

POLS 375 Gender and Feminist Political Thought

Professor: Marcus E. Green
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Quarter: Spring 2011 | Mar 28 – Jun 8
Section #: 01
Schedule #: 21201
Class Time: TR 1:00–2:50
Location: Science Center 304
Website: access through Blackboard

Course Description

This course will examine some of the key debates in gender and feminist political theory, including the understanding of politics as the study of power, conceptions of gender, the role of women in political thought, and how gendered identities are conceived and organized in contemporary politics and society.

Course Objectives and Learning Goals

1. To introduce students to a number of important classical and contemporary feminist thinkers.
2. To assist students in gaining an awareness of the contemporary political debates concerning gender and feminism.
3. To assist students in gaining an awareness of the ways in which questions of gender are related to the issues of identity, sexuality, power, knowledge, law, democracy, and justice.
4. To assist students in the development of their analytical, critical thinking, writing, and communicative skills.

Required Texts

1. Shira Tarrant, *Men and Feminism*. Berkeley: Seal Press, 2009. ISBN 9781580052580
2. Elizabeth Hackett & Sally Haslanger (eds.) *Theorizing Feminisms: A Reader*. New York: Oxford University Press, 2005. ISBN: 9780195150094

Assignments & the Determination of Final Grade

Assignments	Date	Points	Grades
Essay 1 (8 – 10 pages)	April 28	4	
Essay 2 (8 - 10 pages)	June 6	4	
3 Class Presentations (1 page each)	varies	4	Average of the three presentations
Participation	n/a	4	
Total Possible Points		16	
Average / Subtotal		4	Average of assignments & participation
- points for absences			- deductions for absences
Final Grade			

Calculation of Final Grade

The calculation of the final grade for the course is determined by the average of two essay assignments, three presentations, and class participation. The final grade recorded for the course follows the grade scale below. The final grade average must meet the minimum threshold of the

grade scale for each corresponding grade. For example, to receive an A- in the course, a student's final grade average must be 3.7 or above. In the case of a marginal final grade within .05 of a point, I will round up. For instance, if a student's final grade average is 3.66, I will record the final grade as an A-, but a final grade average of 3.60 will be recorded as a B+.

Grade Scale

The grading system for this course follows Otterbein University's four-point grade scale found in the College Catalog: <http://catalog.otterbein.acalog.com/content.php?catoid=10&navoid=463#Grading>

Grade Scale	Letter Grade	Grade Points	Description
3.85 – 4.00	A	4.0	Exceptional
3.7 – 3.84	A-	3.7	Excellent
3.3 – 3.69	B+	3.3	Above Average
3.0 – 3.29	B	3.0	Above Average
2.7 – 2.99	B-	2.7	Above Average
2.3 – 2.69	C+	2.3	Average
2.0 – 2.29	C	2.0	Average
1.7 – 1.99	C-	1.7	Below Average
1.3 – 1.69	D+	1.3	Below Average
1.0 – 1.29	D	1.0	Below Average
0.0 – 0.99	F	0.0	Failure

Grades for assignments and final grade averages will follow the Grade Scale in first column. This Grade Scale will be used to determine the final Letter Grade.

Essays

Students are expected to write two essays for this course, each worth 25% of the final grade. There are no exams. Each essay is intended to address particular readings, issues, and concepts covered in a particular period. The essay assignments are designed for you to demonstrate your knowledge and understanding of the material and issues under review and to provide a critical analysis of them. "Critical analysis" does *not* mean a dismissal of particular ideas or concepts. Rather, it entails a critical investigation of a set of ideas or issues in order to reveal the limits, flaws, and/or problems related to them. I will provide a list of recommended questions and detailed instructions for each essay assignment at least two weeks prior to the due date.

Presentations

Students are required to conduct three in-class presentations during the term and submit a one page outline for each presentation. The three presentations will be worth 25% of the final grade. Each presentation will be graded on the 4-point scale, and the grades from the four presentations will be averaged at the end of the term. Students will be asked to sign up for particular readings to present.

Presentation Instructions

- The in-class oral presentations should be between 6 and 12 minutes.
- Students are required to submit a one page outline of their presentation, due on the day of the presentation. The outlines should be typed (single-space, 12 point font) and should be one page.
- The outline of the presentation should follow the format below.

Introduction

1. State the author's argument.
2. State your own argument or theme to encompass the presentation.
3. Provide social, political, and/ intellectual context to frame the author's argument.

Summary Section

4. Summarize the author's evidence to support his/her argument,
5. Identify the most important concept(s)/point(s) in the text.

6. Cite brief passages that demonstrate your points and supports your argument.

Concluding Section

7. Introduce your views of the text. Possible topics to discuss:
 - a. The strengths and weaknesses of the author’s work
 - b. Discuss the issues that you find interesting
 - c. Discuss the issues that require further elaboration/detail
 - d. Discuss potential problems, contradictions, etc.
8. How does the material compare and contrast with other readings that we have already studied in the course?
9. (in-class) address student’s and professor’s questions.

Participation Grade

Students are graded on class participation. In addition to the formal essay requirements, successful achievement of course objectives requires active class participation, which is an important and valuable aspect of the learning experience. Therefore, 25% of the final course grade is determined by class participation. This means that I expect you to contribute and participate in class discussions. You will only receive an acceptable grade for class participation if you regularly participate in discussions. Class attendance alone is not participation. You should come to class prepared to discuss particular issues, topics, and readings. You will receive credit for participation when you provide significant contributions to class discussions that either enhance or provide greater meaning to the discussion. Questions of clarification of the readings do not count as participation.

Participation Grade Breakdown

Participation Points	Grade
12	4.0
11	3.8
10	3.7
9	3.3
8	3.0
7	2.7
6	2.3
5	2.0
4	1.7
3	1.3
2	1.0
1	0.7
0	0.0

Participation grades will be determined by the quality and quantity of student performance. This course will meet for 10 weeks, and I will grade participation on a scale of 0-to-12. At the end of the term, I will calculate students’ participation grades based upon their total participation points following the scale to the left. For instance, a student with 11 participation points, will receive a grade of 3.8 for participation.

As stated above, class attendance does not equal participation. You will receive credit for participation when you provide significant contributions to class discussions that either enhance or provide greater meaning to the discussion.

Course Policies

Course Format

Class meetings will be divided between lectures, student presentations, and directed class discussions. The lectures are designed to provide students with a framework of meaning through which they are better able to understand and discuss the texts. The student presentations and class discussions will be based upon readings from the required texts. The discussions shall provide students with a forum in which they can discuss and debate the key concepts of the texts under review with their classmates and the instructor.

Lectures and Readings

Students are responsible for knowing the material covered in the assigned readings and the material covered in lectures. Lectures will address information found in the readings as well as information not found in the readings. I do not distribute my lecture notes to students. Therefore, students are encouraged to attend class and to take notes.

Attendance

Attendance is required. A student missing 6 classes automatically fails the course. You are permitted up to 3 unexcused absences without penalty. After your third unexcused absence, I will deduct .1 of a point from your final grade average for each additional absence. For example, 4 absences = -0.1 point; 5 absences = -0.2 point, etc. If you need to miss more than three classes for university approved reasons, please see me to make arrangements. Sickness short of hospitalization or incapacitation does not constitute grounds for an excused absence. I may make exceptions for truly unusual and unanticipated events, but such arrangements must be discussed with me. Colds, flus, hangovers, broken bones, dental work, doctor appointments, changes in work schedules, etc. do not count as either unusual or unanticipated. You are permitted three unexcused absences to deal with such events.

Tardiness

If you are regularly late to class, I reserve the right to reduce your final grade average by .1 point for each instance of tardiness.

Classroom Environment

This course is designed to challenge your written and verbal communicative skills, which are, in my view, not only necessary to the learning process but vital to the development of democratic culture and citizenship. Just like writing, the public exchange of ideas requires skill. It requires a level of confidence to speak in front of others and a level of maturity and respect to listen to others. It can be said that this course is Socratic in the sense that our discussions are similar to workshops in which we workout different thoughts and ideas in coordination with one another. Because of this, I will work to make the classroom environment respectful and comfortable for all, and I expect you to do the same.

Blackboard

I will distribute course information and materials on Blackboard. Therefore, it is your responsibility to familiarize yourself with Blackboard and to login periodically for course updates.

Submitting Essays

I require students to submit a hard copy of each paper and to submit an electronic copy through Blackboard. Make a copy of each paper before you turn it in. It is the responsibility of students to keep duplicate copies of their papers.

Late Essays (and "free days")

I grant each student a three day extension for the first assigned essay. This means that you can turn the paper in three days late (not counting weekends) and still receive full credit. After the paper is three days late, I will deduct .5 of a point (out of 4) each day the paper is late. If you plan to use any "free days," you do not need to tell me; just submit a hard copy and an electronic copy of the paper when you are finished. I do not accept emailed papers. I will consider papers

“turned in” when I receive the hardcopy, not the electronic copy. The second essay cannot be turned in late.

Plagiarism and Academic Dishonesty

Otterbein policies regarding academic integrity will be strictly enforced. All submitted work must be your own – *including presentations* – and it is the responsibility of all students to understand the methods of proper citation and to apply those methods in all written assignments. I will investigate indications of copied or plagiarized work, and I reserve the right to administer oral exams and to question students, if I suspect submitted work is plagiarized.

According to the Otterbein Campus Life Handbook, “any use of the words or ideas of someone else as though they were the student’s own words, constitutes plagiarism. This definition applies to the use of both printed and unprinted sources, including the work of other students or faculty.” (See: http://www.otterbein.edu/CLH/code_of_conduct_policies.asp#sec_4).

Plagiarism occurs when a writer reproduces the words of another author without acknowledgment or when a writer paraphrases the ideas or arguments of another author in such away as to lead the reader to believe that the ideas or arguments originated with the writer. Plagiarism can be intentional or unintentional. According to Andrea A. Lunsford in *The Everyday Writer* (4th ed): “If your paraphrase is too close to the wording or sentence structure of a source (even if you identify the source); if you do not identify the source of a quotation (even if you include the quotation marks); or if you fail to indicate clearly the source of an idea that you obviously did not come up with on your own, you may be accused of plagiarism even if your intent was not to plagiarize” (p. 191).

I will report violations of academic dishonesty to the Office of the Vice President for Academic Affairs. According to Otterbein policy, students who violate standards of academic integrity are subject to disciplinary sanctions, which include the “failure on the given assignment or a failing grade for the course.”

Disability Accommodation

If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Disability Services Coordinator for assistance in verifying the need for accommodations and developing strategies. If you have not previously contacted the Disability Services Coordinator (x1618 or LMonaghan@otterbein.edu), I encourage you to do so.

Email

Outside of my office hours, I can be reached via email, and I will usually respond within 24 hours. Note: In the subject, include the course number (POLS 375), and in the body of the message, please include your first and last name.

Electronic Devices

Recording Lectures: In accordance with federal regulations, students may not make audio recordings of class lectures without the prior written consent of the instructor. Students with registered and documented disabilities may make audio recordings with instructor’s consent.

Cell Phones & iPods: Please turn off cell phone ringers during class. No texting or iPods in class. If I see students texting in class, I will automatically subtract one point from your participation grade.

Drop Dates & Withdrawal Policy

Students who wish to drop the course may do so using the regular procedures. It is not the responsibility of the professor to drop students from the course.

- Last day to add course: Monday, April 4
- Last day to drop classes with full refund: Monday, April 4
- Last day to drop classes with no grade recorded on transcript: Monday, May 2
- Last day to drop with “W” on transcript: Monday, May 16

Class Schedule and Readings

Week	Date	Topic/Reading	Presentations
Week 1	Tue Mar 29 Thu Mar 31	Introduction to the course · Shira Tarrant, <i>Men and Feminism</i> , Ch 1 “This is What a Feminist Looks Like”	· Introduction
Week 2	Tue Apr 5 Thu Apr 7	· Shira Tarrant, <i>Men and Feminism</i> , Ch 2 “The Men’s Auxiliary: A Brief History of Men and Feminism” Privilege, Oppression, and Difference 1. Allan G. Johnson, “Privilege, Oppression, and Difference” 2. Iris M. Young, “Five Faces of Oppression,” <i>Theorizing Feminisms</i>	· Introduction 1. 2.
Week 3	Tue Apr 12 Thu Apr 14	Social Construction and the Construction of Gender 3. Linda Nicholson, “Interpreting Gender.” <i>Signs</i> 20.1 (1994): 79-105. 4. Sally Haslanger, “Gender and Social Construction: Who? What? When? Where? How?” <i>Theorizing Feminisms</i> 5. Susan Wendell, “The Social Construction of Disability,” <i>Theorizing Feminisms</i> 6. Trina Grillo, “Anti-Essentialism and Intersectionality: Tools to Dismantle the Master’s House,” <i>Theorizing Feminisms</i> The Construction of Masculinity 7. Shira Tarrant, <i>Men and Feminism</i> , Ch 3 “Constructing Masculinity” 8. Michael S. Kimmel, “Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity” in <i>Theorizing Masculinities</i> (handout) 9. Patrick D. Hopkins, “Gender Treachery: Homophobia, Masculinity, and Threatened Identities,” in <i>Rethinking Masculinity</i> (handout)	3. 4. 5. 6. 7. 8. 9.
Week 4	Tue Apr 19 Thu Apr 21	Masculine Hegemony and Privilege 10. Mike Donaldson, “What is hegemonic masculinity?” <i>Theory and Society</i> 22.5 (1993): 643-657. (handout) 11. Shira Tarrant, <i>Men and Feminism</i> , Ch 4 “Gender Advantage: Checking in on Masculine Privilege.” Epistemic Positions – Theorizing Feminisms 12. Joanna Kadi, “Stupidity ‘Deconstructed’“ 13. Patricia Hill Collins, “The Politics of Black Feminist Thought” 14. Uma Narayan, “Cross-Cultural Connections, Border-Crossings, and ‘Death by Culture’“ 15. Linda Alcoff, “The Problem of Speaking for Others”	10. 11. 12. 13. 14. 15.
Week 5	Tue Apr 26 Thu Apr 28	Humanist Feminism – Theorizing Feminisms 16. John Stuart Mill, <i>The Subjection of Women</i> , Ch 1 17. Sojourner Truth, “Ar’n’t I a Woman?” 18. Simone de Beauvoir, <i>The Second Sex</i> , Introduction 19. Martha C. Nussbaum, “Human Capabilities, Female Human Beings” The Difference Approach (“Gynocentric Feminism”) – Theorizing Feminisms 20. Iris M. Young, “Humanism, Gynocentrism, and Feminist Politics” 21. Audre Lorde, “Uses of the Erotic: The Erotic as Power”	16. 17. 18. 19. 20. 21.

		22. Paula Gunn Allen, "Who Is Your Mother? Red Roots of White Feminism" 23. Carol Gilligan, "Moral Orientation and Moral Development"	22. 23.
Week 6	Tue May 3	The Dominance (and Power) Approach (I) – <i>Theorizing Feminisms</i> 24. Catharine MacKinnon, "Difference and Domination: On Sex Discrimination" 25. Catherine MacKinnon, "Desire and Power" and "Sex and Violence: A Perspective" 26. Emma Goldman, "Woman Suffrage"	24. 25. 26.
	Thu May 5	The Dominance (and Power) Approach (II) 27. Sandre Lee Bartky, "Foucault, Femininity, and the Modernization of Patriarchal Power," <i>Theorizing Feminisms</i> 28. Nancy Hartsock, "Foucault on Power: A Theory for Women?" from <i>Feminism/Postmodernism</i> 29. Audre Lorde, "Age, Race, Class, and Sex: Women Redefining Difference," <i>Theorizing Feminisms</i>	27. 28. 29.
Week 7	Tue May 10	No Class	No Class
	Thu May 12	Postmodern Feminism – <i>Theorizing Feminisms</i> 30. Nancy Fraser and Linda J. Nicholson, "Social Criticism without Philosophy: An Encounter between Feminism and Postmodernism" 31. Judith Butler, from <i>Gender Trouble</i> 32. bell hooks, "Postmodern Blackness"	30. 31. 32.
Week 8	Tue May 17	Feminist Identity Politics – <i>Theorizing Feminisms</i> 33. Barbara Christian, "The Race for Theory" 34. Combahee River Collective, "A Black Feminist Statement" 35. Mari Matsuda, "On Identity Politics"	33. 34. 35.
	Thu May 19	Postcolonial Theory – <i>Theorizing Feminisms</i> 36. Leela Gandhi, "Postcolonialism and Feminism" 37. Ann Laura Stoler, "Carnal Knowledge and Imperial Power: Gender, Race, and Morality in Colonial Asia"	36. 37.
Week 9	Tue May 24	Women, Multiculturalism, and Universalism (I) 38. Nancy Fraser, "Multiculturalism, Antiessentialism, and Radical Democracy: A Genealogy of the Current Impasse in Feminist Theory," <i>Theorizing Feminisms</i> 39. Susan Moller Okin, "Is Multiculturalism Bad for Women?" (1999) 40. Martha Nussbaum, "Women and Cultural Universals" from <i>Sex and Social Justice</i> (1999)	38. 39. 40.
	Thu May 26	Women, Multiculturalism, and Universalism (II) 41. Seyla Benhabib, "Multiculturalism and Gendered Citizenship" from <i>The Claims of Culture</i> (2002) 42. Marilyn Friedman, "Women's rights, oppressed minorities, and the liberal state" from <i>Sexual Justice/Cultural Justice</i> , ed. Barbara Arneil, et. al (2007)	41. 42.
Week 10	Tue May 31	Feminism, the State and Democracy 43. Wendy Brown, "Finding the Man in the State," from <i>States of Injury</i> 44. Anne Phillips, "Must Feminists Give up on Liberal Democracy?" from <i>Democracy and Difference</i> 45. Chantal Mouffe, "Feminism, Citizenship and Radical Democratic Politics" from <i>The Return of the Political</i>	43. 44. 45.
	Thu Jun 2	Feminist Imagination 46. Nancy Fraser, "Mapping the Feminist Imagination: From Redistribution to Recognition to Representation" from <i>Scales of Justice</i> (2009)	46.
Week 11	Mon Jun 6	Exam Week – Final Paper Due by 12:30	