

**POL 3030: Development of Feminist Thought  
Spring 2026  
MWF 1:30-2:35 pm, Evans 122**

**Dr. Linda Beail  
Colt Hall 116**

**Office Hours: Monday and Wednesday 2:45-4:15 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.
- 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.

- Conduct a feminist geography analysis, showing how ideas about femininity, masculinity and equality are produced and disseminated in an area of everyday life.
- Articulate the connections between your Christian faith, personal experiences & values, and gender issues.

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

- Construct and evaluate analytical, comprehensive arguments (essay exams).
- Develop and express ideas in written communication in an effective and scholarly manner (weekly writing responses, final project).

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

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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**

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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**

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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**

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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.

#### **AI POLICY**

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies.

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

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-

849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

### **LANGUAGE AND BELONGING**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [www.pointloma.edu/nondiscrimination](http://www.pointloma.edu/nondiscrimination).

### **SEXUAL MISCONDUCT AND DISCRIMINATION**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

## **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). 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 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).

## **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 participation (including quality and quantity of contribution to class discussions, and weekly reading notes/responses) will be worth 30% of your final grade. Other course requirements include three exams (two midterms and a final), and a final research project of feminist geography.

Exam and due dates are noted on the syllabus. Weekly reading responses MUST be turned in on time (each Thursday night by 11:59 pm), or they will NOT receive any credit. Feminist geography final projects must be turned in by 1:30 pm on Friday, May 8<sup>th</sup> in order to be graded before final course grades are due.

**Course requirements:**

<b>Class Attendance/Participation and weekly reading responses</b>	<b>30%</b>
<b>Midterm exam one</b>	<b>15%</b>
<b>Midterm exam two</b>	<b>15%</b>
<b>Final exam</b>	<b>15%</b>
<b>Feminist Geography Project</b>	<b>25%</b>
<b>TOTAL</b>	<b>100%</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.

Leslie Kern, *Feminist City*, Verso, 2021.

Cherrie Moraga and Gloria Anzaldua, *This Bridge Called My Back*, 40<sup>th</sup> anniversary edition, SUNY Press 2021.

“Hedda Gabler” (attend performance at San Diego’s Old Globe Theater, February 2024 date TBA).

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

Please visit [libguides.pointloma.edu/NYT](http://libguides.pointloma.edu/NYT) for more information and instructions about creating your free New York Times subscription, which you will use at times for articles on the syllabus.

This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pickup or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials. For more information about **LomaBooks**, please go [HERE](#).

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

	DATE	PREPARATION FOR CLASS	ASSIGNMENT DUE
<b>WEEK 1</b>	January 12	<b>Introduction</b>	
	January 14	<b>What is feminism?</b> Watch Roxanne Gay, <a href="#">“Bad Feminist” TED talk</a> Read Dicker, Prologue, Chapter 1 (p. xvii – 20)	
	January 16	Mary Wollstonecraft, <i>Vindication of Rights of Woman</i>	
<b>WEEK 2</b>  <b>Early US Feminism: Suffrage and the “First Wave”</b>	January 19	<b>Martin Luther King Jr. Day – no class meeting</b>	
	January 21	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 23	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>  Rise of a “Second Wave”	January 26	Simone de Beauvoir, <i>The Second Sex</i> (Introduction)	
	January 28	<b>Between the “waves”:</b> midcentury gender roles Dicker chapter 3 (pp. 57-78)  Watch <a href="#">“Makers: Women Who Made America” (part one, “Awakenings”)</a> (56 minutes)	
	January 30	<b>Arising From the New Left: Marxist/Socialist Feminism</b> Nancy Hartsock, Meyers ch. 25	
<b>WEEK 4</b>  Radical Feminism	February 2	Catharine MacKinnon, “Feminism, Marxism, Method, and the State” in Meyers ch. 4	
	February 4	<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 6	<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)	
<b>WEEK 5</b>  Feminism and “Difference”	February 9	<b>Sexuality, violence, and history of sexuality</b>  Hugh Ryan, <a href="#">“Who’s Afraid of Social Contagion,” Boston Review (July 31, 2023)</a>  <a href="#">Read</a> Emily Doe victim impact statement OR <a href="#">listen to Chanel Miller (Emiy Doe) read aloud</a> her victim impact statement (51 minutes) <b>**Warning – direct and detailed discussion of sexual assault, please use your discernment.**</b>	
	February 11	<b>Psychoanalytic Feminism and the construction of gender difference</b> Nancy Chodorow, “Gender, Relation and Difference in Psychoanalytic Perspective,” Meyers ch.1  (optional – response from Iris Marion Young, “Is Male Gender Identity the Cause of Male Domination?” Meyers ch. 2)	

	February 13	<b>MIDTERM EXAM ONE during class time</b>	<b>EXAM ONE</b>
<b>WEEK 6</b>  <b>Difference and Care</b>	February 16	<b>A Different Voice? Care and its critics</b> Carol Gilligan, Meyers ch. 29  Claudia Card, "Gender and Moral Luck," Meyers ch. 33	
	February 18	<b>Maternal Thinking</b> Sara Ruddick, Meyers ch. 30	
	February 20	Virginia Mollenkott, "Reproductive Rights: Basic to Justice for Women," <i>The Christian Scholar Review</i>  Susan Bordo, "Are Mothers Persons?," <i>Unbearable Weight</i>	
<b>WEEK 7</b>  <b>Women of Color and Feminist Exclusion/ Inclusion</b>	February 23	Mikki Kendall, <i>Hood Feminism</i> pp.1-66; pp. 217-236	
	February 25	Mikki Kendall, <i>Hood Feminism</i> pp.86-136	
	February 27	bell hooks, "Sisterhood: Political Solidarity between Women," Meyers ch. 26	
<b>WEEK 8</b>  <b>Centering Black Feminism</b>	March 2	Mikki Kendall, <i>Hood Feminism</i> pp. 173-216	
	March 4	Audre Lorde, "On the Uses of Anger" Brittney Cooper, <i>Eloquent Rage</i> (excerpt) Mikki Kendall, <i>Hood Feminism</i> pp. 249-259	
	March 6	Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House" and TBD from <i>This Bridge Called My Back</i>	
<b>SPRING BREAK</b>	March 9-13	<b>Spring Break – no class meetings</b>	
<b>WEEK 9</b>  <b>Anti-colonial Feminisms</b>	March 16	Chandra Talpade Mohanty, "Under Western Eyes"	
	March 18	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>	
	March 20	<i>This Bridge Called My Back</i>	

<b>WEEK 10</b>  <b>“Third/Fourth Wave” and Postfeminism</b>	March 23	Dicker chapter 4  Watch <a href="#">“Makers: Women Who Made America” (part three, “Charting a New Course”)</a>	
	March 25	Angela McRobbie, <i>The Aftermath of Feminism</i> , chapter one	
	March 27	<b>MIDTERM EXAM TWO during class time</b>	<b>EXAM TWO</b>
<b>WEEK 11</b>  <b>Faith &amp; Feminism</b>	March 30	Beth Allison Barr, <i>Making of Biblical Womanhood</i> , introduction and chapters 1-2 (pp.1-70)	
	April 1	Barr, chapters 3-4-5 (pp. 71-150)	
	April 3	<b>Easter Break – no class meeting</b>	
<b>WEEK 12</b>	April 6	<b>Easter Break – no class meeting</b>	
	April 8	Barr, chapters 6-7-8 (pp.151-218)	
	April 10	Judith Butler, “Gender Trouble,” Meyers ch. 6 Recommended: <a href="#">It's Judith Butler's World...</a> (bio/interview)	
<b>WEEK 13</b>  <b>Rethinking Gender</b>	April 13	Leslie Kern, <i>Feminist City</i> Introduction & chapter one (pp. 1-54)	
	April 15	Leslie Kern, <i>Feminist City</i> chapters two & three (pp. 55-114)	
	April 17	Leslie Kern, <i>Feminist City</i> chapters four, five and conclusion (pp. 115-177)	
<b>WEEK 14</b>  <b>New Directions and Intersections</b>	April 20	Rosemarie Garland-Thomson, <a href="#">“Integrating Disability, Transforming Feminist Theory,” <i>NWSA Journal</i> 14.3 (2002): 1-32.</a>	
	April 22	Workshop Feminist Geography Projects	
	April 24	Watch “Not Done: Women Remaking America”(54 minutes)	
<b>WEEK 15</b>  <b>Feminism into the Future</b>	April 27	Donna Haraway, “A Manifesto for Cyborgs,” Meyers ch. 27	

	April 29	Read Sara Ahmed, <a href="#">Feminist Killjoys</a>  Sara Ahmed, <a href="#">A Killjoy Survival Kit and A Killjoy Manifesto</a> , from <i>Living a Feminist Life</i> , Duke University Press 2017	
	May 1	<b>FINAL EXAM during class time</b>	<b>FINAL EXAM</b>
<b>FINAL EXAM</b>	<b>Friday May 8, 1:30 – 4 pm</b>		<b>Feminist Geography Projects and Presentations Due</b>