



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME

POLS/PHIL 362: A TOPIC IN POLITICAL PHILOSOPHY 20 POINTS

TRIMESTER 2 2014

Important dates

Trimester dates: 14 July to 16 November 2014

Teaching dates: 14 July to 17 October 2014

Mid-trimester break: 25 August to 7 September 2014

Last assessment item due: 17 October 2014

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Lectures: Monday 15:10-17:00

Lecture Venue: MY LT102

Names and contact details

Course Coordinator: Dr Greta Snyder

Room No: Murphy 510

Phone: 463-5972

Email: greta.snyder@vuw.ac.nz

Office hours: Monday 10:00-12:00

Communication of additional information

This course uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Please check that this account is active and you have organised email forwarding. Additional information and any changes to the timetable or lecture and seminar programme will be advised by email, announced in lectures, and posted on the course Blackboard site.

Prescription

This course enables students to engage deeply with a broad range of feminist thought. We will first focus on feminist critiques of social/political institutions and feminist efforts to reconstruct the concepts that undergird these institutions. Then, we will engage controversies that have created schisms within feminist thought and practice.

Course content

Introduction

Monday, July 14th: Why does feminism mean today? Can men be feminist? Why study feminist theory?

Part 1: Criticisms; or, What is the problem?

Monday, July 21nd: Culture and Social Dynamics

Monday, July 28th: Economic dynamics

Monday, August 4th: Liberalism and the State

Part 2: Reconstruction; or, What is the Solution?

Monday, August 11th: Formal equality/non-discrimination

Monday, August 18th: Embrace difference and promote a more balanced world

Monday, September 8th: Do away with gender

Monday, September 15th: Battle multiple oppressions

Part 3: Means; or, How do Feminists get there?

Monday, September 22nd: Interrupt gender roles, sex/gender nexus

Monday, September 29th: Community building

Monday, October 6th: Choice

Monday, October 13th: Transnationalisation

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. Ask (and at least begin to answer!) provocative questions inspired by feminist thought;
2. Understand and critically assess feminist arguments;
3. Develop the ability to provide constructive criticism to others and effectively revise one's own written work in response to others' comments; and
4. Construct an argument that engages feminist political thought.

Teaching format

This course is taught in 1 lecture per week. Each class will have a substantial discussion component. The course is delivered over 12 weeks of lectures. You are expected to attend classes regularly, take part in class discussion, and keep up with the reading.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

- Submit all written work – the response paper, discussion questions, situated book review, commentary on your peer's essay, and essay.

Workload

The suggested workload outlined below assumes an average native English-speaking student. Some students will take longer while others will take less time (in terms of absolute number of hours) when completing different activities.

Per week (average)

Lecture attendance: 2 hours

Completing required reading: 5 hours

Completing assignments/studying for the examination: 9.6 hours (note: amount of time spent on assignments/studying will vary from week to week)

Total: 16.6 hours

Per activity (total)

Lecture attendance: 24 hours

Completing required reading: 60 hours

Completing discussion guidance: 6 hours

Completing the situated book review: 40 hours

Completing the essay workshop: 20 hours

Completing essay: 50 hours

Total: 200 hours

Assessment

Assessment items and workload per item	%	CLO(s)	Due date
1a Discussion Guidance: 1,000 word Response paper (with below, around 6 hours)	8	1, 2	By 13 October
1b Discussion Guidance: Posting 2 quality questions (with above, around 6 hours)	2	1, 2	By 13 October
2 One 1,500 – 2,000-word Situated Book Review (around 40 hours)	30	2	8 September at 5 p.m.
3a Essay Workshop: Submitting Full Draft to Discussant by Due Date (with below, around 20 hours)	5	2, 3	8 October at midnight
3b Essay Workshop: 750-1,000 Word Commentary on Peer's Draft (with above, around 20 hours)	15	2, 3	13 October (in-class)
4 One 3,000 – 3,500-word Essay (around 50 hours)	40	1, 2, 4	17 October at 3 p.m.

There are 4 major pieces of assessment for this course:

1. **Discussion Guidance** (worth 10% of the final mark). You will choose a week to guide discussion in the first class. Discussion guidance involves 2 components: a) submission of a response paper (worth 8%), and 2) developing two questions raised by the readings to

pose to your peers/taking a particularly active role in class discussion (worth 2%). This assessment is intended to contribute to learning objectives 1 and 2.

- a. In the response paper, each student should summarize one of the required readings, indicate how it relates to other required reading, and raise criticisms of and/or questions about the argument. The response paper should be emailed to the course coordinator *and* a hard copy turned in in-class at the beginning of the lecture on the topic engaged. Because I want your own interpretation of the material and want your engagement to benefit class discussion, ***neither late papers nor electronic versions alone will be accepted***. Students will be assessed on the accuracy of their summary, the validity of the connections they draw between readings, and the quality of their critical commentary.
- b. The two questions posed to the class should be posted on Blackboard by 3 p.m. on the Friday prior to the lecture. Because other students are depending on you, ***a penalty of 20% per day will be applied to late submissions***. You are also expected to be particularly active in class discussion during the week you serve as a guide. You will be assessed on the quality of your questions and your contribution to class discussion.

If you are sick and unable to attend class on the day you are supposed to guide discussion, be sure to email me prior to class and we can make alternative arrangements.

2. **Situated book review** (worth 30% of the final mark). This book review of 1,500-2,000 words is intended to help you start preparing for your final essay. For this assignment, you will choose a recent feminist political thought book written on a topic of interest, explain where it fits in the landscape on the scholarship on feminist political thought, and critically evaluate the argument. You will be assessed on the quality of your summary, the depth of your understanding of the literature to which this book contributes, and the incisiveness of your critical engagement with the book. More information about this assignment will be posted to Blackboard. The review should be submitted via Blackboard, and is due on 8 September by 5 p.m. This piece of assessment is designed to further learning objectives 1, 2 and 3.
3. **Essay workshop** (worth 20% of final mark). Each student is required to participate in the in-class essay workshop which will occur in the final class of the trimester. "Participation" consists of 2 components: a) Submitting a complete draft of the final essay by the specified deadline (5%); and b) Producing a 1,000 word commentary on another student's paper (15%). Participation in the essay workshop is designed to further learning objectives 2, 3 and 4.
 - a. Your essay draft must be submitted via email to both the assigned reader and course coordinator by October 8th at midnight. You will be assessed on the fullness of the draft you submit as well as the timeliness with which you submit it. Again, because other students are dependent on your work, ***a penalty of 20% per day will be applied to late draft submissions***.
 - b. Two hard copies of the commentary on your peer's essay should be brought to the final class on October 13th – one for the course coordinator and one for your fellow student. You will be expected to discuss your comments with your peer in class. Students will be assessed on the quality of the comments you present to your fellow student. Because there are only four days between commentary and essay submission, late commentaries will not likely be of use to other students. Therefore, ***no commentaries submitted after the deadline will be accepted***.
4. **3,000-3,500-word essay** (worth 40% of the final mark). Each student is required to write a 3,000-3,500 word essay on a topic of their choice. The topic must be feminist political thought-related. Each student must submit the essay via Blackboard by 3 p.m. on Friday, October 17th. The rubric that will be used for marking the essay will be made available on Blackboard. Typical late penalties apply (see below). This essay is intended to further learning objectives 1, 2, and 4.

Submission and return of work

Hard copies of response papers and essay commentaries must be submitted in class. Response papers should also be emailed to the course coordinator. The situated book review and essay must be submitted via Blackboard.

Assignments will be returned at times to be advised.

Penalties

Students will be penalised for the late submission of assignments. Penalties will be applied as follows:

- Response Papers. No late papers will be accepted.
- Discussion Guidance. A penalty of 20% per day will be applied to late question submissions.
- Situated book review. A deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 10 days late can be accepted for mandatory course requirements but may not be marked. Penalties may be waived if there are valid grounds (for example, illness [presentation of a medical certificate will be necessary] or similar other contingencies). In all such cases, prior information will be necessary.
- Essay Workshop. A penalty of 20% per day will be applied to late draft submissions to readers. No commentaries submitted after the deadline will be accepted.
- Essay. A deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Work that is more than 10 days late can be accepted for mandatory course requirements but may not be marked. Penalties may be waived if there are valid grounds (for example, illness [presentation of a medical certificate will be necessary] or similar other contingencies). In all such cases, prior information will be necessary.

Set text

There is no set text for this course. All required readings can be found on Blackboard.

Recommended reading

Recommended reading for this course will be listed in a document on Blackboard.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Student feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course. Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

Course Schedule

Introduction

Monday, July 14th: What does feminism mean today? Can men be feminist? Why study feminist theory?

- Scharff, Christina. 2012. "Young Women and Feminism." In *Repudiating Feminism: Young Women in a Neoliberal World* (London: Ashgate Publishing). Pp. 7-26.
- Kimmel, Michael. 1998. "Who's Afraid of Men doing Feminism." In *Men Doing Feminism*. London: Routledge. Pp. 57-68.
- hooks, bell. 2000. "Introduction: Come Closer to Feminism." In *Feminism is for Everybody: Passionate Politics* (Cambridge: South End Press). Pp. vii-x.

Part 1: Criticisms; or, What is the problem?

Monday, July 21st: Culture and Social Dynamics

- Ortner, Sherry B. 1974. "Is female to male as nature is to culture?" In *Woman, culture, and society* (Stanford, CA: Stanford University Press). Pp. 68-87.
- Bartky, Sandra. 1990. "Foucault, Femininity, and the Modernization of Patriarchal Power." In *Femininity and Domination: Studies in the Phenomenology of Oppression* (London, UK: Routledge). Pp. 63-82.
- Johnston, Patricia Maringi G. 1998. "Māori Women and the Politics of Theorizing Difference." In *Feminist thought in Aotearoa/New Zealand: differences and connections* (Oxford: Oxford University Press). Pp. 29-36.

Monday, July 28th: Economic dynamics

- Okin, Susan Moller. 1991. "Vulnerability by Marriage." In *Justice, Gender and the Family* (New York, NY: Basic Books). Pp. 134-169.
- True, Jacqui. 2010. "THE POLITICAL ECONOMY OF VIOLENCE AGAINST WOMEN: A FEMINIST INTERNATIONAL RELATIONS PERSPECTIVE." *The Australian Feminist Law Journal*. Pp. 39-59.

Monday, August 4th: Liberalism and the State

- MacKinnon, Catherine. 1989. Intro to Section III on The State and "The Liberal State." In *Toward a Feminist Theory of the State* (Cambridge, MA: Harvard University Press). Pp. 155-170.
- Hanisch, Carole. 2006. "The Personal is Political." Available online at: <http://carolhanisch.org/CHwritings/PIP.html>. Pp. 1-5.
- Norris, Pippa and Ronald Inglehart. 2003. "Gendering Social Capital: Bowling in Women's Leagues?" For the conference on Gender and Social Capital, St. John's College, University of Manitoba, 2-3 May. Pp. 1-27.

Part 2: Reconstruction; or, What is the Solution?

Monday, August 11th: Formal equality/non-discrimination

- Phillips, Anne. 1987. "Introduction." In *Feminism and Equality* (New York: New York University Press). Pp. 3-23.
- Crenshaw, Kimberlé. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Anti-Racist Politics." *University of Chicago Legal Forum*. Pp. 139-167.

Monday, August 18th: Embrace difference and promote a more balanced world

- Tronto, Jean. 1996. "Care as a Political Concept." In *Revisoning the Political* (Boulder, CO: Westview Press). Pp. 139-156.
- Connell, Raewyn. 2012. "Transsexual Women and Feminist Thought: Toward New Understanding and New Politics." *Signs*. Pp. 857-881.
- Simmonds, Naomi. 2011. "Mana wahine: Decolonising politics." *Women's Studies Journal*. Pp. 11-25.

Monday, September 8th: Do away with gender

- Wittig, Monique. 1985, "The Mark of Gender." *Feminist Issues*. Pp. 3-12.
- Rubin, Gayle. 1975. "The Traffic in Women: Notes on the 'Political Economy' of Sex." In *Toward and Anthropology of Women* (New York: Monthly Review Press). Pp. 157-209.

Monday, September 15th: Battle multiple oppressions

- Combahee River Collective. 1977. "A Black Feminist Statement." In *Home Girls: A Black Feminist Anthology* (New Brunswick, NJ: Rutgers University Press). Pp. 210-218.
- Whiu, Leah. 1994. "A Maori Woman's Experience of Feminist Legal Education in Aoteroa." *Waikato Law Review*. Pp. 161-170.
- Mohanty, Chandra. 2003. "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles." *Signs*. Pp. 499-535.

Part 3: Means; or, How do Feminists get there?

Monday, September 22nd: Interrupt gender roles, sex/gender nexus

- Butler, Judith. 2012. "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory." In *Feminist Theory Reader: Local and Global Perspectives* (London, Routledge). Pp. 419-430.
- Walters, Suzanna Danuta. 2012. "From Here to Queer: Radical Feminism, Postmodernism and the Lesbian Menace (Or, Why Can't a Woman be More Like a Fag?)." In *Feminist Theory Reader: Local and Global Perspectives* (London, Routledge). Pp. 482-502.
- Queen, Carol. 1997. "Sex Radical Politics, Sex-Positive Feminist Thought, and Whore Stigma." In *Whores and Other Feminists* (New York, NY: Routledge). Pp. 125-135.

Monday, September 29th: Community building

- Aguinaga, Margarita, Miriam Lang, Dunia Mokrani, and Alejandra Santillana. 2013. "Development Critiques and Alternatives: A Feminist Perspective." In *Beyond Development: Alternative Visions from Latin America*. Pp. 41-59.
- Jurriaans, Kim-Jenna. 2011. The Bright Light of Luna Creciente -- An Interview with Ecuadorian Leader Elva Ulcuango." Available online at: <http://huairou.org/bright-light-luna-creciente-interview-ecuadorian-leader-elva-ulcuango>
- Goldenberg, Dahlia. 2011. "Grassroots Women Organising for Resilient Communities around the World." *IDS Bulletin*. Pp. 74-80.

Monday, October 6th: Choice

- Snyder-Hall, R. Claire. 2010. "Third-Wave Feminism and the Defence of 'Choice'." *Perspectives on Politics*. Pp. 255-261.
- Ferguson, Michael L. 2010. "Choice Feminism and the Fear of Politics." *Perspectives on Politics*. Pp. 247-253.
- Hirschmann, Nancy. 2010. "Choosing Betrayal." *Perspectives on Politics*. Pp. 271-278.

Monday, October 13th: Transnationalization

- Fraser, Nancy. 2005. "Mapping the Feminist Imagination: From Redistribution to Recognition to Representation." *Constellations*. Pp. 295-307.
- Jaggar, Allison. 2005. "'Saving Amina.' Global Justice for Women and Intercultural Dialogue." *Ethics & International Affairs*. Pp. 55-75.