesses, and Cyborgs: Feminist Confrontations with Science, Medicine, and Cyberspace*, ed. Lykke and Braidotti (1996)

- *Feminism and Science*, ed. Fox-Keller and Longino (1996)
- Susan Wendell, *The Rejected Body: Feminist Philosophical Reflections on Disability* (1996)
- Donna Haraway, *Modest_Witness@Second_Millennium.FemaleMan Meets OncoMouse* (1997)
- Vicki Kirby, *Telling Flesh: The Substance of the Corporeal* (1997)
- Claire Colebrook and Elizabeth Bray, "The Haunted Flesh: Corporeal Feminism and the Politics of (Dis)Embodiment," *Signs* 1 (1998): 35-67.
- J. Halberstam, *Female Masculinity* (1998)
- Catriona Sandilands, *The Good-Natured Feminist: Ecofeminism and the Quest for Democracy* (1999)
- Londa Schiebinger, *Has Feminism Changed Science?* (1999)
- Ladelle McWhorter, *Bodies and Pleasures: Foucault and the Politics of Sexual Normalization* (1999)
- *Deleuze and Feminist Theory*, ed. Ian Buchanan and Claire Colebrook (2000)
- Anne Fausto-Sterling, *Sexing the Body: Gender Politics and the Construction of Sexuality* (2000)
- Linda Birke, *Feminism and the Biological Body* (2000)
- bell hooks, *Feminism is for Everybody: Passionate Politics* (2000)
- Sally L. Kitch, *Higher Ground: From Utopianism to Realism in American Feminist Thought and Theory* (2000)
- *Feminist Science Studies: A New Generation*, ed. M. Mayberry (2001)
- Rosi Braidotti, *Metamorphoses: Towards a Materialist Theory of Becoming* (2002)
- Ellen Peel, *Politics, Persuasion and Pragmatism: A Rhetoric of Feminist Utopian Fiction* (2002)
- Chandra Mohanty, *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity* (2003)
- Elizabeth Wilson, *Psychosomatic: Feminism and the Neurological Body* (2004)
- Myra J. Hird, *Sex, Gender and Science* (2005)
- Sandra Harding, *Science and Social Inequality: Feminist and Postcolonial Issues* (2006)
- *Third Wave Feminism: A Critical Exploration* (2nd ed), ed. Stacy Gillis, Gillian Howie, Rebecca Munford (2007)
- Karen Barad, *Meeting the Universe Halfway: Quantum Physics and the Entanglement of Matter and Meaning* (2007)
- Stacy Alaimo and Susan Hekman (eds), *Material Feminisms* (2008)
- *Troubling Vision*, Nicole Fleetwood (2011)
- *Crip Theory: Cultural Signs of Queerness and Disability*, Robert McRuer (1996)
- *Disidentifications*, José Esteban Muñoz (1999)
- *The Bloomsbury Handbook of 21st Century Feminist Theory* (2019)
- *The Witches are Coming*, Lindy West (2019)
- Any poetry by June Jordan, Lucille Clifton, Gwendolyn Brooks, Marge Piercy, Audre Lorde, Sylvia Plath, Chrystos, and many, many, many others.

And literally thousands of other pieces of writing that create the tapestry of feminist thought, knowledge, production, movement, transition, and transformation – though not comprehensive, feel free to overwhelm yourself by looking through this list:

https://en.wikipedia.org/wiki/List_of_feminist_literature#2020s