

ALL ABOUT FEMINISM
Arizona State University
WST 191 (70759) – Fall 2007
Monday 11:40-12:30
Location: West 240

Instructor

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Office Hours: Monday: 12:45-1:30
 Wednesday: 3:15-4:30
 Other: By appointment

COURSE SYLLABUS

Course Description

This course explores the history and concerns of the women's movement, the different types of feminisms, myths about feminism, and future trends. Together we will explore a number of provocative questions such as:

- What is feminism?
- Can men be feminists?
- Can I love hip hop and still call myself a feminist?
- What does love have to do with feminism?
- Is feminism a white thing?
- Do feminists have a sense of humor?
- Wait a minute, isn't feminism dead?

The course is a seminar with an emphasis on active participation and lively discussion of topics and themes. Assignments involve reading select articles, web surfing, and writing short essays. From time to time, we will have guest speakers and view films in class.

Course Content

Required Texts:

- hooks, bell (2000). *Feminism is for Everybody: Passionate Politics*. Cambridge: South End Press.
- Satrapi, Marjane (2004). *Persepolis 2: The Story of a Return*. New York: Pantheon.
- Other readings will be posted to our course page in Blackboard.

Reading: Complete all readings (and other assignments) **prior** to the class meeting for which they are scheduled. The readings will be drawn from the required texts for the course. You must bring readings (or copies of them) to class for the dates they are assigned. In some cases, I may distribute photocopied readings to you in class. See the course outline below for details on weekly readings.

Writing: There are four short and one longer writing assignments due in this course.

- The four short essays are due in class on August 27, September 24, October 8, and October 22. These essays should synthesize readings or discussion themes from the course. You should NOT summarize readings or websites, but instead should aim to critically engage the material *as a whole*. For example, these essays could serve as a place for you to compare the perspectives of multiple authors, react to the readings (with thoughtfulness to *why* you reacted the way that you did) or trace a particular theme through the multiple readings. For each of these assignments, write 2-3 double-spaced typed pages in response to the readings for each week.
- The longer writing assignment is a final essay on feminism that is due in class on December 3. In this paper, you must take a position on feminism that is informed by the material we read in the course and the discussions we've had in class. You must explicitly mobilize the content of the course in making your arguments. This paper should be 5-6 double-spaced typed pages. More information will be given out in class about this assignment later in the semester.

Attendance: Attendance is required. This class will be conducted as a seminar with a focus on in-class discussion. Because of this format, you are expected to attend all classes for the full scheduled time. Excessive tardiness will be counted as an absence. Provided you hand in all due materials on time, you can miss **one** (1) class without penalty.

Participation: Through communication, ideas are formed, revised, borrowed, and developed. It is through argument, description, explanation, and improvisation – within a community – that individual learning flourishes. This course requires full participation (including active listening, facilitating, note-taking, and question-asking) to create an environment of open and shared learning. An effective participant is not someone who simply talks frequently, but someone who reliably offers thoughtful insights that help others to learn.

Grading:

Class Participation	40 points
4 Short Writing Assignments	40 points (10 points each)
Final essay due December 3	20 points

Note: Final grades will be whole letter grades only. There will be no plus/minus grades.

Ground Rules

Out of respect for your classmates and yourself and in order for you to get the most from the course, please: 1) do all of the readings; 2) come to class promptly and attend regularly; 3) be courteous and respectful to one another, even in cases of disagreement; and 4) keep a sense of humor!

Academic Honesty

In order to avoid plagiarism, your papers must provide full citations for all references: direct quotes, summaries, or ideas. While you are encouraged to develop your thinking with your peers, you cannot use their material without citing it. Work from other courses will not be accepted in

this course. Allowing your writing to be copied by another student is also considered cheating. Please review the Student Code of Conduct for complete guidelines on academic honesty. Note: Any instance of plagiarism or cheating can be grounds for failure of the entire course or expulsion from the university.

Gender-Fair Language

Language structures thought and action. Biases in language can (and do) naturalize inequities. Imprecise language also signifies un-interrogated values and sloppy thinking. For all of these reasons, the use of gender-fair language is expected in this course. For example, do not use words like "mankind" or "men" when referring to people in general; alternate between "she" and "he" instead of always using "he", or construct sentences in the plural instead of the singular so you can use "they" or "them" and avoid the problem altogether.

ESL/LD Students

Course requirements can be adjusted to serve the needs and capabilities of ESL and LD students. Please speak with me during the first two weeks of class to make arrangements. Students may be advised to attend additional sessions during my office hours so they can draw comparable value from the course.

Disclaimer

Finally, please be aware that this course includes topics that are controversial and may be uncomfortable. If you choose to take this class, you are responsible for completing all of the reading and written assignments. Remember that you do not have to agree with all of the material presented in this class, but you are required to read, listen, think, and write about the views presented. If you are uncomfortable with certain topics, I encourage you to discuss this with me as soon as possible so that we can determine how you will complete the assignments.

Course Schedule and Reading Assignments

Week One: Welcome

August 20: Introductions and Seminar Overview

Week Two: Feminism and its Opposition

August 27:

- Hogeland, "Fear of Feminism" (Blackboard)
- Locate one thoughtful critique of feminism on the internet and bring to class for discussion

Assignment:

Short essay #1 Due

Week Three: NO CLASS (Labor Day)

Week Four: Women's Rights

September 10 Readings:

- “Declaration of Rights and Sentiments” (Blackboard)
- Roesch Wagner, “Is Equality Indigenous?” (Blackboard)

Week Five: Women's Suffrage

September 17: No Readings

- View *One Woman One Vote* in class

Week Six: Sisterhood is Powerful

September 24 Readings:

- hooks, intro, pp 1-24
- Locate one document on the web about Women's Liberation from the 1960s/1970s and bring to class for discussion

Assignment:

Short essay #2 Due

Week Seven: Campus Feminism

October 1 Readings:

- Rowe-Finkbeiner, “Tracing the divine: campus women, social issues, and volunteerism” (Blackboard)

Week Eight: The Body Politic

October 8 Readings:

- hooks, *Feminism is for Everybody*, pp 31-36
- Lee, “The body” (Blackboard)
- Chernik, “The body politic” (Blackboard)

Assignment:

Short essay #3 Due

Week Nine: Multicultural Feminism

October 15 Readings:

- hooks, *Feminism is for Everybody*, 55-60
- Anonymous, “Asian is not Oriental” (Blackboard)
- Chrystos, “I am not your Princess” (Blackboard)
- Cofer, “The myth of the Latin woman” (Blackboard)

Week Ten: Global Feminism

October 22 Readings:

- hooks. *Feminism is for Everybody*, pp 44-47
- Bunch, “Transforming Human Rights from a Feminist Perspective” (Blackboard)

Assignment:

Short essay #4 Due

Week Eleven: Global Politics of Women’s Health

October 29 Readings:

- hooks, *Feminism is for Everybody*, pp 25-30

Week Twelve: Feminism behind the Headlines

November 5 Readings:

- Satrapi, *Persepolis 2: A Story of Return*

Week Thirteen: NO CLASS (Veteran’s Day)

Week Fourteen: Feminism and Popular Culture

November 19 Readings:

- Pough, “Love Feminism but Where is my Hip Hop?” (Blackboard)

Week Fifteen: Love and Feminism

November 26 Readings:

- hooks, *Feminism is for Everybody*, pp 67-104

Week Sixteen: Visionary Feminism

December 3 Readings:

- hooks, *Feminism is for Everybody*, pp 110-118

Assignment:

Final Essay on Feminism Due in class