

## **U.S. and Third World Feminisms**

This course explores the variety of feminisms developed by women of color and non-western women to critique the racism and ethnocentrism of white-dominated systems and practices, including feminism. Its overall concern is with the intersection of gender, race, sexuality and social class, an analytical feminist perspective developed by women of color. We begin by examining the dominant approaches to feminist theory that emerged in the United States and Europe, such as liberal, Marxist, radical feminism, and standpoint feminism. We will then focus on the critiques of these traditions developed by U.S. women of color and third world feminists. We will also examine debates regarding the politics of sexuality, the role of men in feminism, feminist re-conceptualizations of politics, veiling and Arab feminism, etc.

Flags: This course carries both the Cultural Diversity in the United States and Writing flags. You should therefore expect a substantial portion of your grade to come from your written work and from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

Course Requirements: This course is a discussion seminar. Students are expected to attend class, complete the readings prior to class, and actively participate in class discussion. The emphasis of this course is on critical thinking and analytical writing. Students are expected to read thoroughly and carefully, as the quality of discussion depends on the extent of your preparation and participation.

Completion of all assignments is required. Students who fail to complete ANY of the following assignments will fail the course. Students will write three (5 page) papers based on class readings exchange drafts of their papers and comment on them. Final papers should be submitted via canvas by **5pm** on the due dates listed in the course schedule. Late papers will NOT be accepted.

Writing Assistance: I strongly encourage you to use the Undergraduate Writing Center located in PCL 2.330, 471-6222, <http://www.uwc.utexas.edu/>. The UWC offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis.

Grading Policy: Final grades (using a plus/minus scale) will be assessed based on class participation (25%), essays (25% each for a total of 75%). There will be no grading curve. Class participation grades will be based on the in-class presentation, participation in class discussions, and attendance.

Policy on Academic Dishonesty: Students who are found guilty of academic dishonesty will fail the course and be recommended for suspension from the university. Plagiarism occurs if you represent as your own work any material that was obtained from another source, regardless of how or where you acquired it. See [http://deanofstudents.utexas.edu/sjs/scholdis\\_plagiarism.php](http://deanofstudents.utexas.edu/sjs/scholdis_plagiarism.php).

Students with disabilities: You will need to provide official documentation at the beginning of the semester to receive appropriate accommodations. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement: 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious holy days: By UT-Austin policy, you must notify me of a pending absence at least 14 days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

**Required Texts** (available at the Co-op bookstore):

- Octavia Butler, Kindred (Beacon Press, 2003)
- Nawal El Saadawi, Woman at Point Zero (Zed Books, 2008)
- bell hooks, Feminism is for Everybody (South End Press, 2000)
- + Course reader available from Deep Eddy Media (all readings marked with an asterisk are in the course reader).

## **Course Schedule and Reading Assignments**

### *I. Defining Key Terms: Feminism, Gender, and Race*

1/17: Introduction

1/19: bell hooks, Feminism is for Everybody, p. vii-12; Judith Lorber, "The Social Construction of Gender," in Race, Class, and Gender in the U. S. (Worth Publishers, 1983), p. 33-45.\*

1/24: bell hooks, Feminism is for Everybody, p. 13-24; & Michael Omi & Howard Winant, Racial Formation in the United States (Routledge, 1994), p. 53-76.\*

### *II. The Women's Movement in the United States*

- 1/26: Angela Y. Davis, chapters 2, 4, and 7 in Women, Race, and Class (Vintage, 1983), p. 30-45, 70-87, 110-126.\*  
1/31: Film to be shown in class, Iron Jawed Angels (HBO, 2004).

### III. Liberal and Marxist Feminism

- 2/1: John Stuart Mill, "The Subjection of Women," On Liberty and Other Essays (Oxford, 1998), p. 471-472, 502-556.\*  
2/7: Frederick Engels, "The Origin of the Family, Private Property and the State," The Marx-Engels Reader (W. W. Norton & Co., 1978), p. 734-751.\*

### IV. Standpoint and Radical Feminism

- 2/9: Carol Gilligan, "In a Different Voice," and Nancy Hartsock, "The Feminist Standpoint," Feminisms (Oxford Univ. Press, 1998), p. 146-160.\*  
2/14: Andrea Dworkin, "Pornography," and Catharine Mackinnon, "Towards a Feminist Theory of the State," Feminisms, p. 325-327, 351-358.\*

### V. Black Feminism and Racialized Patriarchy

- 2/16: The Combahee River Collective, "A Black Feminist Statement," Home Girls: A Black Feminist Anthology (Kitchen Table/Women of Color, 1983), p. 272-278; & bell hooks, Feminism is for Everybody, p. 55-60.\*  
2/21: Angela Y. Davis, chapters, 1 and 11 in Women, Race, and Class, p. 3-29, 172-201.  
2/23: Octavia Butler, Kindred, p. 9-51.  
2/28: Octavia Butler, Kindred, p. 52-107.  
3/2: Octavia Butler, Kindred, p. 108-188. Exchange Drafts of Essay #1.  
3/7: Octavia Butler, Kindred, p. 189-264.

#### Essay #1 Due March 8 by 5pm

### VI. Feminist Politics

- 3/9: Joan Tronto, "Care as a Political Concept," Revisioning the Political: Feminist Reconstructions of Traditional Concepts in Western Political Theory (Westview Press, 1996), p. 117-138.\*

#### Spring Break (3/13-3/18)

### VII. Latina Feminism

- 3/21: Gloria Anzaldúa, "La Conciencia de la Mestiza: Towards a New Consciousness," Borderlands/La Frontera: The New Mestiza (Spinsters/Aunt Lute Book Co., 1987), p. 77-98.\*  
3/23: Visit to Anzaldúa archives at the Benson Library  
3/28: Cherríe Moraga, Loving in the War Years (South End Press, 2000), p. 97-108, 120-131.\*

### VIII. The Politics of Sexuality

- 3/30: bell hooks, Feminism is for Everybody, p. 25-36, 61-66, 85-92 & bell hooks, "Seduced by Violence no More," in Outlaw Culture (Routledge, 1994), p. 109-113.\*  
4/4: Audre Lorde, "Uses of the Erotic: The Erotic as Power," in Sister Outsider, p. 53-59.\*  
4/6: Film to be shown in class, Moonlight (2016).

### IX. Men and Feminism

- 4/11: bell hooks, Feminism is for Everybody, p. 67-84; & Cooper Thompson, "A New Vision of Masculinity," in Race, Class, and Gender in the United States, p. 475-481.\*  
4/13: Elizabeth Anker, chapter 1 of Orgies of Feeling: Melodrama and the Politics of Freedom (Duke UP, 2014), p. 31-64.\*

#### Essay #2 Due April 14 by 5pm

### X. Arab Feminism

- 4/18: Nawal El Saadawi, Woman at Point Zero, p. i-54. Film to be shown in class, Sand Storm (2016).  
4/20: Nawal El Saadawi, Woman at Point Zero, p. 54-108.  
4/25: Lama Abu Odeh, "Post-Colonial Feminism and the Veil: Thinking the Difference," Feminist Review 43 (1993): p. 26-37 & Lila Abu-Lughod, "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others," American Anthropologist, 104, n. 3 (2002): 783-790.\*

### XI. Feminist Horizons

- 4/27: bell hooks, Feminism is for Everybody, p. 44-54, 100-104, 110-118.  
5/2: Exchange drafts of Essay #3.  
5/4: Revise Essay #3.

#### Essay #3 Due May 5 by 5pm