

Department of History & Political Science  
POL 3030: Development of Feminist Thought  
Spring 2024  
MWF  
Units 4

Dr. Linda Beail  
Colt Hall 116

**Office Hours: M 1-4 pm, W 1-3 pm and by appointment**

*Re-vision -- the act of looking back, of seeing with fresh eyes, of entering an old text from a new critical direction -- is for women more than a chapter in cultural history: it is an act of survival. Unless we can understand the assumptions in which we are drenched we cannot know ourselves.*

*--Adrienne Rich, "When we Dead Awaken"*

**How to get in touch with me:** For short questions – email me. As a general rule, I answer emails during the work day (9-4), and I try to answer emails within 24 hours, except on weekends. If I happen to miss your email, please follow up again with me. I want to make sure I get back to you! For everything else – come to office hours or make an appointment. Office hours are a chance for you to get help on class assignments; go over material covered in class; talk about connections between class material and other ideas; talk about the political science major/possible careers/vocation; and so on. I would love to get to know each of you better and help you succeed in this course, so I encourage you to take advantage of this time.

**PLNU MISSION: To Teach – To Shape – To Send.** Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**COURSE DESCRIPTION:** This course attempts to acquaint you with the variety and complexity of feminist theorizing in the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries. It introduces many of the key concepts of feminist theory, as well as the controversies that have arise within & surrounding feminism, and briefly examines the historical and cultural context of the feminist movement in the United States. As well, we will discuss the challenges and possibilities feminism poses for us in light of our Christian faith. As scholars, you will be asked to read and think critically about these issues from a variety of perspectives, and to sharpen you analytical abilities and rhetorical skills as you speak and write in response to them.

**STUDENT LEARNING OUTCOMES:**

At the end of this course, you will be able to

- Define “feminism,” and explain its development as a theoretical & social movement in the United States from the 19<sup>th</sup> century to the present.
- Compare and contrast various types of feminist thought & action, understanding how they differ and interpreting how they would respond to a variety of social, political and economic gender issues.

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- Assess the current state of gender relations and feminism as a social movement in the US, recognizing both historical progress and the problems that still remain for women to achieve full equality and human dignity.
- Apply feminist theory to a current text in popular culture, showing how ideas about femininity, masculinity and equality are produced and disseminated in everyday life.
- Articulate the connections between your Christian faith, personal experiences & values, and gender issues.

#### **PROGRAM LEARNING OUTCOMES:**

- Construct and evaluate analytical, comprehensive arguments (essays).
- Develop and express ideas in written communication in an effective and scholarly manner (essays, project).

#### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

#### **FINAL EXAMINATION POLICY**

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

#### **PLNU COPYRIGHT POLICY**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

#### **PLNU ACADEMIC HONESTY POLICY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

#### **ARTIFICIAL INTELLIGENCE (AI) POLICY**

You are allowed to use Artificial Intelligence (AI) tools (e.g. ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

#### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Educational Access Center (EAC), located in the Bond Academic Center ([eac@pointloma.edu](mailto:eac@pointloma.edu) or 619-849-2533). The EAC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the EAC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. Please feel free to talk with me directly about accommodations that you are entitled to in the course and how we can best implement those for you.

### **CAMPUS RESOURCES**

The **PLNU Tutoring Center** offers support with everything you need to succeed — whether it's learning study strategies and test-taking techniques, getting help from a tutor, using technology to read and write, or editing a research paper. They also offer individual or small group tutorial sessions and special review sessions before exams for several courses. These services are **free** for PLNU undergraduate students. You should schedule appointments 24 hours in advance by phone, email, or in person. The Tutoring Center is located in Bond Academic Center and can be reached at (619) 849-2593 or [tutorialservices@pointloma.edu](mailto:tutorialservices@pointloma.edu). Their hours are Monday/Wednesday 11 am – 8 pm; Tuesday/Thursday 9 am – 8 pm; and Friday 11 am – 3 pm. Some helpful study strategies that may assist you in this course can be found here: <https://www.vox.com/2014/6/24/5824192/study-smarter-learn-better-8-tips-from-memory-researchers>.

**Research librarians** are available to help you with your research papers and projects in Ryan Library. You can reach them by phone at (619) 849-2337, by text at (619)592-8884, or by email at [reflib@pointloma.edu](mailto:reflib@pointloma.edu). To search the library for books and articles, please visit their main website at <https://libguides.pointloma.edu/ryanlibrary>.

**The Loma Writing Center** exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

**The Wellness Center** is available for medical, counseling and nutrition services to students. Many college students experience strained relationships, stress, anxiety, depression, physical health challenges, and other barriers to learning. The Wellness Center offers help and resources to deal

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with these kind of issues. The Wellness Center is located on the first floor of Nicholson Commons and is open Monday-Friday, 8 am-12:30 pm and 1:30-4 pm. They can be reached at [sdwellnesscenter@pointloma.edu](mailto:sdwellnesscenter@pointloma.edu) or at (619)849-2574. In an emergency after hours, call 911 and PLNU Public Safety at (619)849-2525.

### **STYLE GUIDELINES**

In political science, the most common form of citations is the “**author-date**” format from the **Chicago Manual of Style**. Please use this style in any work for this class. Examples can be found at: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).

Because of the changing standards of English usage, language that refers appropriately to all persons (inclusive of gender) should be used whenever possible. Some simple guidelines include replacing "man" or "mankind" with "humanity," "humankind," "persons," or "people." "He," "him" and "his"--when not referring to an actual male person--can be replaced with "he or she," "him or her," or "hers or his," or the singular “they,” “them,” and “their” is also grammatically appropriate. Gender specific terms may be replaced by their current alternatives: for example, "Congressman" has been correctly replaced by "Congressperson" or “member of Congress,” etc. As it is becoming more prevalent and more considerate to refer to persons by the gender pronouns they prefer, when possible, I appreciate your kindness in using gendered language that feels respectful and hospitable to each person.

### **IN-CLASS EXPECTATIONS**

Class time is precious. It is our opportunity to interact, discuss, and create knowledge together. It is not a passive experience, but one that you should be ready to participate actively in. Whether face-to-face or via Zoom, I hope our time together will be lively, valuable, energizing and irreplaceable. In this spirit, I’d ask for your respectful behavior and engaged attention at all times during class, in person or virtually.

We all bring different backgrounds, experiences and opinions with us into this semester. We are not disembodied learners, and our emotions as well as our reason can be a valid part of how we know things and grow intellectually. There will be times in this course that we will be discussing difficult issues, including sexual violence, racism and sexuality. I encourage each of you be brave and vulnerable in sharing your thoughts, and to be worthy of the trust your classmates are placing in you to receive their ideas. Each and every one of you have valuable insights, experiences, perspectives and questions to share. I don’t want any of you to feel silenced – or to dominate the conversation – but to collaborate in gaining knowledge and insight. There is much to learn by wrestling with ideas, but not from attacking or belittling one another on a personal level. We are not here to doubt one another’s intelligence, morality, or good faith. My expectation is that we will treat one another with respect, kindness and professionalism, which includes listening carefully and responding thoughtfully and with grace to the thoughts and opinions of our colleagues. Our opportunity and privilege this semester is to help one another grow, hold one another accountable in love, have empathy and curiosity about our communities, and emerge with more knowledge, tools and practice at speaking & acting on complex topics.

### **COURSE REQUIREMENTS:**

There are several requirements for the successful completion of this course. The most important is your regular, punctual, and prepared attendance & participation in class activities. As an upper-division theory seminar, the main work of this course is to read and analyze feminist thought together. This course depends primarily upon the quality of your reading, thinking and discussion for its success. Much of what you learn will be as a result of your interaction with your peers; thus it is in your own best interest to come to class well-prepared each day. As an added incentive, class

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participation (including quality and quantity of contribution to class discussions, and weekly reading notes/responses) will be worth 20% of your final grade.

Other course requirements include four analytical essays (written outside of class), each worth 10% of your grade, a final exam (20%), and a final research project, a feminist analysis of an artifact of popular culture (20%).

Exam and due dates are noted on the syllabus. Weekly reading responses MUST be turned in on time (each Thursday night before midnight), or they will not receive any credit. You may also have 2 *days of grace period* for turning in any of the analytical essays or pop culture project (2 days per the entire semester, not 2 days per each assignment). You may use the 2 days together, or 1 day for one project, 1 for another – and you do not need to ask me for permission to use that extension. However, once you have used a total of 2 days’ worth of extensions, you will be docked 5% for every calendar day that your essay or project is late.

**Course requirements:**

<b>Class Participation and weekly reading responses</b>	<b>20%</b>
<b>Four analytical essays (@10%)</b>	<b>40%</b>
<b>Final exam</b>	<b>20%</b>
<b>Popular Culture Theorizing Project</b>	<b>20%</b>

**Grading Scale:**

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	0-59%

**TEXTS:**

Diana Tietjens Meyers, ed. *Feminist Social Thought: A Reader*. Routledge, 1997.

Rory Dicker, *A History of US Feminisms*, Seal Press 2016.

Mikki Kendall, *Hood Feminism*, Penguin 2020.

Beth Allison Barr, *The Making of Biblical Womanhood*, Brazos Press 2021.

“Ride” (attend performance at San Diego’s Old Globe Theater, April 2024 date TBA).

Other articles, films and podcasts as assigned (posted on course Canvas site).

**COURSE SCHEDULE (subject to revision and addition of timely articles by the instructor):**

	DATE	PREPARATION FOR CLASS	ASSIGNMENT DUE
<b>WEEK 1</b>	January 8	<b>Introduction</b>	
	January 10	<b>What is feminism?</b> Watch Roxanne Gay, <a href="#">“Bad Feminist” TED talk</a> Read Dicker, Prologue, Chapter 1 (p. xvii – 20)	
	January 12	Mary Wollstonecraft, <i>Vindication of Rights of Woman</i>	
<b>WEEK 2</b>	January 15	<b>Martin Luther King Jr. Day – no class meeting</b>	

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<b>Early US Feminism: Suffrage and the "First Wave"</b>	January 17	Read Dicker chapter 2, pp. 21-45 Sojourner Truth, "Ain't I a Woman" Frances Ellen Harper Watkins, "We Are All Bound Up Together" (1866)  Watch documentary <a href="#">Not For Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony</a> (Part I, approximately 1.5 hours) via Ryan Library's "Films on Demand" database (log in using PLNU ID).	
	January 19	Read Dicker chapter 2, pp. 46-51  Watch documentary <a href="#">Not For Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony</a> (Part II, approximately 1.5 hours)	
<b>WEEK 3</b>  <b>Rise of a "Second Wave"</b>	January 22	Simone de Beauvoir, <i>The Second Sex</i> (Introduction)	
	January 24	<b>Between the "waves": midcentury gender roles</b> Dicker chapter 3 (pp. 57-78)  Watch <a href="#">"Makers: Women Who Made America" (part one, "Awakenings")</a> (56 minutes)	
	January 26	<b>Arising From the New Left: Marxist/Socialist Feminism</b> Nancy Hartsock, Meyers ch. 25	
<b>WEEK 4</b>  <b>Radical Feminism</b>	January 29	Catharine MacKinnon, "Feminism, Marxism, Method, and the State" in Meyers ch. 4	
	January 31	<b>The Sexual Revolution</b> Dicker chapter 3 (pp. 79-101)  Watch <a href="#">"Makers: Women Who Made America" (part two, "Changing the World")</a>	
	February 2		<b>Analytical Essay #1 due no later than 11:59 pm, Friday February 2</b>
<b>WEEK 5</b>  <b>Feminism and "Difference"</b>	February 5	<b>Separatism</b> Marilyn Frye, "Some Reflections on Separatism and Power," in Meyers ch. 22  Radicalesbians, "The Woman Identified Woman" (excerpt)  Adrienne Rich, "Compulsory Heterosexuality" (excerpt)	

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	February 7	<p><b>Sexuality and Violence</b>            Watch <a href="#">#MeToo, Now What? documentary</a> (via Films on Demand) -- part I, The Reckoning, and EITHER Part IV (Culture of Complicity) or Part V (Is Patriarchy on its Way Out?)</p> <p>V (formerly known as Eve Ensler) article on <a href="#">"Disaster Patriarchy"</a></p>	
	February 9	<p><b>Psychoanalytic Feminism and the construction of gender difference</b>            Nancy Chodorow, "Gender, Relation and Difference in Psychoanalytic Perspective," Meyers ch.1</p> <p>(optional – response from Iris Marion Young, "Is Male Gender Identity the Cause of Male Domination?" Meyers ch. 2)</p>	
<b>WEEK 6</b>  <b>Difference and Care</b>	February 12	<p><b>A Different Voice? Care and its critics</b>            Carol Gilligan, Meyers ch. 29</p> <p>Claudia Card, "Gender and Moral Luck," Meyers ch. 33</p>	
	February 14	<p><b>Maternal Thinking</b>            Sara Ruddick, Meyers ch. 30</p>	
	February 16	<p>Virginia Mollenkott, "Reproductive Rights: Basic to Justice for Women," <i>The Christian Scholar Review</i></p> <p>Susan Bordo, "Are Mothers Persons?," <i>Unbearable Weight</i></p> <p>Mikki Kendall, <i>Hood Feminism</i> pp. 217-236</p>	<p><b>Analytical Essay #2 due no later than 11:59 pm, Sunday February 18</b></p>
<b>WEEK 7</b>  <b>Women of Color and Feminist Exclusion/ Inclusion</b>	February 19	<p>Mikki Kendall, <i>Hood Feminism</i> pp.1-66</p> <p>Jane Coaston, <a href="#">"The Intersectionality Wars"</a> (on Kimberle Crenshaw), Vox May 28, 2019</p>	
	February 21	<p>Mikki Kendall, <i>Hood Feminism</i> pp.86-136</p> <p><i>This Bridge Called My Back</i> (excerpts on Canvas)</p>	
	February 23	<p>bell hooks, "Sisterhood: Political Solidarity between Women," Meyers ch. 26</p>	
<b>WEEK 8</b>	February 26	<p>Mikki Kendall, <i>Hood Feminism</i> pp. 173-216</p>	

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<b>Centering Black Feminism</b>	February 28	Audre Lorde, "On the Uses of Anger"  Brittney Cooper, <i>Eloquent Rage</i> (excerpt)  Mikki Kendall, <i>Hood Feminism</i> pp. 249-259	
	March 1	Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House"	
<b>SPRING BREAK</b>	March 4-8	<b>Spring Break – no class meetings</b>	
<b>WEEK 9</b>  <b>Anti-colonial Feminisms</b>	March 11	Chandra Talpade Mohanty, "Under Western Eyes"	
	March 13	Maria Lugones, "Playfulness, 'World'-Travelling and Loving Perception" (Meyers chapter 8)  Cherrie Moraga, Gloria Anzaldua, Norma Alarcon excerpts from <i>This Bridge Called My Back</i> (Canvas)	
	March 15	Gayatri Spivak, <a href="#">"Can the Subaltern Speak?"</a>	<b>Analytical Essay #3 due no later than 11:59 pm, Sunday March 17</b>
<b>WEEK 10</b>  <b>"Third/Fourth Wave" and Postfeminism</b>	March 18	Dicker chapter 4  Watch <a href="#">"Makers: Women Who Made America" (part three, "Charting a New Course")</a>	
	March 20	Angela McRobbie, <i>The Aftermath of Feminism</i> , chapter one	
	March 22	Watch <i>Barbie</i> , directed by Greta Gerwig (2023)  Listen to podcast from the New Books Network, <a href="#">The Barbie Movie</a> : a conversation about a cinematic and cultural event, August 23, 2023	
<b>WEEK 11</b>  <b>Faith &amp; Feminism</b>	March 25	Beth Allison Barr, <i>Making of Biblical Womanhood</i> , introduction and chapters 1-2 (pp.1-70)	
	March 27	Barr, chapters 4-5-6 (pp. 71-150)	
	March 29	<b>Easter Break – no class meeting</b>	
<b>WEEK 12</b>	April 1	<b>Easter Break – no class meeting</b>	
	April 3	Barr, chapters 7-8-9 (pp.151-218)	

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	April 5		<b>Analytical Essay #4 due no later than 11:59 pm, Sunday April 7</b>
<b>WEEK 13</b>  <b>Rethinking Gender</b>	April 8	Donna Haraway, Meyers ch. 27	
	April 10	Judith Butler, "Gender Trouble," Meyers ch. 6  Recommended: <a href="#">It's Judith Butler's World..</a> (bio/interview)	
	April 12	Hugh Ryan, <a href="#">"Who's Afraid of Social Contagion," Boston Review (July 31, 2023)</a>	
<b>WEEK 14</b>  <b>New Directions and Intersections</b>	April 15	Emi Koyama, <a href="#">"The Transfeminist Manifesto"</a> (2001), p.1-11.  Julia Serano, <a href="#">"Debunking 'Trans Women Are Not Women' Arguments," Medium</a> (June 27, 2017)	
	April 17	Rosemarie Garland-Thomson, <a href="#">"Integrating Disability, Transforming Feminist Theory," NWSA Journal 14.3 (2002): 1-32.</a>	
	April 19	"Ride" at Old Globe Theater, San Diego	
<b>WEEK 15</b>  <b>Feminism into the Future</b>	April 22	<b>Finish Feminist Theorizing in Popular Culture projects – no class meeting</b>	<b>Popular Culture Projects due by 11:59 pm, Monday April 22</b>
	April 24	Watch <a href="#">"Not Done: Women Remaking America"</a> (54 minutes)  Read Sara Ahmed, <a href="#">Feminist Killjoys</a>	
	April 26	<b>Feminist Toolkits</b> Sara Ahmed, <a href="#">A Killjoy Survival Kit and A Killjoy Manifesto</a> , from <i>Living a Feminist Life</i> , Duke University Press 2017	
<b>FINAL EXAM</b>	<b>Friday May 3, 10:30 am – 1 pm</b>		<b>In-person exam Friday May 3, 10:30 am</b>