

**POL 3030: Development of Feminist Thought**  
**Spring 2020**  
**MWF 12:15-1:20 pm, Liberty Station Room 203**

*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"*

**Professor:** Dr. Linda M. Beail, personal gender pronouns: she/her/hers, I prefer being called Dr. Beail

**You:** Who you are isn't defined by records or bureaucracies, so if you prefer a name or pronoun other than the one listed/suggested on the class roster, please let me know.

**Office:** 116 Colt Hall, 849-2408

**Email:** lbeail@pointloma.edu

**Office Hours:** MWF 10:30-11:50 am and by appointment

**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.
- 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 (essay exam).
- Develop and express ideas in written communication in an effective and scholarly manner (essay exam).

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

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in 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.

The norm course time ratio for university is 2:1 (2 hours of preparation per each (1) class credit unit). That means I expect you are spending about 3.25 hours in class each week and 6.5 hours reading or studying for our course outside of class time. I have designed the readings and assignments with this in mind.

**\*\* Please note: all communication outside of class will be sent to your PLNU e-mail account. It is absolutely necessary that you regularly check your email for any announcements regarding this class. \*\***

#### **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.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

---

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 Disability Resource Center (DRC), located in the Bond Academic Center. ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486, hours Monday-Friday 8 am-4:30 pm). The DRC'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 (a) 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 DRC, 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. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

### **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 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.

**Title IX at PLNU:** As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. You should know that I have a mandatory reporting responsibility under PLNU policy and federal law, and am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with PLNU's Title IX Coordinator.

PLNU strives to provide a learning and living environment that promotes safety, transparency, personal integrity, civility, mutual respect, and freedom from unlawful discrimination or sexual harassment. Detailed information on discrimination, harassment, and sexual assault policies and processes for getting help and for reporting are available at <https://www.pointloma.edu/title-ix>. PLNU's Title IX Coordinator is Dr. Caye Smith, Vice President for Student Development (619-849-2479, Room 303 Nicholson Commons). The Title IX office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee absolute confidentiality. Students can receive *confidential* support (with the exception of a few critical situations) from the Wellness Center (619-849-2574) or campus pastors in the Office of Spiritual Development (619-849-2655).

### **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**

While coming to this class will hopefully be an enjoyable experience, it is not like attending a movie, viewing a sporting event, or watching television; your respectful behavior and engaged attention is expected at all times. 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.

In this spirit, here are a few basic expectations to make the most of our class time together: Please be on time to class each day. Cell phones should be turned off during class time, and no electronic devices (including laptop computers and iPads) may be used to surf the web, check email, text, network on Instagram/Facebook/Twitter/etc., play games, or engage in other multi-tasking activities during class; this is distracting to your classmates and the instructor. Because of this, and because of research showing the greater value of taking notes by hand rather than using a computer (<http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>), **I am asking students NOT to use laptops during class at all.** Please see me privately if

there are extenuating circumstances that you feel might necessitate using a computer during class and we can discuss possible limited adjustments to this policy.

Please do not leave the room (for a drink, to use the restroom, etc.) unless it is absolutely necessary. No one is allowed to leave the classroom for ANY reason whatsoever during exam periods. My expectation is that we will all strive to 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. All of these behaviors will lead to a more fruitful learning environment for all of us.

### **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 attendance and participation (including quality and quantity of contribution to class discussions, and occasional **written** analyses of reading assignments or guest speakers) will be worth 20% of your final grade. You may miss only two class meetings without any penalty during the semester (this includes for personal reasons or illness).

Other course requirements include three essay exams (two midterms and a final) that together will be worth 60% of your grade, and a final research project, a feminist analysis of an artifact of popular culture (20%). Exam and due dates are noted on the syllabus. Please make special arrangements with the instructor ahead of time if you have a problem completing any of the requirements at the scheduled time, as any late papers will lose one letter grade (10% of the assignment's worth) for each calendar day it is late.

Course requirements include:

<b>Class Participation/Short analytical writing practice</b>	<b>20%</b>
<b>Midterm exam one</b>	<b>20%</b>
<b>Midterm exam two</b>	<b>20%</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.

Deborah Siegel, *Sisterhood Interrupted: From Radical Women to Grrls Gone Wild*. Palgrave, 2007.

Sarah Ahmed, *Living a Feminist Life*, Duke University Press, 2017.

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):**

**Tuesday January 14: Introduction: What is feminism?**

**Wednesday January 15: Why feminism?**

Deborah Siegel, Introduction, *Sisterhood Interrupted*

Sheinin et al, "Betty Friedan to Beyonce: Today's Generation Embraces Feminism on Its Own Terms" at

[https://www.washingtonpost.com/national/feminism/betty-friedan-to-beyonce-todays-generation-embraces-feminism-on-its-own-terms/2016/01/27/ab480e74-8e19-11e5-ae1f-af46b7df8483\\_story.html?utm\\_term=.7566ba063b0c](https://www.washingtonpost.com/national/feminism/betty-friedan-to-beyonce-todays-generation-embraces-feminism-on-its-own-terms/2016/01/27/ab480e74-8e19-11e5-ae1f-af46b7df8483_story.html?utm_term=.7566ba063b0c)

Watch Chimimanda Adichie, "We Should All Be Feminists" at <http://tedxtalks.ted.com/video/We-should-all-be-feminists-Chim>

**Friday January 17: Feminist roots in the enlightenment**

Wollstonecraft, *Vindication of the Rights of Woman* (excerpts)

Mill, *The Subjection of Women* (excerpts)

**Monday January 20: Martin Luther King Day Holiday – no class**

**Wednesday January 22: The "First Wave" of American feminism**

Before class -- watch documentary *Not For Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony* (both part I and part II, approximately 3 hours total) via Ryan Library, "Films on Demand"

database (must log in using PLNU ID), [https://digital-films-com.pointloma.idm.oclc.org/p\\_Collection.aspx?seriesID=16836](https://digital-films-com.pointloma.idm.oclc.org/p_Collection.aspx?seriesID=16836)

**Friday January 24: Between the "waves": midcentury gender roles**

Ruth Rosen, *The World Split Open*, pp. 8-36

Simone de Beauvoir, *The Second Sex* (Introduction - excerpt)

Watch "Makers: Women Who Made America" (part one, "Awakenings") via Ryan Library, Films on Demand database, [https://digital-films-com.pointloma.idm.oclc.org/p\\_ViewVideo.aspx?xtid=60713&tScript=0](https://digital-films-com.pointloma.idm.oclc.org/p_ViewVideo.aspx?xtid=60713&tScript=0)

**Monday January 27: A Current in the Second Wave: Liberal Feminism**

Siegel chapter 3

Excerpt from *The Feminine Mystique* (on Canvas)

**Wednesday January 29: Arising From the New Left: Marxist/Socialist Feminism**

Siegel chapter 1 (pp. 21-34)

Nancy Hartsock, Meyers ch. 25

**Friday January 31: The Sexual Revolution**

Siegel chapter 1 (pp. 35-46) and chapter 2

Watch "Makers: Women Who Made America" (part two, "Changing the World") at

<https://www.makers.com/playlists/5a5e5b53cda6060001f44a2f/554791b6e4b08df3b6e8e4a8>

**Monday February 3: Radical Feminist Theorizing**

Catharine MacKinnon, "Feminism, Marxism, Method, and the State" in Meyers ch. 4

### **Wednesday February 5: Separatism**

Radicalesbians, "The Woman Identified Woman" (excerpt)

Adrienne Rich, "Compulsory Heterosexuality" (excerpt)

Marilyn Frye, "Some Reflections on Separatism and Power," in Meyers ch. 22

### **Friday February 7: Sexuality and Violence**

\*Before class – #MeToo, *Now What?* documentary via Films on Demand at [https://digital-films-com.pointloma.idm.oclc.org/p\\_Collection.aspx?seriesID=195806](https://digital-films-com.pointloma.idm.oclc.org/p_Collection.aspx?seriesID=195806)– watch part I, The Reckoning, and EITHER Part IV (Culture of Complicity) or Part V (Is Patriarchy on its Way Out?)

\*\*In class – watch *Until the Violence Stops*, V-Day documentary

### **Monday February 10: No regular class meeting at Liberty Station**

Work on midterm exam

Watch/read Alice Walker's *The Color Purple* in advance of her visit to PLNU on 2/27

### **Wednesday February 12: \*\*MIDTERM EXAM ONE DUE via Canvas no later than 1:30 pm today\*\***

No regular class meeting at Liberty Station

### **Friday February 14: Inclusion or exclusion? Women of Color in the Second Wave**

*This Bridge Called My Back* (excerpts on Canvas)

Ruth Rosen, *The World Split Open*, pp. 276-291

### **Monday February 17: Essentialism, Sisterhood, Solidarity**

bell hooks, "Sisterhood: Political Solidarity between Women," Meyers ch. 26

You can also watch a talk by hooks on "Ending Domination" at <https://www.snc.edu/cvc/programs/2013-14/bellhooks/> (minute 14:35-42:05 is her actual talk)

### **Wednesday February 19: Problematizing Essentialism**

Kimberly Crenshaw, "Mapping the Margins" at <https://www.racialequitytools.org/resourcefiles/mapping-margins.pdf>

### **Friday February 21:**

Brittney Cooper, *Eloquent Rage* (excerpt)

Roxanne Gay, *Bad Feminist* watch TED talk at

[https://www.ted.com/talks/roxane\\_gay\\_confessions\\_of\\_a\\_bad\\_feminist?referrer=playlist-talks\\_on\\_feminism](https://www.ted.com/talks/roxane_gay_confessions_of_a_bad_feminist?referrer=playlist-talks_on_feminism)

### **Monday February 24: Psychoanalytic Feminism and the construction of gender difference**

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)

### **Wednesday February 26: A Different Voice? Care and its critics**

Carol Gilligan, Meyers ch. 29

Claudia Card, "Gender and Moral Luck," Meyers ch. 33

### **Thursday February 27, 7 pm – Alice Walker interview, PLNU Writers' Symposium by The Sea**

**Friday February 28: Maternal Thinking**

Sara Ruddick, Meyers ch. 30

**Monday March 2: Reproductive Choice**

Virginia Mollenkott, "Reproductive Rights: Basic to Justice for Women," *The Christian Scholar Review*

Susan Bordo, "Are Mothers Persons?," *Unbearable Weight* (both on Canvas)

Reproductive Justice Movement – Sister Song

**Wednesday March 4: Praxis of Motherhood and Parenting: Oppressive or empowering?**

Ann Crittenden, *The Price of Motherhood*, Introduction

Linda Hirschmann, "Homeward Bound," *American Prospect* 11/21/05 at

<http://prospect.org/article/homeward-bound-0>

Watch Sheryl Sandberg, "Why We Have Too Few Women Leaders" at

[http://www.ted.com/talks/sheryl\\_sandberg\\_why\\_we\\_have\\_too\\_few\\_women\\_leaders](http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders)

**Friday March 6: Feminism, Humanism, Cyborgs**

Donna Haraway, Meyers ch. 27

**March 9-13, SPRING BREAK – NO CLASS MEETINGS****Monday March 16: Postcolonialism and Feminism**

Chandra Talpade Mohanty, "Under Western Eyes"

Alison Murray, "Debt-Bondage and Trafficking: Don't Believe the Hype" (both from *Feminist Postcolonial Theory*, ed. Reina Lewis and Sara Mills – on Canvas)

**Wednesday March 18: Latinx Challenges to Colonialism and Essentialism**

Maria Lugones, "Playfulness, 'World'-Travelling and Loving Perception" (Meyers chapter 8)

Cherrie Moraga, Gloria Anzaldua, Norma Alarcon excerpts from *This Bridge Called My Back* (Canvas)

**Friday March 20:**

Gayatri Spivak, "Can the Subaltern Speak?"

**Monday March 23: Postmodern Critiques and Possibilities**

Judith Butler, "Gender Trouble," Meyers ch. 6

(Fraser and Nicholson, "Social Criticism Without Philosophy," Meyers ch. 7)

**Wednesday March 25: Feminism and Non-Binary Sexuality and Gender**

J. Halberstam, "Female Masculinity" at

<http://artsites.ucsc.edu/faculty/gustafson/FILM%20165A.W11/film%20165A%5BW11%5D%20readings%20/halbertsammasculinity.pdf>

**Friday March 27: Feminism moving toward the 21<sup>st</sup> century**

Siegel chapter 4

Watch "Makers: Women Who Made America" (part three, "Charting a New Course") via Ryan Library, Films on Demand database, at

[https://digital-films-com.pointloma.idm.oclc.org/p\\_ViewVideo.aspx?xtid=60715&tScript=0](https://digital-films-com.pointloma.idm.oclc.org/p_ViewVideo.aspx?xtid=60715&tScript=0)

**Monday March 30: \*\*MIDTERM EXAM TWO DUE via Canvas site no later than 1:30 pm today \*\***



**Wednesday April 1: A Third Wave of Feminism**

Siegel chapter 5

*To Be Real* and *Listen Up* (excerpts)

**Friday April 3 : Postfeminism**

Siegel, conclusion

Angela McRobbie, *The Aftermath of Feminism*, chapter one

**Monday April 6: Postfeminism and Popular Culture**

Peggy Orenstein, "What's Wrong With Cinderella?" at

<http://www.nytimes.com/2006/12/24/magazine/24princess.t.html?pagewanted=all>

**Wednesday April 8: Analyzing Feminism in and through Popular Culture**

Beail and Lupo, "Better in Stereo," *Visual Inquiry* 7.2 (fall 2018)

(You can watch "Rate-a-Rooney" episode at <https://www.dailymotion.com/video/x4dyonl> if you like)

**April 9-13 EASTER BREAK – No Class Meetings**

**Wednesday April 15: Christianity, Feminism, and Feminist Theology**

Kristina LaCelle Peterson, *Liberating Tradition* (excerpt)

**Friday April 17:**

Natalia Kohn Rivera, Noemi Vega Quinones and Kristy Garza, *Hermanas* (excerpt)

**Monday April 20:**

Excerpts, Rebecca Solnit's "Men Explain Things To Me"

**Wednesday April 22:**

**Friday April 24:**

**Monday April 27: Living a Feminist Life**

Ahmed, Introduction and Part I (chapters 1-2-3)

**Wednesday April 29: Doing Diversity Work**

Ahmed, Part II (chapters 4-5-6)

**\*\*POPULAR CULTURE FEMINIST ANALYSIS DUE via Canvas site no later than 11 am today\*\***

**Friday May 1: Feminist Toolkits for the Future**

Ahmed, Part III (chapters 7-8-9) and Conclusions I and II

**\*\*\*FINAL EXAM Friday May 8, 10:30 am – 1 pm\*\*\***