

**WGS 363**  
**Feminist Theory and Methods**  
TR 12:40-2:00 LA 138

Professor Elizabeth Hubble  
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**Required Texts:** Rosemarie Tong, *Feminist Thought*, 3<sup>rd</sup> Edition, Westview Press  
Kolmar and Bartkowski, *Feminist Theory: A Reader*, McGraw-Hill, 2<sup>nd</sup> or 3<sup>rd</sup> Edition  
Booth, Colomb, and Williams, *The Craft of Research*, UChicago Press, 2008  
Additional Readings on Moodle

**NOTE: Some of these readings are included in previous editions of the Reader.**

**Course Description:** WGS 363 is an in-depth exploration of feminist views and critiques of the ethics and methods of scientific, social, and literary inquiry. The course includes exposure to primary sources, historical and current societal and global issues and movements, research finding, and literature exemplifying these methods of inquiry and the gendered dimensions of such inquiry.

Students will become familiar with fundamental debates marking feminist theories in the past and today. By becoming participants in this inquiry, students will gain competence in analytical reading and writing as well as in the pertinent use of theory to examine concrete issues surrounding systems of oppression. This class will focus on putting theory into practice through class discussions and assignments.

Feminist theory spans centuries, disciplines, genres, agendas, languages, cultures and topical foci, and this course will in no way exhaust the topics of feminist theory. The Tong book provides an excellent bibliography to help you further explore feminist theory.

This course is one of the core requirements for the Minor in Women's and Gender Studies, which may be combined with any major. It may also be used toward the Liberal Studies Major with an Emphasis in Women's Studies. If you enjoy this course and would like to know more about the Women's and Gender Studies Program, please contact me or drop by the Women's Studies Office, LA 138A-B, or visit the website at [www.cas.umt.edu/wsprog](http://www.cas.umt.edu/wsprog). In addition, the course fulfills an Upper Division Writing Requirement at the University of Montana.

**Learning Outcomes for Writing and Thinking in Women's and Gender Studies:**

- 1) Identify and pursue more sophisticated questions for feminist/women's and gender studies/queer inquiry
- 2) Find, evaluate, analyze, and synthesize information on feminist/women's and gender studies/queer issues from diverse sources
- 3) Manage multiple perspectives on feminist/women's and gender studies/queer topics
- 4) Recognize the purposes and needs of feminist/women's and gender studies/queer audiences and adopt the appropriate academic voice in writings and presentations
- 5) Understand the importance of peer review, collaboration, and revision in your written work
- 6) Follow appropriate conventions of citation, documentation, and formal presentation
- 7) Develop competence in information technology and digital literacy

**Methods:** This class is designed as a seminar course. Your active participation is essential and counts as part of your grade. I will present certain biographical, historical, and cultural information to provide you with a context for your readings, discussions, and writings. I will propose my own interpretations of the readings, but you are not expected to accept these interpretations blindly. Each reader brings their own experiences to a literary text. If you disagree with my reading of a text, you should feel free to say so. Each day, you are expected to have 3 questions prepared to share with the class based on the readings for that day.

You will hear many different opinions and ideas during this course, some of which you may disagree with. One of the objectives of this class is to improve your written and oral communication skills so that each of you can become more confident in your own unique personal voice. I expect each student to respect the opinions and beliefs of their classmates and for the level of discourse in class to remain civil and academic. A failure to listen to others and to treat them with fairness and respect will have an adverse effect on your grade.

**Classroom Etiquette:** No food will be allowed in class. Students should arrive on time. All cell phones must be turned off. Students may use laptop computers to take notes. Students should not access the internet while in class.

**Attendance:** Attendance is required. After one unexcused absence, your participation grade will be lowered one notch for each absence (A to A-). An excess of 5 unexcused absences will result in an F in the course. A failure to prepare and participate may also be grounds for being counted absent. Tardiness will not be tolerated. Two tardies will equal one absence. There will be NO make-up exams or late submission of homework for unexcused absences. If you are sick or have some other emergency, please contact me.

**Readings:** In addition to the books listed above which you must buy, there are also a number of required readings on Moodle. To access the Moodle readings: Go to <http://umonline.umt.edu> and use your NetID and password to login. WGS 363 should be listed on the next page. Select that course. The readings are in PDF format.

**Grading:**

Preparation and Participation (inc. quizzes):	20%
Major Paper: (5% Proposal; 5% for each of 2 drafts; 20% final draft)	35%
Journals:	25%
Class Facilitation/Presentation:	20%

**Grading Scale:**

93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
59% and below	F

**Preparation and Participation:** Coming to class prepared, i.e. having read all material and ready to participate in discussions, is essential and counts for a large percentage of your final grade. Participation does not merely mean responding when called upon but showing a willingness to raise your hand and enter discussions. Conversely, students will be discouraged from dominating the discussions so that all students have a voice in the classroom. A failure to listen to and respect other voices will have an adverse effect on your grade. Classroom work will include both general discussions and small group discussions. Quizzes may be given at the beginning of class as necessary. Attendance will be taken.

**Major Paper:** For your major paper you will be asked to identify a research question or problem in a field with which you are familiar (e.g. related to your major and WGS) and write a scholarly paper in response to that question. You will be required to identify a topic and submit a one-page proposal in the first three weeks of class. Over the course of the semester, you will submit two drafts of your paper for peer and instructor review. In your final paper, you must clearly identify the feminist theory which provides the lens for your analysis. Your paper must be 10-12 pages long, double-

spaced. You must cite at least 3 outside sources not read for class, in addition to references to primary and secondary sources from class readings. Internet sources must be pre-approved by me. You may wish to refer to the bibliography in the back of the Tong and Kolmar textbooks for possible sources. I will provide you with a list of possible topics.

Your paper should be formatted correctly. You may wish to visit the following website for assistance:  
[http://owl.english.purdue.edu/handouts/print/research/r\\_mla.html](http://owl.english.purdue.edu/handouts/print/research/r_mla.html)

This paper is not an occasion to show how well you can quote, paraphrase or summarize another author, but how well you can think as an explorer of the work and ideas of your authors. Any utilization of the words or work of others (including ideas) in any assignment, written or oral, must be given full reference credit. Failure to do so constitutes plagiarism. If you have questions about proper citation and/or plagiarism, please see me.

**Reading Journals:** This course will raise many questions in your minds. It may challenge your personal opinions. Your reading journal is a place to share the questions, thoughts, and reactions you have to the readings. It will give you an outlet to express your opinions about the readings and discussions. You should write one page (typed and double-spaced) for each class session and include at least three questions raised in the readings for that session. The questions you write will guide our discussions. Entries must be typed and double-spaced. Journals will be collected approximately bi-weekly (see schedule for dates). The first journal topic is assigned. The rest of the journals should be based on the readings and discussions for that day but are otherwise your choice.

**Class Facilitation/Presentation:** Each student will be required to facilitate class for thirty minutes during the semester. This assignment helps prepare students for future work in group facilitations and presentations. The student should identify one or two readings for that day to summarize and analyze for the class with 2-3 questions for their classmates to discuss. In addition, the student must identify a feminist or related organization (either contemporary or historical) whose work relates to the readings for that day. Students should present a brief summary of that organization's work and mission in order to demonstrate how feminist theory and practice intersect. I will model this assignment during the first two class periods.

I will provide a handout with additional information about this assignment.

**Disability Accommodations:** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation

**Plagiarism Warning:** A paper or journal is not an occasion to show how well you can quote, paraphrase, or summarize an author, but how well you can think as an explorer of the work and ideas of your author. Any utilization of the words or work of others (including ideas) in any assignment must be given full reference credit. Failure to do so constitutes plagiarism and will result in an F on the assignment. Plagiarism is a violation of The University of Montana Student Code of Conduct and may result in university sanctions. If you have questions about proper citation and/or plagiarism, please see me.

## Schedule of Assignments (subject to change)

**Note about readings from *Feminist Theory: A Reader*: The first number listed is based on the 3<sup>rd</sup> Edition (a gray book). The second number is from the 2<sup>nd</sup> Edition (a yellow book). An asterisk \* indicates that a reading is not included in the 2<sup>nd</sup> Edition.**

January 25 Introduction to Course: What is theory? What is feminism? What is feminist theory?

January 27 Introduction to Theory, Feminist Theory, and Feminist Research and Writing

Required Readings:

MOODLE: Jonathan Culler, "What is Theory?"

*Craft of Research*: Chapters 3-4

Reader: Reading 3 (Charlotte Bunch, "Not By Degrees: Feminist Theory and Education")

Reading 6/7 (bell hooks, "Theory as Liberatory Practice;")

Tong: Introduction, pp 1-9

**First Journal Due:** Topic—what is your background in theory, women's and gender studies, and feminism? What other courses related to these topics have you taken? Why are you taking this course? What do you want to get out of this course?

### Sign-up for Class Facilitation/Presentation

### Distribution of Major Paper Handout

February 1 Information Literacy Session at Library (12:40-1:30)

Introduction to Feminism

Required Readings:

MOODLE: Michael Kimmel, "Real Men Join the Movement;"

*Craft of Research*: Chapters 5-6

Reader: Reading 1 (Treichler and Kramarae, "Feminism"),

Reading 2 (Alice Walker, "Womanist;"),

Reading 4\* (Lorde, "The Master's Tools"),

Reading 5 (Lugones and Spelman, "Have We Got a Theory for You!")

**Assignment:** Visit [feministing.com](http://feministing.com) and come to class prepared to talk about one of their postings

February 3 Liberal Feminism—Pre-Twentieth Century

Required Readings:

Tong: Chapter 1, "Liberal Feminism," pp 11-23

Reader: Reading 8/9 (Mary Wollstonecraft, "From *A Vindication of the Rights of Women*;" )

Reading 10/11 (Elizabeth Cady Stanton, "Declaration of Sentiments")

Reading 12/13 (Sojourner Truth, "Ain't I a Woman?")

Reading 13/14 (Truth, "Keeping the Thing Going")

Reading 15/16 (Josephine Butler, "Petition to Parliament")

Reading 16/17 (Susan B. Anthony, "Speech After Arrest For Illegal Voting")

Reading 18/19 (Frederick Douglass, "Why I Became a Woman's-Rights Man")

Optional Readings:

Reader: Reading 9/10 (Sarah Grimké, "from *Letters on the Equality of the Sexes*")

Reading 11/12 (Harriet Taylor Mill, "Enfranchisement of Women;")

Reading 14/15 (John Stuart Mill, "From *The Subjection of Women*;" )

Reading 21/22 (Stanton, "Solitude of Self")

- February 8 Liberal Feminism—Twentieth Century  
Required Readings:  
Tong: Liberal Feminism, pp 23-47
- Reader: Reading 24/25 (Ida B. Wells Barnett, “Lynching and the Excuse for It”)  
Reading 29/30 (Margaret Sanger, “Birth Control—A Parents’ Problem or Woman’s”)  
Reading 36/42 (Betty Friedan, “The Problem That Has No Name”)  
Reading 3844 (NOW, “Statement of Purpose”)
- MOODLE: Gloria Steinem, “Women Are Never the Front-Runners”
- Optional Readings:  
MOODLE: Gloria Steinem, “I Was a Playboy Bunny” and “In Praise of Women’s Bodies”

### **Student Facilitations start**

- February 10 Radical Feminism  
Required Readings:  
Tong: Chapter 2  
*Craft of Research*: Chapter 2  
Reader: Reading 40/46 (Kate Millett, “Theory of Sexual Politics”)  
Reading 41/47 (“Redstockings Manifesto”)  
Reading 43/50 (Anne Koedt, “The Myth of the Vaginal Orgasm”)  
Reading 45/52 (Radicalesbians, “The Woman-Identified Woman”)  
Reading 57/67 (Mary Daly, “The Metapatriarchal Journey of Exorcism and Ecstasy”)
- MOODLE: Joreen, “The Bitch Manifesto;” (Reading 45 in 2<sup>nd</sup> Edition)  
Shulamith Firestone, “From *The Dialectic of Sex*,” (Reading 49 in 2<sup>nd</sup> Edition)

### **Journals Due**

### **One-page Proposal for Major Paper Due**

- February 15 Radical Feminism  
Required Readings:  
Reader: Reading 48/55 (Charlotte Bunch, “Not for Lesbians Only”)  
Reading 61/71 (Adrienne Rich, “Compulsory Heterosexuality and Lesbian Existence”)  
Reading 78/87 (Catharine MacKinnon, “Sexuality”)
- online: [feministing.com](http://feministing.com), “What makes feminist porn feminist”  
<http://feministing.com/2011/01/12/what-makes-feminist-porn-feminist/>

- February 17 Marxist and Socialist Feminism  
 Required Readings:  
 Tong: Chapter 3
- Reader: “Sexual Division of Labor,” pp 49-50  
 Reading 19/20 (Friedrich Engels, “From *The Origin of the Family the State*”)  
 Reading 22/23 (Charlotte Perkins Gilman, “from *Women and Economics*”)  
 Reading 25/26 (Emma Goldman, “The Traffic in Women”)  
 Reading 26/27 (Mother Mary Jones, “Girl Slaves of the Milwaukee Breweries”)  
 Reading 27/28 (Alexandra Kollontai, “Working Woman and Mother”)  
 Reading 28/29 (Crystal Eastman, “Now We Can Begin”)
- MOODLE: Selma James, “A Woman’s Place” (Reading 41 in 2<sup>nd</sup> Edition)
- February 22 Marxist and Socialist Feminism  
 Required Readings:  
 Reader: Reading 51/59 (Gayle Rubin, “The Traffic in Women”)  
 Reading 62/72 (Heidi Hartmann, “The Unhappy Marriage of Marxism and Feminism”)  
 Reading 68/76 (Donna Haraway, “A Cyborg Manifesto”)
- February 24 Psychoanalytic Feminism  
 Required Readings:  
 Tong: Chapter 4
- Reader: “Psychoanalysis in/and Feminism” pp 47-49  
 Reading 30/32 (Stella Browne, “Studies in Feminine Inversion”)  
 Reading 31/33 (Joan Riviere, “Womanliness as Masquerade”)  
 Reading 33/35 (Karen Horney, “The Dread of Women”)
- MOODLE: Sigmund Freud “Excerpt from *A Fragment of an Analysis of a Case of Hysteria*,”  
 Juliet Mitchell, “Psychoanalysis and Feminism”
- Journals Due**
- March 1 Psychoanalytic Feminism (And some film theory)  
 Required Readings:  
 Reader: Reading 56/66 (Nancy Chodorow, “The Sexual Sociology of Adult Life”)  
*Craft of Research*: Chapters 7-8  
 MOODLE: Nancy Chodorow, “Family Structure and Feminine Personality”  
 Laura Mulvey, “Visual Pleasure and Narrative Cinema” (Reading 62 in 2<sup>nd</sup> Edition)
- March 3 Ecriture Féminine  
 Required Readings:  
 Reader: “Bodies” pp34-37  
 “Language” pp 43-45  
 Reading 49/56 (Helene Cixous, “The Laugh of the Medusa”)  
*Craft of Research*: Chapters 9-10  
 MOODLE: Jacques Lacan, “From *Ecrits: A Selection*”  
 Julia Kristeva, “From *Women’s Time*”  
 Kari Weil, “French Feminism’s *écriture féminine*”  
 Ann Rosalind Jones, “Writing the Body”

March 8

Ecriture Féminine

Required Readings:

Reader: Reading 55/65 (Luce Irigaray, "From *This Sex Which Is Not One*")

MOODLE: Audre Lorde, "Poetry Is Not a Luxury" (Reading 4 in 2<sup>nd</sup> Edition)

**Assignment:** Identify a piece of literature or other writing that you believe fits into the category of "women's writing." Be prepared to defend your choice.

**Major Paper: 5-page draft and preliminary literature review due**

March 10

Care-Focused Feminism

Required Readings:

Tong: Chapter 5

Reader: Reading 65/74 (Carol Gilligan, "Images of Relationship")

MOODLE: Mary Pipher, Excerpt from *Reviving Ophelia*  
Gilligan, "Excerpt from *In a Different Voice*"

**Journals Due**

March 15

Multicultural Feminism

Required Readings:

Tong: Chapter 6, pp 200-215

Reader: Reading 20/21 (Anna Julia Cooper, "The Status of Women in America")  
Reading 23/24 (Mary Church Terrell, "From *The Progress of Colored Women*")  
Reading 42/48 (Mary Ann Weathers, "An Argument for Black Women's Liberation")  
Reading 44/51 (Pauli Murray, "The Liberation of Black Women")  
Reading 54/64 (Combahee River Collective, "A Black Feminist Statement")

MOODLE: Florynce Kennedy, "A Comparative Study" (Reading 38 in 2<sup>nd</sup> Edition)

**Major Paper:** review of two of your peers' first drafts due

March 17

Multicultural Feminism

Required Readings:

Reader: "Intersection of Race, Class, and Gender" pp 42-43  
Reading 59/69 (Audre Lorde, "Age, Race, Class, and Sex")  
Reading 81/90 (Patricia Hill Collins, "From *Black Feminist Thought*")  
Reading 82/91 (Angela Y. Davis, "Outcast Mothers and Surrogates")  
Reading 89/96 (Kimberle Crenshaw, "Intersectionality and Identity Politics")

MOODLE: Rashmi Varma, "On Common Ground?: Feminist Theory and Critical Race Studies"  
Donna Kate Rushkin, "The Bridge Poem"

- March 22      Multicultural Feminism  
 Required Readings:  
     Reader: Reading 52/62 (Anna NietoGomez, “Chicana Feminism”)  
     Reading 63/73 (Mitsuye Yamada, “Asian Pacific American Women and Feminism”)  
     Reading 64\* (Toni Cade Bambara, “Foreword to the First Edition”)  
     Reading 71/80 (Gloria Anzaldúa, “La Consciencia de la Mestiza”)  
     Reading 79/88 (Norma Alarcón, “The Theoretical Subject(s)”)
- March 24      Multicultural Feminism  
 Required Readings:  
     Reader: Reading 7/8 (“The Changing Women (Navajo Origin Myth)”)  
     Reading 86/94 (Winona LaDuke, “Mothers of Our Nations”)  
     Reading 98\* (Joanne Barker, “Looking for Warrior Woman (Beyond Pocahontas)”)  
     Reading 53/63 (Elaine Pagels, “What Became of God the Mother?”)  
     Reading 70/79 (Judith Plaskow, “Jewish Memory from a Feminist Perspective”)
- MOODLE: Paula Gunn Allen, “Kochinnenako in Academe” (Reading 77 in 2<sup>nd</sup> Edition)
- Journals Due**
- March 29      Global Feminism  
 Required Readings:  
     Tong: Chapter 6, pp 215-236
- Reader: “ ‘Third World’/Global/Transnational Feminist” pp53-55  
     Reading 85/96 (“The Beijing Declaration and Platform for Action”)  
     Reading 90/97 (Uma Narayan, “Contesting Cultures”)  
     Reading 93/99 (Cynthia Enloe, “Decisions, Decisions, Decisions”)  
     Reading 96/101 (Inderpal Grewal and Caren Kaplan, “Global Identities”)
- March 31      Global Feminism/Postcolonialism  
 Required Readings:  
     Reader: Reading 50/58 (Fatima Mernissi, “Conclusion”)  
     Reading 66/75 (Chandra Mohanty, “Under Western Eyes”)  
     Reading 100\* (Saba Mahmood, “The Subject of Freedom”)
- MOODLE: Gayatri Spivak, “A Critique of Postcolonial Reason”  
     Rosemary George, “Feminists Theorize Colonial/Postcolonial”
- April 4-8      Spring Break
- April 12      Ecofeminism  
 Required Readings:  
     Tong: Chapter 7  
     *Craft of Research*: Chapters 12-13  
     Reader: Reading 75\* (Vandana Shiva, “Development, Ecology and Women”)  
     Reading 77/86 (Ynestra King, “The Ecology of Feminism”)  
     Reading 83/92 (Evelyn Fox Keller, “Making Gender Visible”)  
     Reading 69/78 (Sandra Harding, “The Woman Question in Science”)
- Optional Readings:  
     MOODLE: Karen J. Warren, Introduction and Chapters 1, 2 and 3 of *Ecofeminist Philosophy*

**Major Paper: Second draft of paper due (7-8 pages) with updated literature review.**



- April 14            Structuralism/Intro to Post-Structuralism  
 Required Readings:  
                     BB: Terry Eagleton, “Structuralism and Semiotics”  
                                  Terry Eagleton, “Post-Structuralism”
- Reader: Reading 34/36 (Margaret Mead, “Sex and Temperament”)  
                                  Reading 37/43 (Mary Douglas, “The System at War with Itself”)  
                                  Reading 47/54 (Sherry Ortner, “Is Female to Male as Nature Is to Culture?”)
- April 19            Post-Structuralism/Postmodernism  
 Required Readings:  
                     Tong: Chapter 8, pp 284-291
- MOODLE: Michel Foucault, “From *The History of Sexuality: Volume 1*”  
                                  Diana Fuss, “The ‘Risk’ of Essence” (Reading 84 in 2<sup>nd</sup> Edition)
- Reader: “Epistemologies” pp37-39  
                                  “Essentialism/Social Construction/Difference” pp40-41  
                                  “Power” pp45-47
- Major Paper: peer reviews of second draft due**
- April 21            Post-Structuralism/Postmodernism  
 Required Readings:  
                     *Craft of Research*: Chapter 14  
                     Reader: Reading 35/40 (Simone de Beauvoir, “from *The Second Sex*”)  
                                  Reading 72/81 (Linda Alcoff, “Cultural Feminism versus Post-Structuralism”)  
                                  Reading 73/82 (Denise Riley, “Does a Sex Have a History?”)  
                                  Reading 91\* (Griselda Pollock, “About Canons and Culture Wars”)
- Journals Due**
- April 26            Post-structuralism  
 Required Readings:  
                     Reader: Reading 74 (Joan W. Scott, “Deconstructing Equality-versus-Difference”)
- MOODLE: Katharine Park, “The Rediscovery of the Clitoris”  
                                  bell hooks, “Postmodern Blackness”  
                                  Rey Chow, “Poststructuralism: Theory as Critical Self-Consciousness”
- April 28            Post-structuralism—Judith Butler  
 Required Readings:  
                     Reader: Reading 80/89 (Judith Butler, “From *Gender Trouble*”)  
                                  Reading 99\* (Judith Butler, “Beside Oneself”)
- Major Paper: One-page summary of revision strategies due**

May 3

Queer Theory

Required Readings:

*Craft of Research*: Chapters 16-17

Reader: "Sexualities" pp51-53

Reading 60/70 (Monique Wittig, "The Straight Mind")

Reading 92\* (Judith Halberstam, "An Introduction to Female Masculinity")

Reading 94\* (Anne Fausto-Sterling, "Should There Only Be Two Sexes?")

MOODLE: Judith Halberstam, "Transgender Butch" (Reading 98 in 2<sup>nd</sup> Edition)

Eve Kosofsky Sedgwick, "Epistemology of the Closet"

Optional Readings:

Carolyn Dever, "Obstructive Behavior: Dykes in the Mainstream of Feminist Theory"

Terry Castle, "The Apparitional Lesbian"

Bonnie Zimmerman, "From *What Has Never Been*"

Berthold Schoene, "Queer Politics, Queer Theory, and the Future of 'Identity'"

May 5

Third-Wave Feminism

Required Readings:

Tong: Chapter 8, pp 284-291

Reader: Reading 87/95 (Bikini Kill, "Riot Grrrl Philosophy")

Reading 88\* (Jeannine DeLombard, "Femmenism")

Reading 95/100 (Baumgardner and Richards, "Third-Wave Manifesta")

Reading 97/102 (Rosemarie Garland-Thomson, "Integrating Disability")

MOODLE: Excerpts from *Fat Studies Reader*

Visit the following 3 websites and come to class prepared to discuss: [www.feministing.org](http://www.feministing.org);

<http://www.thirdwavefoundation.org/>; <http://www.guerrillagirls.com/>

**Journals Due**

**May 10 8:00-10:00—Final Meeting—Final Paper Due, Students will have 5-7 minutes to present their research to the rest of the class.**