Course Description
This course examines the relationship between feminism, gender, and the state. In particular, it addresses questions such as: what is gender oppression, and discrimination and to what degree is gender difference the result of action or inaction by the state? Can the state offer potential solutions to relieve or eliminate it? There is a great deal of diversity in feminism and feminists do not always see eye to eye on what it means to be a man or woman, the source of gender oppression, the solution—if any—to oppression, and the place of the state in women’s lives. Larger questions include what is equality, what is democratic state, how do we live with difference? Examining the intersection of gender with identities such as race, class, sexuality and nationality will be an important perspective in this course. Prior exposure to this material is not required.

This course is divided into three sections. The first introduces a variety of feminisms: liberal, socialist, cultural, women of color, sexuality, and postmodern. The second section focuses on different themes relating to gender and the body such as policies that concern reproduction, appearance and work. The third section focuses on questions relating to gender and the state such as war, and technology.

Texts
The required reading materials for this course will be posted on the course’s Blackboard website. These readings may be downloaded from the Blackboard site each week.

Important Note: This syllabus is subject to change as the course progresses. These periodic changes will be announced in class and sent through email. Check your email regularly and note my email policy. I will often use emails to the class to alert you to changes to the schedule or readings, extra information or public lectures, and so on. You should make sure your current email is linked to the Blackboard system and check email and Blackboard regularly for these updates.

Course Requirements
The focus of this course will be intensive reading and discussion of upper-level material. Regular attendance and careful preparation (i.e. reading and note-taking) of all assigned materials every week is expected of all students and will be taken into account in assigning your final grade.

1. 30 percent of grade: Bi-weekly response papers (7 response papers, 6 will be graded, lowest grade dropped, 2-3 pages each, double-spaced, typed), due at the
beginning of class on Mondays, **first one due Jan 26th**. The professor will provide questions for each paper for you to respond to. Please keep in mind that these papers should be more than summaries of the week’s readings, but rather evidence of your engagement with the reading. While the form and the content of the papers can vary, please make sure to 1) identify the central argument of the authors of the readings you discuss; 2) state your response to the argument (do you agree, disagree, etc); and 3) use evidence from the texts to support your own ideas. See response paper guidelines on blackboard and grading rubric. Any papers turned in late will result in a ½ grade reduction per day.

2. **60 percent of grade**: 2 in-class exams, worth 30% percent each. They are closed book. They will consist of short answers and one essay question. The first exam is **Wednesday Feb 4th**, and the second exam is during exam week **Monday March 16th at 2:45pm**.

3. **10 percent of the grade**: Participation. This includes being prepared to discuss the readings in class, engaging in active and thoughtful discussion and listening respectfully. You are required to bring a copy of the day's readings to class, and you need to make sure you have read that day’s readings in advance of class so that you can intelligently discuss them.

   Please note that “active and thoughtful” participation is in no way limited to providing “correct answers” to questions; rather, it means any participation in discussion that is a sincere attempt to come to terms with the material and/or advance the class’s consideration of the issue at hand. Such attempts may include raising your own questions about the text, pointing out connections that you see, responding to another student’s comments, and so forth.

   “Listening respectfully” means taking the texts’ and other students’ ideas seriously, and making an honest effort to understand their basis, even when those ideas are not agreeable to you. Listening respectfully also applies to yourself; it means taking your own ideas seriously, and speaking them when appropriate, **while allowing your ideas to develop over time**, and while pursuing an understanding of their basis. See participations guidelines on blackboard.

4. **PS 558 Requirements for graduate students** Graduate students will have additional readings per week, will be expected to be active members of the discussion (10%) will prepare to lead a discussion for a portion of one class (30%), and a write a research paper on a topic discussed with me in advance. The paper will be 15-20 pages that reviews and analyzes current research literature (60%). See professor for details.

**Class Policies**

1. **CLASSROOM CONDUCT**: We are all accountable to create a climate of mutual respect in the classroom. While differences of opinion and perspective are vital and will be encouraged, common courtesy as well as University policy prohibit personal attacks and discriminatory conduct.
2. **READING:** This is a reading intensive course. Students must come to class having read all the assigned materials and prepared to engage in active discussion.

3. **RE-GRADING OF ASSIGNMENTS:** You may request the re-grading of a graded materials in this course. Students who wish to have materials re-graded may choose to do so if the following steps are taken:
   - Student must wait at least 24 hours.
   - Student must read through the assignment thoroughly before requesting a re-grade.
   - Student must provide a written statement of why he or she would like the exam re-graded, which will be turned in with the original assignment.
   - The grade on the exam may be raised, lowered, or left the same.

4. **EMAIL CORRESPONDANCE:** Please identify yourself and the name of our course in all correspondence with the instructor. Also, when you email, please be aware that you should write grammatically. That is not to say that emails could affect your grade, but you should act professionally in this medium like in all communication. Do not expect an immediate response to your email—it is not appropriate to ask a question about an assignment the night before it is due.

5. **ELECTRONIC DEVICES.** Wireless devices including Blackberries and cell phones must be turned off prior to class. I strongly prefer that laptops not be used during class, you must see me personally if you would like to be exempted from this rule.

6. **ACADEMIC DISHONESTY AND PLAGIARISM.** All work in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding the requirements, please consult with the instructor before you complete any requirement of the course. Please review the University’s policies at: [http://studentlife.uoregon.edu/judicial/conduct/sai.htm](http://studentlife.uoregon.edu/judicial/conduct/sai.htm)

7. **DISABILITY SERVICES.** If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please bring a notification letter from Disability Services outlining your approved accommodations. For information on Disability Services, go to [http://ds.uoregon.edu/DS_home.html](http://ds.uoregon.edu/DS_home.html)

**Course Plan**

**I. Introduction to Feminist Theory: Women, Men and the State**
In this section, we will look at several approaches to feminism. For each one, try to answer the following questions and compare with the other approaches
• What does it mean to be a woman? To be a man?
• Are women and men different?
• What causes women’s subordination? How much of that is due to action or inaction by the state?
• What is the right path to eliminating subordination? How large a role should the state play in it?

**Week One**

**Monday Jan 5th: Course Introduction:**
- Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House”

**Wed Jan 7th: What is gender? What makes it political?**
- Judith Lorber, “Believing is Seeing: Biology as Ideology”
- Anne Fausto-Sterling, “Dueling Dualisms”

**558:** Joan Scott, “Gender: A Useful Category of Analysis”

**Week Two**

**Mon Jan 12: Liberal Feminism**
- John Stuart Mill, *The Subjection of Women* (chapters 1, 4)
- Carol Pateman, The Paternal Contract
- Okin book review of Pateman Sexual Contract

**558:** Wendy Brown, Manhood and the State, and Carol Pateman, Sexual Contract

**Wed Jan 14: Marxist and Socialist Feminism**
- Heidi Hartmann, “The Unhappy Marriage of Marxism and Feminism: Toward a More Progressive Union.”

**558:** Gayle Rubin, “The Traffic in Women: Towards the Political Economy of Sex”
(Recommended: Karl Marx and Friedrich Engels, “Origins of Family, Private Property and the State”)

**Week Three**

**Mon Jan 19th** NO CLASS MLK day

**Wed Jan 21: Postmodern Feminism**
- Judith Butler, “Contingent Foundations: Feminism and the Question of “Postmodernism”

**For 558:** Joan Scott, “Deconstructing the Equality v Difference”

**Week Four**

**Mon Jan 26: Feminisms and Women of Color**
-This Bridge Called my Back

558: -Patricia Hill Collins, The Politics of Black Feminist Thought

Response paper due

Wed Jan 28th: Intersectionality

558-Iris Marion Young, Gender as Seriality

Week Five
Mon Feb 2: Gender and Sexuality
- Adrienne Rich, “Compulsory Heterosexuality”
- Michael Kimmel, “Masculinity is Homophobia”
- Michael Warner, The Trouble with Normal, selections

For 558: Gayle Rubin, Thinking Sex

Wed Feb 4: EXAM 1 (30%) in class

II. Regulating the Body
Shifting gears, we will now look at old and new debates in feminist theory. In this first section, we will be looking at controversies surrounding who controls women’s, men’s and trans bodies and their labor, how they do it, and why. For each issue we cover, think about the following:

• Are bodies treated differently? If yes, why?
• How does the regulation of bodies either subordinate or liberate us?
• How are these regulations tied with larger ideas about what “womanhood” or “manhood” means?
• How might some of the feminist approaches we looked at in section one respond to these debates?

Week Six:
Mon Feb 9th: Trans Issues
- Jack Halberstam, Female Masculinity
- Pat Califia, “The Backlash: Transphobia in Feminism”

For 558: tba

Wed Feb 11th: Appearance
- Rose Weitz, “Women and Their Hair: Seeking Power through Resistance”
- Riki Wilchins, selections
Week Seven:

Mon Feb 16th: Reproduction

For 558: - Dorothy Roberts, Killing the Black Body

Wed Feb 18th: Care and Labor
- Barbara Ehrenreich, Nickel and Dimed, selections

For 558: tba

III. Regulating Political Lives
We now turn to contemporary debates about women’s political lives: what is the role of neoliberalism, capitalism, technology in defining our political and economic lives; and how does that relate to new questions of about how women are in culture. The central questions for this section include:

• How is the state involved in our lives? How is this legitimated?
• Does the state’s involvement enhance or restrict freedom?
• Is there any alternative to state involvement? If so, what?
• Is it possible to divorce our political lives from our bodies or are they inherently tied together?

Week Eight:

Mon Feb 23rd: Science and technology?
- Dorothy Roberts, “Race, Gender, and Genetic Technologies: A New Reproductive Dystopia”

For 558: - Donna Haraway. “Cyborg Manifesto”

Wed Feb 25th: Marriage and Family
Martha Fineman, The Sexual Family, selections

For 558: Patricia Hill Collins, “It’s All in the Family: Intersections of Gender, Race and Nation” Hypatia, vol 13, no 3 (Summer 1998)
Week Nine
Mon March 2\textsuperscript{nd}: Feminist Critiques of Liberalism
- Lisa Duggan, “Queering the State”

558: Nancy Fraser, “Feminism, Capitalism and the Cunning of History”

Wed March 4\textsuperscript{th}: Sex and Violence, sex trafficking
- Elizabeth Bernstein, “Carceral Feminism and Sex Trafficking”

For 558: tba

Week Ten
Mon March 9\textsuperscript{th}: War and Violence

Wed March 11\textsuperscript{th}: Wrap up discussion

Finals Week
Monday March 16\textsuperscript{th} at 2:45pm: Final Exam (30%)