



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS**

**POLITICAL SCIENCE, INTERNATIONAL RELATIONS PROGRAMME**

**POLS 362: A TOPIC IN POLITICAL PHILOSOPHY: FEMINIST THEORY  
20 POINTS**

**TRIMESTER 1 2016**

**Key dates**

**Trimester dates:** 29 February to 29 June 2016

**Teaching dates:** 29 February to 5 June 2016

**Easter break:** 24–30 March 2016

**Mid-trimester break:** 25 April to 1 May 2016

**Last assessment item due:** 5 June 2016

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds).

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)).

**Class times and locations**

Lectures: Wednesday 09:00-10:50

Venue: HMLT103

Workshops: Mondays 13:10-14:00

Venue: HMLT 104

**Names and contact details**

Course Coordinator: Greta Snyder

Room No: MY 510

Phone: 04 463 5972

Email: [greta.snyder@vuw.ac.nz](mailto:greta.snyder@vuw.ac.nz)

Office hours: Monday 11-1 and by appointment

## Communication of additional information

This course uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Please check that this account is active and you have organised email forwarding. Additional information and any changes to the timetable or lecture and tutorial programme will be advised by email, announced in lectures, and posted on the course Blackboard site.

## Prescription

This course enables students to engage deeply with a broad range of feminist thought. We will first focus on feminist critiques of social/political institutions, then on feminist prescriptions, and finally look at the means feminists have suggested for realising these solutions. Along the way, we will engage a myriad of controversies that have created schisms within feminist thought and practice.

## Course content

Week 1 (Lecture on 2 March, No workshop): Introduction, or, the battle over feminism

*Part 1: Criticisms; or, What is the problem?*

Week 2 (Lecture/1<sup>st</sup> Workshop on 9 March, 2<sup>nd</sup> Workshop on 14 March): Culture and social dynamics

Week 3 (Lecture/1<sup>st</sup> Workshop on 16 March, 2<sup>nd</sup> Workshop on 21 March): Economic dynamics

Week 4 (Lecture/1<sup>st</sup> Workshop on 23 March, 2<sup>nd</sup> Workshop on April 4<sup>th</sup> dedicated to discussing book review): Politics, the Liberal State

*Part 2: Reconstruction; or, What is the solution?*

Week 5 (Lecture/1<sup>st</sup> Workshop on April 6, 2<sup>nd</sup> Workshop on 11 April): Equality? Difference?

Week 6 (Lecture/1<sup>st</sup> Workshop on 13 April, 2<sup>nd</sup> Workshop on 18 April): Undermine the Gender Binary/Sex-Gender System

Week 7 (Lecture/1<sup>st</sup> Workshop on 20 April, 2<sup>nd</sup> workshop on 2 May dedicated to discussing final paper): Contest multiple oppressions

*Part 3: Strategies; or, How do feminists build the world they want?*

Week 8 (Lecture/1<sup>st</sup> Workshop on 4 May, 2<sup>nd</sup> Workshop on 9 May): Men, Masculinity and Feminism

Week 9 (Lecture/1<sup>st</sup> Workshop on 11 May, 2<sup>nd</sup> Workshop on 16 May): Using the State

Week 10 (Lecture/1<sup>st</sup> Workshop on 18 May, 2<sup>nd</sup> Workshop on 23 May): Community

Week 11 (Lecture/1<sup>st</sup> Workshop on 25 May, 2<sup>nd</sup> Workshop on 30 May): Transnationalisation

Week 12 (Lecture/Essay Workshop on June 1<sup>st</sup>, no 2<sup>nd</sup> Workshop): Conclusion

## Course learning objectives (CLOs)

Students who pass this course should be able to:

1. ask – and at least begin to answer – provocative questions inspired by feminist thought;
2. understand and critically assess feminist arguments;
3. develop the ability to provide constructive criticism to others and effectively revise one's own written work in response to others' comments; and
4. construct an argument that engages feminist political thought.

## Teaching format

The course includes one 55 minute lecture and two 50 minute workshops each week (one embedded in the lecture and one stand-alone). Students will be expected to do the reading for each week in advance of the lectures, and to do the tasks required for specific workshops in advance of each workshop session.

## Workload

The suggested workload outlined below – amounting to 200 hours in total across the trimester – assumes an average native English-speaking student. Some students will take longer while others will take less time (in terms of absolute number of hours) when completing different activities.

*Per week (average)*

Lecture attendance: 2 hours

Completing required reading: 5 hours

Completing assignments/studying for the examination: 9.6 hours (note: amount of time spent on assessments will vary from week to week)

**Total: 16.6 hours**

## Assessment

	Assessment Item	%	CLO(s)	Due Date
<b>1</b>	Participation (around 8 hours)	10	1, 2	Ongoing
<b>2</b>	One 1,800 – 2,000 word Situated Book Review (around 30 hours)	30	2	3 May 17:00
<b>3a</b>	Essay Workshop: Submitting Full Draft by Due Date (with below, around 20 hours)	5	2, 3	25 May 21:00
<b>3b</b>	Essay Workshop: 750-850 Word Commentary on Peer's Draft (with above, around 20 hours)	15	2, 3	1 June (in class)
<b>4</b>	One 2,800 – 3,000 word Essay (around 50 hours)	40	1, 2, 4	5 June 17:00

**Participation** (worth 10% of the final mark). To ensure that the course is responsive to student interests and needs, each student is required to “lead” one workshop over the course of the term. Students must commit to leading one of the 18 Monday or Wednesday workshops by 22:00 on 2 March via a Google docs sign-up sheet that will be made available to the whole class. Students are required to collaborate with others signed up for the same workshop to determine how best to use the workshop time, whether that involves introducing peers to new and relevant feminist theory, relating recent events to the course’s content, engaged in a relevant activity, etc. A workshop plan – including any discussion questions, links to any relevant resources (i.e. news stories, blog posts, etc.), and/or descriptions of activities to be engaged during the workshop (i.e. analysing video clips, etc.) – should be submitted on the “Weekly Workshop” page of the course’s Blackboard site by 17:00 PM on the Friday prior to the Monday workshop or on Monday prior to the Wednesday workshop so that all students can see what the workshop will involve and prepare accordingly. Students are encouraged to meet with Greta to discuss their workshop plan. Students will be assessed as a group on the quality and inventiveness of the group’s workshop plan as well as the group’s ability to facilitate relevant and productive discussion. More information about this assessment will be posted to Blackboard. This assessment furthers CLOs 1 and 2.

**Situated book review** (worth 30% of the final mark). This book review of 1,800-2,000 words is intended to help students start preparing for their final essay. For this assessment, students will choose a feminist theory book written on a topic of interest, explain where it fits in the landscape on the scholarship on feminist political thought, and critically evaluate the argument. A list of candidates for the book review will be provided, though books not included on the list can be reviewed as long as they are OKed by Greta. Students will be assessed on the quality of their summaries, the depth of their understanding of the literature to which this book contributes, and the

incisiveness of their critical engagement with the book. More information about this assignment will be posted to Blackboard. The review should be submitted via Blackboard, and is due on 3 May by 17:00. This assessment is designed to further learning objectives 1, 2 and 3.

**Essay workshop** (worth 20% of final mark). Each student must 1) Submit a complete draft of the final essay by the specified deadline (5%); and 2) Produce a 750-850 word commentary on another student's paper and discuss this commentary with the peer at the final class (15%). The essay workshop is designed to further learning objectives 2, 3 and 4.

1. Your essay draft must be submitted via email to both the assigned reader and course coordinator by 21:00 pm on 25 May. You will be assessed on the fullness of the draft you submit as well as the timeliness with which you submit it. Again, because other students are dependent on your work, **a penalty of 20% per day will be applied to late draft submissions.**
2. Two hard copies of the commentary on your peer's essay should be brought to the final class on 1 June – one for the course coordinator and one for your fellow student. You will be expected to discuss your comments with your peer in class. Students will be assessed on the quality of the comments you present to your fellow student. Because there are only four days between commentary and essay submission, late commentaries will not likely be of use to other students. Therefore, **no commentaries submitted after the deadline will be accepted.**

**2,800-3,000-word essay** (worth 40% of the final mark). Each student is required to write a 2,800-3,000 word essay on a topic of their choice. Feminist theory must feature centrally in the essay. Each student must submit the essay via Blackboard by 17:00 on Sunday, 5 June. The rubric that will be used for marking the essay will be made available on Blackboard. Typical late penalties apply (see below). This essay is intended to further learning objectives 1, 2, and 4.

## Submission and return of work

Workshop plans, situated book reviews and final essays should be submitted via Blackboard. Essay drafts should be emailed directly to Greta. Hard copies of peer commentaries should be submitted in class.

Assignments will be returned at times to be advised.

## Extensions and penalties

### Extensions

Late submission of **assignments** will incur the penalties specified in this course outline unless the student makes an appointment as soon as practically possible with the course coordinator to explain the lateness (preferably before the assignment is due to be submitted). The circumstances under which an extension will be considered are outlined in section 3.2.1 of the Assessment Handbook.

(See: [www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf](http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf)).

### Penalties

Students will be penalised for late submission of assignments. For the situated book review and final essay, late submission will incur a deduction of 5% for the first day late, and 2% per day thereafter. Because the workshop plans, essay draft, and peer commentary are time-sensitive, 20% will be deducted per day for lateness. Penalties may be waived if there are valid grounds (for example, illness [presentation of a medical certificate will be necessary] or similar other contingencies). In all such cases, prior information will be necessary. Extensions on deadlines for written work will only be granted under exceptional circumstances.

## Set texts

All required readings can be found on Blackboard, and can be printed on demand at Vic Books.

## Recommended reading

Recommended reading for this course will be listed in a document posted to Blackboard.

## Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

## Student feedback

The topics and required readings chosen reflect student feedback; changes in course delivery made in response to student feedback will be noted during the course.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Special passes: refer to the *Assessment Handbook*, at [www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf](http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## Required reading

Week 1 (Lecture on 2 March, No workshops this week): Introduction, or, the battle over feminism

- Before class, take a look at both of the following sites:  
<http://whoneedsfeminism.tumblr.com/>; <http://womenagainstfeminism.tumblr.com/>
- Snyder-Hall, R. Claire. 2010. "Third-Wave Feminism and the Defence of 'Choice'." *Perspectives on Politics*. Pp. 255-261.
- hooks, bell. 2000. "Introduction: Come Closer to Feminism" and "Feminist Politics: Where We Stand." In *Feminism is for Everybody*. Pp. vii-x and 1-6.

*Part 1: Criticisms; or, What is the problem?*

Week 2 (Lecture/1<sup>st</sup> Workshop on 9 March, 2<sup>nd</sup> Workshop on 14 March): Culture and social dynamics

- Ortner, Sherry B. 1974. "Is female to male as nature is to culture?" In *Woman, culture, and society* (Stanford, CA: Stanford University Press). Pp. 68-87.
- Bartky, Sandra. 1990. "Foucault, Femininity, and the Modernization of Patriarchal Power." In *Femininity and Domination: Studies in the Phenomenology of Oppression* (London, UK: Routledge). Pp. 63-82.
- Johnston, Patricia Maringi G. 1998. "Māori Women and the Politics of Theorizing Difference." In *Feminist thought in Aotearoa/New Zealand: differences and connections* (Oxford: Oxford University Press). Pp. 29-36.

Week 3 (Lecture/1<sup>st</sup> Workshop on 16 March, 2<sup>nd</sup> Workshop on 21 March): Economic dynamics

- Okin, Susan Moller. 1991. "Vulnerability by Marriage." In *Justice, Gender and the Family* (New York, NY: Basic Books). Pp. 134-169.
- Folbre, Nancy. 2014. Excerpts from "Who Cares? A Feminist Critique of the Care Economy." Rosa Luxemburg Stiftung. Pp. 2-17 (skip section on "Public Transfers"), 19.
- True, Jacqui. 2010. "THE POLITICAL ECONOMY OF VIOLENCE AGAINST WOMEN: A FEMINIST INTERNATIONAL RELATIONS PERSPECTIVE." *The Australian Feminist Law Journal*. Pp. 39-59.

Week 4 (Lecture/1<sup>st</sup> Workshop on 23 March, 2<sup>nd</sup> Workshop on April 4<sup>th</sup> dedicated to discussing book review): Politics in the Liberal State

- MacKinnon, Catherine. 1983. "Feminism, Marxism, Method, and the State: Toward Feminist Jurisprudence." *Signs*. Pp. 635-658.
- Johnston, Kerensa. 2005. "Discrimination, the State and Māori Women: An Analysis of International Human Rights Law and the Convention on the Elimination of All Forms of Discrimination Against Women." *Yearbook of New Zealand Jurisprudence*. Pp. 31-77.
- Hanisch, Carole. 2006. "The Personal is Political." Available online at: <http://carolhanisch.org/CHwritings/PIP.html>. Pp. 1-5.

*Part 2: Reconstruction; or, What is the solution?*

Week 5 (Lecture/1<sup>st</sup> Workshop on April 6, 2<sup>nd</sup> Workshop on 11 April): Equality? Difference?

- Williams, Patricia J. 1991. "The Pain of Word Bondage." In *The Alchemy of Race and Rights: Diary of a Law Professor*. Pp. 146-165.
- Tronto, Jean. 1996. "Care as a Political Concept." In *Revisioning the Political* (Boulder, CO: Westview Press). Pp. 139-156.
- Scott, Joan. 1988. "Deconstructing Equality-versus-Difference: Or, the Uses of Poststructuralist Theory for Feminism." *Feminist Studies*. Pp. 33-50.

Week 6 (Lecture/1<sup>st</sup> Workshop on 13 April, 2<sup>nd</sup> Workshop on 18 April): Undermine the gender binary

- Alexeyeff, Kalissa and Niko Besnier. 2014. "Gender on the Edge: Identities, Politics, Transformations." In *Gender on the Edge: Transgender, Gay, and Other Pacific Islanders*. Pp. 1-30.
- Butler, Judith. 2012. "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory." In *Feminist Theory Reader: Local and Global Perspectives* (London, Routledge). Pp. 419-430.
- Connell, Raewyn. 2012. "Transsexual Women and Feminist Thought: Toward New Understanding and New Politics." *Signs*. Pp. 857-881.

Week 7 (Lecture/1<sup>st</sup> Workshop on 20 April, 2<sup>nd</sup> workshop on 2 May to discuss final papers): Contest multiple oppressions

- Crenshaw, Kimberlé. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Anti-Racist Politics." *University of Chicago Legal Forum*. Pp. 139-167.
- Combahee River Collective. 1977. "A Black Feminist Statement." In *Home Girls: A Black Feminist Anthology* (New Brunswick, NJ: Rutgers University Press). Pp. 210-218.
- Hernández Castillo, R. Aída. 2010. "The Emergence of Indigenous Feminism in Latin America." *Signs*. Pp. 539-545.

*Part 3: Allies, Strategies, Means; or, How do feminists build the world they want?*

Week 8 (Lecture/1<sup>st</sup> Workshop on 4 May, 2<sup>nd</sup> Workshop on 9 May): Men, masculinity and feminism

- Digby, Tom. 2003. "Male Trouble: Are Men Victims of Sexism?" *Social Theory and Practice*. Pp. 247-273.
- Hopkins, Patrick. 1998. "How Feminism Made a Man Out of Me: The Proper Subject of Feminism and the Problem of Men." In *Men Doing Feminism* (New York: Routledge). Pp. 33-56.
- Kimmel, Michael. 2005. "Why Men Should Support Gender Equity." *Women Studies Review*. Pp. 102-114.

Week 9 (Lecture/1<sup>st</sup> Workshop on 11 May, 2<sup>nd</sup> Workshop on 16 May): Using the State

- Connell, RW. 1990. "The State, Gender and Sexual Politics: Theory and Appraisal." *Theory and Society*. Pp. 507-544.
- Borchost, Anette and Birte Siim. 2008. "Woman-friendly policies and state feminism: Theorizing Scandinavian gender equality." *Feminist Theory*. Pp. 207-224.

Week 10 (Lecture/1<sup>st</sup> Workshop on 18 May, 2<sup>nd</sup> Workshop on 23 May): Community

- Duarte, Ángela Ixkic Bastian. 2012. Excerpt from "From the Margins of Latin American Feminism: Indigenous and Lesbian Feminisms." *Signs*. Pp. 1-14.
- Stewart-Harawira, Makere. 2008. "Indigenous Feminism as Resistance to Imperialism." In *Making Space for Indigenous Feminism*. Pp. 124-139.
- Sperling, Valerie, Myra Marx Ferree and Barbara Risman. 2001. "Constructing Global Feminism: Transnational Advocacy Networks and Russian Women's Activism." *Signs*. Pp. 1155-1186.

Week 11 (Lecture/1<sup>st</sup> Workshop on 25 May, 2<sup>nd</sup> Workshop on 30 May): Transnationalisation

- Mohanty, Chandra. 2003. "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles." *Signs*. Pp. 499-535.
- Jaggar, Allison. 2005. "'Saving Amina.' Global Justice for Women and Intercultural Dialogue." *Ethics & International Affairs*. Pp. 55-75.

Week 12 (Lecture/Essay Workshop on June 1<sup>st</sup>, no 2<sup>nd</sup> Workshop): Conclusion

- No required reading.