

Advanced Readings in Feminist Theory (GWS/AFR 306)

Fall 2017 * Mondays and Wednesdays 9:00-10:15pm * New London Hall 400

This is a live [syllabus](#) updated during the semester and must be reviewed regularly. Please review [this guide](#) about how to work with Google Drive and class technology expectations.

Professor

Ariella Rotramel, PhD ☐ Email: arotrame@conncoll.edu ☐ Office Phone: x2858

Office Location: Third Floor, Gender and Women's Studies, 740 Williams Street.

Office Hours

Mondays 11:00am-12:00pm, Blue Camel Cafe, Shain Library. Drop in or reserve an appointment via <https://goo.gl/1qxEsP>.

I hold office hours to provide students with an opportunity to discuss course-specific issues that we have not been able to address in class. Examples of reasons that you may visit my office hours include: discussing a course topic further; questions about your work in this course; or a personal issue has begun affecting your work and we need to strategize to address this challenge. Do not hesitate to contact me immediately with concerns, as there is little we can do at the semester's end.

Course Overview

Feminist theory seeks to provide frameworks for understanding the past, present, and future of our world. Theory can explain what we observe, enabling us to better understand what we struggle against or hope for. Feminist scholars center gender and related social categories to create theories that move us from ideas that unreflexively privilege some forms of knowing to frameworks that grapple directly with the limits of knowledge production. In this course, we delve into critical works that have informed the development of Gender and Women's Studies as a field. The mix of authors is intended to provoke your understanding of feminist theory as multiple, contested, and overlapping. We ask questions including: 1) How do feminist theorists account for the diversity of women's experiences? 2) What are the different political commitments of feminist theories? 3) How can we read social movement narratives through feminist theory? And 4) What are the politics of representation in the creation and circulation of feminist theories? This course seeks to enable you to navigate the range of political approaches to gender and women's studies as your own relationship to the field evolves. Our assignments familiarize you with feminist theory frameworks as you build your understanding, interpretation, and usage of concepts.

Departmental Learning Goals

This course fulfills Gender and Women's Studies department's learning goals including:

- Know how other forces of identity and power... intersect and interact with gender;
- Understand the varieties of feminist theories, the major debates... [and] critiques...
- Utilize feminist methodologies and approaches in order to frame original research and organizing;
- Work on writing skills that bring clarity of expression and coherence of argument;
- Refine skills of information literacy and research, both library and web-based...
- Gain and refine critical reading skill...

Course Learning Goals

Students who successfully complete this course will be able to:

- Knowledgeably discuss key forms of feminist theory in terms of their content and implications
- Articulate the significance of feminist theories to your own research and education
- Effectively present your research to a public audience online and in person

Course Texts

 McCann and Kim, eds., *Feminist Theory Reader*, 4th ed. (New York: Routledge Press, 2016). ISBN: 978-1138930216. **F in course schedule.**

 Moraga and Anzaldúa, eds., *This Bridge Called My Back*, 4th ed. (Albany, NY: SUNY Press, 2015). ISBN: 978-1438454382. **B in course schedule.**

Course books are available at our campus bookstore for sale and are on reserve at our library for your use. Confirm the ISBN before ordering elsewhere to ensure you have the correct edition. All other course sources are available via syllabus links and/or as PDFs via our [Google folder](#).

Credit Hour Definition

A semester course is normally equivalent to four semester hours. Connecticut College complies with federal regulations defining the credit hour. For each credit hour awarded, students are expected to complete no fewer than three hours of combined instructional or studio/lab time and out-of-class work per week. Four credit hours equals a minimum of 9.5 hours of out-of-class work a week.

Grading and Course Assignments

You will receive your final grade based on your performance in class and course work. The grading scale for this course is: A = 100-93; A- = 92-90; B+ = 89-87; B = 86-83; B- = 82-80; C+ = 79-77; C = 76-73; C- = 72-70; D = 69-60; F= 59 and below. Late assignments receive a deduction of one letter grade per 24-hour late period. Assignment extensions may be requested with timely notification. This course does not have extra credit work.

This course is reading intensive and a foundational expectation is that you schedule enough time to read, take notes, and reflect upon our reading each week in advance of class.

	Reading Quizzes	Course Engagement	Wiki Dashboard Components	Wiki Presentation & Reflection	Article Response Paper	Final Exam
%	15	15	20	15	15	20

Reading Quizzes 15%

In order to assess and reinforce student course preparation, there will be reading quizzes during the semester. These paper quizzes will occur at the beginning of class and students will not be given extra time if they are late to class. Each quiz will be closed book and note.

Course Engagement 15%

This component includes engagement in and outside of the classroom including class discussions, group work, and online communication. Consistent, critically engaged participation is crucial for a

successful and productive course. Class discussions are in relationship with the course readings and themes, and you must come to class having completed all assigned reading. As this is a seminar course, you must come to class well prepared to: 1) ask questions; 2) provide commentary on reading; and 3) engage in active dialogue.

You are required to come to class on time. Lateness and unexcused absences count negatively towards your grade. 4 or more unexcused absences will result in a failing course grade. Attendance is mandatory on our poster presentation day and for required outside class events. You may provide proper documentation and/or have your class dean contact me for unavoidable absences in order to avoid a negative impact on your final grade.

As a member of this course, you respectfully engage all members of the classroom and talk only in your turn. Interruptions, hostile remarks, side-talk, or inappropriate non-verbal communication will not be tolerated. Use of electronics in class is solely for work related to our course. Usage of your laptop or tablet for work in other classes or entertainment may result in laptop use being disallowed for the rest of the semester and is negatively reflected in your participation grade.

Wikipedia Project Total 20% (Dashboard 20%, Presentation & Reflection 15%)

Our course is collaborating with the Wiki Education Foundation this semester. We use a scaffolded approach throughout the semester to learn about Wikipedia, conducting research, adding content, and engaging the Wikipedia community. We work with our College archivists and ARC staff as well as [Shalor Toncray](#) from Wiki Ed throughout this project. Your topics will be chosen from a list curated by our College archivists, Becky Parmer and Rose Oliveira, that are areas with no or little representation on Wikipedia and have significant materials available in our special collections. You write an Wikipedia article on your topic, working primarily through the dashboard, and in turn create a poster presentation based upon your work.

You receive one grade for the sum of your activities developing your work via Wikipedia and one grade for your poster presentation and reflection. All components of your work via Wikipedia are critical and you will receive feedback throughout the process. Your work is evaluated based on the following major criteria: quality of work produced, consistency, and engagement. *Late work is strongly discouraged for this project as it will impede your ability to continue to the next step in the process.* Further guidelines are provided during the semester.

Feminist Theory Article Response Paper 15%

Select one assigned reading from class. For this 900-1000 word count paper, you make a unique argument in response to the article's thesis, core concepts, and evidence ([rubric](#)). You conduct outside research to gather support for your analysis and are encouraged to work with our librarian, [Ashley Hanson](#). Further guidelines are provided during the semester.

Final Exam 20%

This take home exam is completed within three hours total (you may schedule your work as appropriate) during the finals period. You receive the short answer questions and essay prompt at the start of the finals period. Further guidelines are provided during the semester.

Course Schedule (All Wikipedia assignments are found on our [course dashboard](#))

Wednesday, August 30 Introduction

Monday, September 4 Contextualizing Feminist Theory

- ❑ Complete the [student information questionnaire](#)
- ❑ Read syllabus and bring to class your questions
- ❑ Reflect on trigger warnings and what you would like in terms of expectations for our class discussions (for reference, I wrote a brief article on [trigger warnings and content notes](#) that may be informative - for classroom discussions, we may need to consider what a content notes approach could like).
- ❑ Akiko, "The Day the Mountains Move," 32. **F**
- ❑ [Lugones and Spelman, "Have We Got a Theory for You!" 573-581.](#)
- ❑ Thompson, "Multiracial Feminism: Recasting the Chronology of Second Wave..." 51-62. **F**

Wednesday, September 6 Wiki Project Introduction

- ❑ Rowley, "The Idea of Ancestry: Of Feminist Genealogies and Many Other Things," 80-87. **F**
- ❑ [Edwards, "Wiki Women: Bringing Women Into Wikipedia through Activism and Pedagogy."](#) 409-436.
- ❑ Enroll in Wikipedia Dashboard and complete training for week - <http://goo.gl/Ln3o7v>

Monday, September 11 Introduction of Archival Resources in Lear Center

Wednesday, September 13 Theorizing Inequality and Knowledge Making

- ❑ Thornton Dill and Zambrana, "Critical Thinking about Inequality," 182-193. **F**
- ❑ [Crenshaw, "Demarginalizing the Intersection of Race and Sex," 139-167.](#)

Monday, September 18 Intersectionality Facets

- ❑ Nash, "Re-Thinking Intersectionality," 194-203. **F**
- ❑ Patil, "From Patriarchy to Intersectionality: A Transnational Feminist..." 204-212. **F**

Wednesday, September 20

- ❑ Mani, "Multiple Mediations: Feminist Scholarship in the Age of Multinational..." 452-465. **F**
- ❑ Mohanty, "'Under Western Eyes' Revisited: Feminist Solidarity..." 401-418. **F**

Monday, September 25 Wikipedia Project Work Session in Lear Center

Wednesday, September 27 Standpoint Theory

- ❑ Haraway, "Situated Knowledges: The Science Question in Feminism..." 440-451. **F**
- ❑ Hartsock, "The Feminist Standpoint: Toward a Specifically Feminist Historical..." 368-383. **F**

Monday, October 2 Theorizing Bodies and Power

- ❑ Bartky, "Foucault, Femininity, and the Modernization of Patriarchal Power," 481-92. **F**
- ❑ Butler, "Performative Acts and Gender Constitution..." 466-480. **F**

Wednesday, October 4 Cyborgs, Community and Struggle

- ❑ [Haraway, "A Cyborg Manifesto," 291-324.](#)
- ❑ [Sandoval, "Re-entering Cyberspace: Sciences of Resistance," 75-93.](#)

Monday, October 9 Review and Work Session in Lear Center

Wednesday, October 11 Cyborgs and Goddesses

- ❑ Puar, "I Would Rather be a Cyborg than a Goddess': Becoming-Intersectional," 594-607. **F**

Monday, October 16 No Class - Fall Break

Wednesday, October 19 Feminist Killjoy

- ❑ Ahmed, "Multiculturalism and the Promise of Happiness," 539-554. **F**

Monday, October 23 Challenging Familial, Community, and Movement Politics

- ❑ Pratt, "Identity: Skin, Blood, Heart," 313-319. **F**
- ❑ Cohen, "Punks, Bulldaggers, and Welfare Queens: The Radical Potential..." 419-435. **F**

Wednesday, October 25 Patrolling Identities, Nation, and Belonging

- ❑ Cantú, "Well Founded Fear: Political Asylum and the Boundaries of Sexual..." 325-334. **F**

Monday, October 30 Transnational Feminist Politics

- ❑ [Arvin, Tuck, and Morrill, "Decolonizing Feminism: Challenging Connections..." 8-34.](#)
- ❑ Abu Lughod, "Orientalism and Middle East Feminist Studies," 245-253. **F**

Wednesday, November 1 This Bridge Called Our Back

- ❑ Introductory sections, xv-xlvi. **B**
- ❑ "Children Passing in the Streets: The Roots of Our Radicalism," 2-16. **B**

Monday, November 6 Theorizing and Confronting Oppression

- ❑ "Entering the Lives of Others: Theory in the Flesh," 17-53. **B**
- ❑ Koyama, "The Transfeminist Manifesto," 150-160. **B**

Wednesday, November 8 Addressing Inequity and Bias Within Feminism

- ❑ "And When You Leave, Take Your Pictures With You: Racism in the Women's..." 55-97. **B**

Monday, November 13 Queer Critiques

- ❑ "Between the Lines: On Culture, Class, and Homophobia," 99-157. **B**
- ❑ [Hollibaugh and Moraga, "What We're Rollin' Around in Bed With."](#) 58-62.

Wednesday, November 15 Claiming Experience

- ❑ "Speaking in Tongues: The Third World Woman Writer," 159-191. **B**

Monday, November 20 Imagining Feminist Futures

- ❑ "El Mundo Zurdo: The Vision," 193-246. **B**
- ❑ Afterword-Biographies, 248-281. **B**

Wednesday, November 22 No Class - Thanksgiving Break

Monday, November 27 Questioning Categories

- ❑ Wittig, "One is Not Born a Woman," 282-288. F

Wednesday, November 29 Anti-Violence and Feminist Praxis

- ❑ Jaggar, "Love and Knowledge: Emotion in Feminist Epistemology," 510-524. F
- ❑ [Erevelles and Minear, "Unspeakable Offenses: Untangling Race and Disability..."](#) 127-145.

Monday, December 4 Feminist Theories of Labor

- ❑ Boris and Salazar Parreñas, "Intimate Labors: Cultures, Technologies..." 586-593. F
- ❑ Hartman, "The Unhappy Marriage of Marxism and Feminism: Towards a More..." 214-228. F

Wednesday, December 6 Pushing the Analysis

- ❑ Davis, "Reclaiming Women's Bodies: Colonialist Trope or Critical Epistemology?" 525-538. F
- ❑ Namaste, "Undoing Theory: The 'Transgender Question' and the Epistemic..." 608-621. F

Monday, December 11 Last Day of Class

- ❑ McRobbie, "Beyond Post-Feminism." 622-626. F
- ❑ Ndlovu, "Out of Now-here," 627-628. F

Course Policies

Universal Learning

I am committed to the principle of universal learning. All of us learn in different ways and our course can be organized to accommodate all students. For example, you may learn more effectively through oral, written, or visual renderings of course topics. Our classroom, virtual spaces, learning and communication practices should be as inclusive as possible. **Please meet with me as soon as possible to discuss your individual learning needs and how they can be accommodated in this course.** If you do not have a documented disability, please remember that other support services, including the Academic Resource Center, Writing Center, and Counseling Services are available to all students and offer a range of services that are helpful for everyone.

Course Technology Policy

As laptop usage during classroom engagement often distract students, you will use a notebook in class and bring printed versions of the day's readings with you. As appropriate for specific class exercises, we will use technology and you will regularly bring a charged laptop or tablet to class. **Any use of phones is not allowed and they must be put away during class (not left out on desks).**

The Connecticut College Honor Code

Academic integrity is of the utmost importance in maintaining the high standards of scholarship in our community. Academic dishonesty is considered to be a serious offense against the community and represents a significant breach of trust between the professor, the classmates, and the student. There are many forms of academic dishonesty including plagiarism, falsifying data, misrepresenting class attendance, submitting the same work in two courses without prior approval, unauthorized discussion or distribution of exams or assignments, and offering or receiving unauthorized aid on exams or

graded assignments. Students violating the Honor Code may be referred to the college's Honor Council for resolution.

Classroom Recording Policy

Audio and/or video recording classroom activities can affect both faculty and students in a number of ways, including constraining classroom participation. There are legitimate interests involving copyright; academic freedom of faculty, staff, and students; privacy rights under the Family Educational Rights and Privacy Act (FERPA); and, class participants' expectations about the protection of their identity and statement records. *Recording of this course is limited to an accommodation provided by the Office of Accessibility Services, with an authorization provided in writing to Professor Rotramel.* Such usage must be for individual academic purposes only and cannot be copied, distributed, sold, file-shared, or Web-served in part or in full. All members of the class will be informed if such a recording is being made. Unauthorized recordings of any class related meetings including class sessions, office hours, or outside activities may also be illegal, subjecting the violator to both civil and criminal penalties. Any unauthorized recording activity of any kind by any student will be reported to the Dean of Students as it is a violation of the Honor Code policy (see Student Handbook, Disruption section, page 18).

Title IX Statement

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. If you come to me with other non-course-related concerns, I will do my best to help.

It is important for you to know that all faculty members are trained and required to report any incidents of gender-based discrimination, including discrimination based on gender identity, gender expression, and sexual orientation. This means that I cannot keep information confidential about sexual misconduct, intimate partner violence, stalking, or other forms of gender-based discrimination. Heidi Freeland-Trail, the Director of Sexual Violence Prevention and Advocacy, can advise you confidentially as can Counseling Services and any of the College chaplains. Heidi can also help you access other resources on campus and in the local community. You can reach Heidi at 860-439-2219 or hfreelan@conncoll.edu, and her office is in Cro 222.

The student sexual misconduct, intimate partner violence, stalking, and non-discrimination policies are in the Student Handbook, which can be found on CamelWeb, in the "Documents/Policies" section, under the Student Life section. There you will find the policies, definitions, procedures, and resources. If you need to report an incident or have any questions about the policy, you can contact the Office of Institutional Equity and Inclusion at 860-439-2035 or Fanning 110.

Campus Resources

Academic Resource Center

The Academic Resource Center (ARC) offers services to support your academic work such as study skills workshops, time management, coaching and tutoring. Our offices are located on the second floor of Shain Library. Please visit us or call 860-439-5294 for more information or to schedule an appointment.

Writing Center

The Roth Writing Center provides one-to-one peer tutoring (free of charge) to help student writers of all abilities during all stages of the writing process. To make an appointment, call 860-439-2173 or stop by the Writing Center at 214 Blaustein. If you're a confident, experienced writer we can help you to push your ideas and polish your style; if you're a relatively inexperienced and not-so-confident writer we can also help you, by working on grammar or organization or whatever you need. Writing Center tutors are trained to help you to discover what you think through writing. Working with a tutor gives you the opportunity to share your work-in-progress with an actual reader, so that you can get useful feedback on that work before you have to turn it in for a final grade. For further information, visit the Writing Center web page at <http://write.conncoll.edu/>.

Office of Student Accessibility Services

Connecticut College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability and have been approved for academic accommodations, please present your Accommodation Memo privately during my office hours as early as possible in the semester. If you are not approved for accommodations, but have a disability requiring academic accommodations, or have questions about applying for accommodations, please contact Student Accessibility Services at 860-439- 5428 or sas@conncoll.edu.

Student Health Services

[Student Health Services](#), located in the Warnshuis Student Health Center behind the library, is available to all full-time, matriculated students. Our purpose is to help students maintain optimal general health through the disciplines of physical and mental health, and health education around lifestyle choices. This is accomplished through a full-time staff and a variety of professional consultants in many disciplines. All professional services are delivered with attention to confidentiality. In the event of a serious illness or injury, parents or guardian will be notified at the discretion of the staff. You can schedule an appointment Monday through Friday by calling 860-439-2275. Information on Care When We Are Closed, Our Services, and Student Health Insurance may be found on Camelweb, in the Student Life Section, under Student Health Services.

Student Counseling Services

The mission of the Student Counseling Services is to promote the emotional and psychological growth and well being of the students at Connecticut College. The Student Counseling Services' goal is to enhance each individual's ability to learn, to create and to be fully participating members of the College community by utilizing safe, culturally sensitive and inclusive approaches to mental health treatment. □To carry out this mission, Student Counseling Services makes available to students a wide range of outpatient clinical services in a safe, non-judgmental atmosphere including:

Evaluation	Individual and group counseling	Crisis intervention services	Psycho-educational forums
Outreach and consultation to the College community			
Psychopharmacological evaluation and medication management			
Referral to off-campus clinicians for specialized and/or intensive treatment			

Connecticut College [Student Counseling Services](#) has been accredited by the International Accreditation of Counseling Services (IACS) since 2005. Appointments may be made by phone at (860) 439-4587 or via email at SCS@conncoll.edu.

Library Research Liaison

Our research and instruction librarian is Ashley Hanson, MLIS. She welcomes your research questions and is available to meet one-on-one to assist you with your developing projects. Ashley can be reached via e-mail at ashley.hanson@conncoll.edu and her campus phone is x2653.