

**Gender Relations II
Feminist Theory and Practice**

INSTRUCTORS: Professors Hae Yeon Choo & Anna Korteweg
 CLASS HOURS & LOCATION: Thursdays 12-2pm, Rm 240 (725 Spadina Ave)
 OFFICE HOURS: by appointment—email to schedule a meeting!
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COURSE DESCRIPTION AND STRUCTURE

This is a seminar designed to cultivate and practice the art of feminist theorizing. We will cover important feminist theoretical developments with a keen focus on the process and methods as toolkits for our own research. This seminar is interdisciplinary, reflecting the history of feminist theory as a collective endeavor across multiple disciplines. We will emphasize how we as social scientists build theory from empirical research. Simultaneously, we will practice theory in a three-stage structured workshop format to develop individual projects through peer review along with instructor feedback.

We encourage students to come with their own research projects in various stages, including but not limited to 1) a term paper that they would like develop during the semester, 2) a section of the master's thesis that they would like to publish in peer-reviewed journals, 3) dissertation, practicum, or master's thesis proposal, 4) a review article/statement of the field paper. Consider using this seminar as an opportunity to move a project forward with the insights and ways of thinking that feminist theory offers. The students who plan to specialize in sociology of gender and feminist studies would benefit most from the seminar, but we also welcome students with other research interests who want to enhance their analytic skills.

Each class will consist of a student-led presentation and discussion of the assigned readings. In addition, we will do a workshop for our individual research papers, including in-class writing, outlining and conceptual mapping. In-person attendance of the class is expected, except in an exceptional circumstance beyond the student's control.

ASSIGNMENTS AND GRADES

1. Reflective essay on the meaning of theory (2 single-spaced pages, Week 3)	5%
2. Reading Response (6% each: 2 single-spaced pages, choose <i>four weeks</i> between Week 4-12)	24%
3. Class discussion leading (once or twice, per term—depending on the class size)	10%
4. Workshop I-III (5% x 3 times)	15%
5. Two individual meetings with the instructor (3% x 2 times)	6%
6. Final paper (20-25 double-spaced pages, April 21)	<u>40%</u>
TOTAL	100%

- All assignments should be uploaded through Quercus by the due date.
- All writing assignments and workshop materials, except the final paper, are either pass or fail, with the possibility of re-writing within two weeks of receiving the mark in case of fail. Since there are multiple weeks students can choose from, late reading responses are not accepted, except when there are legitimate reasons beyond a student's control. For the term paper, the

late penalty is 5% per day, which is waived in the case of legitimate reasons beyond the student's control.

- You will write four 2 single-spaced page papers that reflect upon and respond critically to the readings (**due the day before class, 6pm**). These papers should include a short summary of the arguments but focus on synthesis, engagement with core ideas, and critique. They should be seen as writing and thinking exercises, and thus, marked pass/fail. You will receive individual feedback on reading responses.
- Two individual consultations: (1) The final paper, topic and format, need to be discussed with one of the instructors through an individual meeting (during week 4). (2) The instructor will provide feedback on the outline or the conceptual map of your final paper (from week 11). We will assign students to work with one of us. Please see the instructors before/after class to set up a 20-minute individual appointment.
- Students should be familiar with policies on plagiarism (see here: <http://www.sgs.utoronto.ca/governance/policies/academicmisconduct.htm>). For more information about how to write without plagiarizing, see: <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. Also see below for detailed instructions on academic integrity.

Course Outline

Week 1 January 13 Introduction

Lorde, Audre. 1984. "Transformation of Silence into Language and Action," Pp. 40-44. In *Sister/Outsider*. Freedom, CA: The Crossing Press.

McMillan Cottom, Tressie. 2018. "Thick," Pp. 1-31. In *Thick*. The New Press.

Week 2 January 20 Why theorize?

hooks, bell. 1991. "Theory as Liberatory Practice," *Yale Journal of Law and Feminism* 4(1): 1-12.

Crenshaw, Kimberle. "Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics." *U. Chi. Legal F.* (1989): 139.

Million, Dian. 2009. "Felt theory: An indigenous feminist approach to affect and history." *Wicazo Sa Review* 24(2): 53-76.

Butler, Judith. 2004. "Acting in Concert" Pp 1-16 in *Undoing Gender*. New York: Routledge.

Week 3 January 27 How do we know what we know? Feminist epistemology

Haraway, Donna. 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective," *Feminist Studies* 14: 575-599.

Collins, Patricia Hill. 1986. "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought," *Social Problems* 33 (6): 14-32.

Harding, Sandra. "Rethinking standpoint epistemology: What is 'strong objectivity?'" *The Centennial Review* 36.3 (1992): 437-470.

Scott, Joan W. 1991. "The Evidence of Experience," *Critical Inquiry* 17(4): 773-797.

Reflective Essay Due: What does theory mean for each of us? What kind of standpoint do we bring to our theory and knowledge production? Engage this week's readings in your essay.

Week 4 February 3 Black Feminist Thought & Workshop I

Collins, Patricia Hill. *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. Routledge, 2002. (Chapters 1, 2, 3, 11)

Workshop I: Finding the Research Question and the Case—What is your research question, and why is it an important one? What is your empirical case, if you have one? Why is it a good case to answer your research question? Submit this short research proposal (1 single-spaced page) by 6pm on **Tuesday, February 1** in preparation for the in-class workshop

Week 5 February 10 Politics and Ethics of Representation

Mohanty, Chandra Talpade. 1988. "Under Western Eyes: Feminist Scholarship and Colonial Discourses," *Feminist Review* 30: 61-88.

Abu-Lughod, Lila. 1990. "The Romance of Resistance," *American Ethnologist* 17(1): 41-55.

Mahmood, Saba. 2001. "Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Islamic Revival." *Cultural Anthropology* 16(2): 202–236.

Mohanty, Chandra Talpade. "'Under western eyes' revisited: Feminist solidarity through anticapitalist struggles." *Signs: Journal of Women in culture and Society* 28.2 (2003): 499-535.

Optional, if you are interested:

Mohanty, Chandra Talpade. "Transnational feminist crossings: On neoliberalism and radical critique." *Signs: Journal of Women in Culture and Society* 38.4 (2013): 967-991.

Week 6 February 17. Multiracial Feminism and Intersectionality

Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" *Stanford Law Review* 43 (6): 1241-1299.

McCall, Leslie. "The complexity of intersectionality." *Signs: Journal of women in culture and society* 30.3 (2005): 1771-1800.

Choo, Hae Yeon and Myra Marx Ferree. 2010. "Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions and Institutions in the Study of Inequalities," *Sociological Theory* 28 (2): 129-149.

Alexander-Floyd, Nikol G. "Disappearing acts: Reclaiming intersectionality in the social sciences in a post-Black feminist era." *Feminist Formations* 24.1 (2012): 1-25.

READING WEEK February 24—no class

Week 7 March 3. Socialist Feminism and Social Reproduction

Arruzza, Cinzia, Tithi Bhattacharya, and Nancy Fraser. 2019. *Feminism for the 99%: A Manifesto*. London: Verso.

Fraser, Nancy. 2017. "Crisis of care? On the social-reproductive contradictions of contemporary capitalism." Pp. 21-36 in *Social Reproduction Theory* Ed. Tithi Bhattacharya, London: Pluto Press.

Luxton, Meg. 2006. "Feminist Political Economy in Canada and the Politics of Social Reproduction." In *Social Reproduction*, edited by Kate Bezanson and Meg Luxton. McGill-Queen's University Press.

Workshop II: Engaging the Literature—Choose one journal article or a book that is the most important to your project and write 1 single-spaced memo about how your project builds upon, extends, or critiques this article theoretically and/or empirically. Submit this short memo by 6pm on **Tuesday, March 1** in preparation for the in-class workshop.

Week 8 March 10

Perry, Imani. *Vexy Thing: On Gender and Liberation*. Duke University Press, 2018.

Week 9 March 17

Meadow, Tey. *Trans kids: Being gendered in the twenty-first century*. University of California Press, 2018.

Workshop III: Finding and Using a Model Article (Reverse Outlining Technique)—This exercise is for you to familiarize yourself with the structure of a journal article including its component, style, and length. Choose a model article from a journal, to which you would like to send your manuscript in the future, and bring an outline of the article to class, taking note of the structure and the length of each section of the article. (If your final paper is a different format—proposal, review article, etc.—please consult the instructor for alternate suggestions)

Week 10 March 24

Moussawi, Ghassan. *Disruptive Situations: Fractal Orientalism and Queer Strategies in Beirut*, Temple University Press, 2021.

Week 11 March 31

Cranford, Cynthia. *Home Care Fault Lines*. Cornell University Press, 2020.

** Individual meetings with one of the instructors; Bring an outline or conceptual map of the final paper to the meeting.*

Week 12 April 7

Roychowdhury, Poulami. *Capable Women, Incapable States: Negotiating Violence and Rights in India*. Oxford University Press, 2020.

The final paper is to be submitted via Quercus by midnight April 21.

Academic Integrity

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well: (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>).

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence "to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the Code of Behaviour on Academic Matters (<http://www.artsci.utoronto.ca/osai/The-rules/code/the-code-of-behaviour-on-academic-matters>) and Code of Student Conduct (<http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

All of your submitted assignments will automatically be run through a new plagiarism detection tool, Ouriginal, for a review of textual similarity and detection of possible plagiarism. (Ouriginal replaces Turnitin.) In doing so, you will allow your assignments to be included as source documents in the Ouriginal reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Ouriginal service are described on the Centre for Teaching Support & Innovation website: <https://uoft.me/pdt-faq>

Accessibility Services

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council "[Statement of Commitment Regarding Persons with](#)

Disabilities” at <https://governingcouncil.utoronto.ca/secretariat/policies/statement-commitment-regarding-persons-disabilities-february-25-2021>.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you.

Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at <http://www.studentlife.utoronto.ca/as>, call at 416-978-8060, or email at: accessibility.services@utoronto.ca. The office is located at 455 Spadina Avenue, 4th Floor, Suite 400.

Additional student resources for distressed or emergency situations can be located at distressedstudent.utoronto.ca; Health & Wellness Centre, 416-978-8030, <http://www.studentlife.utoronto.ca/hwc>, or Student Crisis Response, 416-946-7111.

Equity and Diversity Statement

All members of the learning environment in this course should strive to create an atmosphere of mutual respect. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated; please alert the instructors to any behaviour that undermines the dignity or self-esteem of any person in this course or otherwise creates an intimidating or hostile environment. You’ll find additional information and reports on Equity and Diversity at the University of Toronto online at <http://equity.hrandequity.utoronto.ca>.