

**POL 3030: Development of Feminist Thought
Spring 2022
MWF 12:15-1:20 pm, Rohr 111**

**Dr. Linda Beail
Colt Hall 116**

Office Hours: M 2-4 pm, W 10-11 am 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 19th, 20th and 21st 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 19th 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 (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.

PLNU's credit hour policy is approximately 10 hours per week for a four-unit class (150 hours total over the semester). You should be spending about 3.25 hours in class each week and 6.75 hours reading or studying for our course outside of class time. I have designed the readings and assignments with this in mind.

**Due to our current pandemic conditions, there is the possibility that classes may periodically need to be held in an asynchronous or synchronous online format. The attendance policy still applies to these types of class formats. Our course will follow all of the PLNU policies related to Covid-19. Please see the [PLNU Covid-19 website](#), the Covid-19 Canvas course, and the [PLNU catalog](#) for the most current policies. All of us, including me, can show our respect and care for each other by consistently wearing our masks and by not coming to class if we have any Covid symptoms. Covid-related absences are excused, however: *You are still responsible for getting the notes from a classmate for any classes you miss and turning in assignments on time.* Please let me know if you are seriously ill and need accommodations for some period of time, and we will work together on a plan to help you successfully meet course requirements. If I or a member of my household are in ill or quarantined, our class may need to meet remotely for that time. Please check your PLNU email and Canvas announcements on a regular basis for any course updates.

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 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. 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. 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 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.

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 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. Reading notes/responses MUST be turned in on time (each Thursday night before midnight), or they will not receive any credit. You may choose not to submit reading notes/responses 2 times during the semester for no penalty. You may also have 2 days of grace period for turning in any of the analytical essays or final 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 10% for every calendar day that your essay or project is late.

Course requirements:

Weekly notes/responses and class participation	20%
Four analytical essays (@10%)	40%
Final exam	20%
Popular Culture Theorizing Project	20%

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.
- 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
WEEK 1	January 11	Introduction Please fill out Google form check-in, log in to our class Canvas site and read the syllabus, and complete the reading assignment for next class (Wednesday).	
	January 12	What is feminism? Roxanne Gay, “Bad Feminist” TED talk	

		Dicker, Preface, Prologue, Chapter 1 (p. ix – 20)	
	January 14	<p>No synchronous class meeting – complete the following assignment</p> <p>Read Dicker chapter 2, pp. 21-45</p> <p>Watch documentary <i>Not For Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony</i> (Part I, approximately 1.5 hours) via Ryan Library’s “Films on Demand” database (log in using PLNU ID). We’ll be watching part II to prepare for next Wednesday, so go ahead & continue watching now if that works for your schedule!</p>	
WEEK 2	January 17	Martin Luther King Jr. Day – no class meeting	
Early US Feminism: Suffrage and the “First Wave”	January 19	<p>Read Dicker chapter 2, pp. 46-51</p> <p>Watch documentary <i>Not For Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony</i> (Part II, approximately 1.5 hours)</p>	
	January 21	Mary Wollstonecraft, <i>Vindication of the Rights of Woman</i>	
WEEK 3	January 24	<p>Between the “waves”: midcentury gender roles</p> <p>Dicker chapter 3 (pp. 57-66)</p> <p>Simone de Beauvoir, <i>The Second Sex</i> (Introduction)</p> <p>Watch “Makers: Women Who Made America” (part one, “Awakenings”)</p>	
Rising of a “Second Wave”	January 26	<p>A Current in the Second Wave: Liberal Feminism</p> <p>Dicker chapter 3 (pp. 67-78)</p> <p>Excerpt from <i>The Feminine Mystique</i></p>	
	January 28	<p>Arising From the New Left: Marxist/Socialist Feminism</p> <p>Nancy Hartsock, Meyers ch. 25</p>	Analytical Essay #1 due no later than 11:59 pm, Sunday January 28
WEEK 4	January 31	<p>The Sexual Revolution</p> <p>Dicker chapter 3 (pp. 79-101)</p> <p>Watch “Makers: Women Who Made America” (part</p>	

Radical Feminism		two, "Changing the World")	
	February 2	Catharine MacKinnon, "Feminism, Marxism, Method, and the State" in Meyers ch. 4	
	February 4	Separatism Radicalesbians, "The Woman Identified Woman" (excerpt) Adrienne Rich, "Compulsory Heterosexuality" (excerpt) Marilyn Frye, "Some Reflections on Separatism and Power," in Meyers ch. 22	
WEEK 5 Feminism and "Difference"	February 7	Sexuality and Violence Watch #MeToo, Now What? documentary (via Films on Demand) -- part I, The Reckoning, and EITHER Part IV (Culture of Complicity) or Part V (Is Patriarchy on its Way Out?)	
	February 9	V-Day	
	February 11	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)	
WEEK 6 Difference and Care	February 14	A Different Voice? Care and its critics Carol Gilligan, Meyers ch. 29 Claudia Card, "Gender and Moral Luck," Meyers ch. 33	
	February 16	Maternal Thinking Sara Ruddick, Meyers ch. 30	
	February 18	Virginia Mollenkott, "Reproductive Rights: Basic to Justice for Women," <i>The Christian Scholar Review</i> Susan Bordo, "Are Mothers Persons?," <i>Unbearable Weight</i> Kendall Reproductive Justice Movement – Sister Song	

WEEK 7 Women of Color and Feminist Exclusion or Inclusion	February 21		Analytical Essay #2 due no later than 11:59 pm, Monday February 21
	February 23	<i>This Bridge Called My Back</i> (excerpts on Canvas) Kendall	
	February 25	bell hooks, "Sisterhood: Political Solidarity between Women," Meyers ch. 26 Highly recommended: watch hooks speak on "Ending Domination" (minutes 14:35-42:05)	
WEEK 8 Centering Black Feminism	February 28	Audre Lorde, "On the Uses of Anger" Brittney Cooper, <i>Eloquent Rage</i> (excerpt)	
	March 2	Mikki Kendall	
	March 4	Mikki Kendall	
SPRING BREAK	March 7-11	Spring Break – no class meetings	
WEEK 9 Postcolonialism	March 14	Chandra Talpade Mohanty, "Under Western Eyes" Alison Murray, "Debt-Bondage and Trafficking: Don't Believe the Hype" (both from <i>Feminist Postcolonial Theory</i> , ed. Reina Lewis and Sara Mills – in module)	
	March 16	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 18	Gayatri Spivak, "Can the Subaltern Speak?"	Analytical Essay #3 due no later than 11:59 pm, Sunday March 20
WEEK 10 Postmodern and Queer Theory	March 21	Donna Haraway, Meyers ch. 27	
	March 23	Judith Butler, "Gender Trouble," Meyers ch. 6	

	March 25	J. Halberstam, “Female Masculinity” Sandy Stone, <i>The Empire Strikes Back</i>	
WEEK 11 “Third Wave” and Postfeminism	March 28	Dicker chapter 4 Watch “Makers: Women Who Made America” (part three, “Charting a New Course”)	
	March 30	<i>To Be Real</i> and <i>Listen Up</i> (excerpts)	
	April 1	Angela McRobbie, <i>The Aftermath of Feminism</i> , chapter one	
WEEK 12 Feminism in Current Culture	April 4	Analyzing Feminism in and through Popular Culture Beail and Lupo, “Better in Stereo,” <i>Visual Inquiry</i> 7.2 (fall 2018) -- “Rate-a-Rooney” episode can be watched here if you like	
	April 6	“Not Done: Women Remaking America” Rebecca Solnit, “Men Explain Things to Me”	
	April 8		Analytical Essay #4 due no later than 11:59 pm, Friday April 8
WEEK 13 Faith and Feminism	April 11	Barr, introduction and chapters 1-2 (pp.1-70)	
	April 13	Barr, chapters 4-5-6 (pp. 71-150)	
	April 15	Easter Break – no class meeting	
WEEK 14	April 18	Easter Break – no class meeting	
	April 20	Barr, chapters 7-8-9 (pp.151-218)	
	April 22	Rachel Held Evans, <i>Wholehearted Faith</i> (prologue)	
WEEK 15 Feminism into the Future	April 25	Work on Feminist Theorizing in Popular Culture projects – no class meeting	Popular Culture Projects due no later than 11:59 pm, Monday April 25
	April 27	Feminist Killjoys Sara Ahmed	

	April 29	Feminist Toolkits	
FINAL EXAM	Wednesday May 4, 10:30 am		In-person exam Wednesday May 4, 10:30 am