

**Contemporary Feminist Political Theory**  
WS 600/POLS 600  
Fall 2014

Dr. Hannah E. Britton  
Class Time: TR 11-12:15  
Email: [britton@ku.edu](mailto:britton@ku.edu)  
Office Hours: Tuesdays 2-4; Thursdays 2-3  
Office Location: Blake 504 E  
(My office is inside the main office of Political Science)

Ms. Marcy Quiason, GTA  
Email: [mquiason@ku.edu](mailto:mquiason@ku.edu)  
Office Hours: MF 10-11:30  
Office Location: Blake 327

This course examines contemporary feminist political theory. During the semester, we will examine the challenges of second and third wave feminism by exploring issues of difference within the intersections of race, ethnicity, sexuality, class, social position, ability, and geographic location. We will think about how these issues have become central to feminist theorizing and to the mobilization of gender activists. We will assess the impact of globalization and the importance of post-colonial theory for contemporary feminist thought, particularly by examining the voices and ideas of those who have been historically excluded from such discussions. We will also discuss questions about how women in the west and how western feminism may be part of the oppression of women around the world while conversely working for their emancipation. Finally, we will work toward an understanding of what these issues mean for the future of feminist thought, gender activists, and feminists. We will have several places where we gain breadth (understanding the range of feminist theories), and several places where we gain depth (in-depth examinations of gender and militarism, of sex trafficking, of creating livable lives by expanding our understanding of public policy and social norms).

**Required Texts:**

There are three required texts and a several electronic reserve readings on Blackboard under ‘Course Documents.’ You should complete the readings *before coming to class* the day they are discussed. And, you should probably read them twice before class and once after class. I assure you that you will gain much more from this course if you do the readings.

Judith Butler, *Undoing Gender*. Routledge. Paperback. 2004.  
ISBN: 0-415-96923-9

Judith Lorber, *Gender Inequality: Feminist Theory and Politics*. Paperback. 2010.  
ISBN: 978-0-19-537522-0

Cynthia Enloe, *Maneuvers: The International Politics of Militarizing Women’s Lives*. U of California. 2000.  
ISBN-13: 9780520220713

**Course Website:** There is a Blackboard course website for this course. You can access Blackboard via <http://courseware.ku.edu> and follow the instructions. First time users will need to set a password; if you have used Blackboard before, just log in as usual. To successfully log in to Blackboard you need to have an Exchange account (i.e., a “ku.edu” account), and you need to use that when you log in. If you do not have an Exchange account you can get one for free from the Academic Computing website, which is linked to the [www.ku.edu](http://www.ku.edu) website. Feel free to contact me or to contact KU’s Instructional Development and Support at [www.ku.edu/~ids](http://www.ku.edu/~ids) or (785) 864-2600 or [ids@ku.edu](mailto:ids@ku.edu)

**Expectations:** There is no question that you will get into this course what you put into it. The success of this course depends on your preparation and participation. We will be covering a considerable amount of material through readings, films, discussions, and debates. *You are expected to come to class having read the assignments and prepared to discuss the material. Participation is a significant portion of your grade.* This material is engaging, but for some of the readings it will take several times through the reading to grasp the arguments and ideas. I highly recommend you read the material several times, before coming to class and again after the day's discussion. I would recommend active reading of the material – taking marginal notes, making outlines of the arguments, keeping a record of questions or ideas you have in response to the works. I would strongly encourage you to come to class familiar with the main ideas of each reading, the perspectives and opinions of the author, the important facts from each of the readings, the main arguments/claims/supporting ideas of the author, and points for discussion.

I recognize that you have certain assumptions, beliefs, values, and hopefully passionate ideas and theories about the world. I welcome your views, and I hope you share them with the class often. I caution you to remember that opinions rooted in personal experience are not necessarily universal truths, so it is important that you ground your claims with ideas from the readings, texts, and other scholarly material. This class focuses less on opinion and more on analysis, deliberation, and reflections. There will be readings with which you agree and those with which you disagree – the goal is to be able to read each author critically and have an informed analysis and understanding of all perspectives.

I challenge you to open yourselves up to other perspectives and to an honest examination of the theories we will study. This class works best if we listen to one another, share our own experiences openly, and struggle to see multiple viewpoints. This class is about opening our minds – not closing them. To diminish another person or group is not only an insult to that person/group but is also a limitation on your own intellectual development and is not part of academic integrity. Non-verbal communication is also very powerful, and I ask each of you to examine how your own gestures or facial expressions may inhibit or encourage other students. *In order to be respected, you must respect others.* The keys to academic integrity in this classroom are those of KU: honesty, trust, fairness, respect, and responsibility (<http://www.ku.edu/~stlife/academics.shtml>).

This material is intellectually challenging. You will have varied skills and experiences with this material. The best part of an upper-division course is that we will be able to work together to understand this material. I see each of you as valuable members and voices in this course, and I will rely on your knowledge, analysis, research, and leadership throughout the semester. Bring in your ideas, relevant articles/websites, and your questions and ideas.

**The Academic Achievement & Access Center (AAAC)** coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-4064 (V/TTY). Information about their services can be found at <http://disability.ku.edu>. Please contact me privately in regard to your needs in this course.

**Academic Integrity, Academic Misconduct and Intellectual Property:** Using the work of another and claiming it as your own is inexcusable and will not be tolerated. If you are found to be using another person's work (that means any form of another person's work), you will automatically receive a grade of "F" for the assignment and in most cases for the course. Academic misconduct is a serious offense that could possibly lead to your suspension or expulsion from the University and permanently scar your academic record. All cases of plagiarism and academic misconduct will be reported to the proper University authorities. Please refer to the web resources from the Dean of Students if you have questions (<http://www.ku.edu/~stlife/academics.shtml>).

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. KU subscribes to a digital plagiarism detection program called Turnitin.com, which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format (e-mail

attachment, BlackBoard™ digital drop box or on disk) so that your paper can be checked against web pages and databases of existing papers. Information on avoiding plagiarism can be found at the KU Writing Center in their on-line guides for writers: (<http://www.writing.ku.edu/students/guides.shtml>).

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, I will usually grant permission for students to audiotape lectures, on the condition that these audiotapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course. The University authorizes enrolled students to take careful notes for the purpose of mastering the course material. No university authorization exists for an enrolled student to take notes for the purpose of selling them for profit. Permission is withheld for commercial note takers based on two existing university regulations: Article V, section 5, paragraph 2 of the Faculty Senate Rules and Regulations and Article 22, section B, paragraph 2 of the Code of Student Rights, Responsibilities and Conduct.

**Problem Resolution:** No special problems are anticipated, but, if they do arise, please see me first. Most conflicts are the result of miscommunication, misunderstanding, and/or confusion that can be resolved by calmly speaking or writing to me. If I am unable to resolve your problem to your satisfaction, you may contact Dr. Alesha Doan, Chair of the WGSS or Dr. Don Haider-Markel, Chair of POLS.

**Assignments:** Please come see me immediately if you are having problems with the course material or assignments.

<b>Grading:</b>	Two Exams (30% each)	60%
	“Theory in the Real World” assignment	30%
	- annotative bib 5% (DUE OCT. 9)	
	- paper 20% (DUE DEC. 11)	
	- group/individual presentation project 5%	
	Participation, attendance, quizzes	10%

Your grade at the end of the semester will utilize the plus and minus system.

**Assignments:**

Exams: These in class exams will be short identification and long-format essay exams. Exam will be graded both on content and form. These exams will allow you to reflect on the readings, the films, discussions, and lectures in an organized and intentional manner. Please come see me immediately if you are having problems with the course material or assignments.

Theory in the real world assignment: I want you to see how the lens of feminist theory may be applied in your daily lives. So, for this assignment you may do one of three things. You may work with the Department of State on a project related to human trafficking, you may do a traditional service-learning project, or you may do a research study utilizing one of the theories in the class. Each project is described below.

Option A: This class has been chosen by the US Department of State to serve as a **Diplomacy Lab**. This means that students in this class will work on topics and questions for the Department of State and develop a final policy proposal for them. The Department of State is “course-sourcing” research for their work through US universities across the country. KU has been selected to be part of the pilot phase of this project, and your work will become part of that pilot. You will have the opportunity to work with

members of the Department of State through Skype or video-conferencing throughout the semester, and you will work with Ms. Quiason and me to develop your research agenda and final projects. You will work on teams to address the topics identified by the Department of State. We have been asked to work on the issue of **Trafficking in Persons and Human Rights** for the **Bureau of South and Central Asian Affairs, Office of Regional Affairs**. The project will also be considered service learning. You should contact the KU Center for Civic and Social Responsibility to document your service-learning activity.

The Overview from State is as follows: “This project provides the opportunity to engage in groundbreaking work on the intersection of human trafficking and human rights. Trafficking in persons is a horrific crime that requires a law enforcement response. There has, rightly, been significant research and thought given to how to ensure law enforcement efforts are victim friendly. However, there remains a gap in our understanding of how best to ensure we uphold defendant rights while combatting trafficking. Students will be asked to research and analyze where current human trafficking law and policy may, or does, infringe on fair trial standards and provide recommendations on how to effectively respect due process while combatting trafficking.” You will be asked to produce a memo laying out key findings and policy recommendations. An example template of the policy memo is attached at the end of the syllabus.

You will write the memo collectively, and you will turn in a short paper (5-10p) that represents your intellectual contribution to the paper. The group paper will be 10% of your grade, and the individual paper will be 10%. The final papers are due on the last regular class period, at the beginning of class. If the paper is turned in after I collect them at the beginning of class, it will be considered late and will receive a grade of zero. **This is a 'due by' date. You can turn them in early, but not late.**

Option B: The service-learning project should involve something broadly related to the topics of the course (equality, social justice, race, gender, sexual orientation, class, etc.). There are several campus groups as well as community organizations with which you could partner. If you need assistance identifying a partner organization, please contact the KU Center for Civic and Social Responsibility. You will need to conduct 20 service hours during the course of the semester. You will also keep a professional journal of your reflections on *each* of your service hours/events, and the journal should connect the work you are doing with the course readings and what you are learning in class. You will need to get your service activity approved by me in advance, and you will need to provide me with a number of a contact person at the organization to verify your hours at the end of the course. You should also contact the KU Center for Civic and Social Responsibility to document your service-learning activity. You should in no way be a burden to these organizations (for example by trying to fit all your hours in at the end of the semester). Your service must focus on your contribution to the organization. What are you bringing to them? What are you contributing to their mission? What have you helped them achieve or develop? You will be expected to share your work in progress informally with the class throughout the semester, and you will need to make a brief presentation to the class about your project, your contribution to the organization, and connections to the theories in the readings at the end of the course. The final journal is due on the last regular class period, at the beginning of class. If the journal is turned in after I collect them at the beginning of class, it will be considered late and will receive a grade of zero. **This is a 'due by' date. You can turn them in early, but not late.**

Option C: Write an original research paper utilizing one of the theories from the class. The paper should be 20 pages in length, and you will need to present your findings in class in the style of an academic conference paper presentation. The final paper is due on the last regular class period, at the beginning of class. If the paper is turned in after I collect them at the beginning of class, it will be considered late and will receive a grade of zero. **This is a 'due by' date. You can turn them in early, but not late.**

Participation, in class assignments, quizzes: As this is an upper-division course, participation features as a significant portion of your grade, and of course you must be present to participate. You will earn your

participation grade based on frequent quality participation. To earn an A you must provide quality responses and contributions to the discussion and lectures on a very, very regular basis. Given the size of this class, I expect you to participate frequently during class period. By quality, I mean you must demonstrate that you have read and thought about the material for the day's discussion. Merely debating your classmates for the sake of debating may not substantially add to your grade. Students who participate less frequently but with more substance often earn higher participation grades than those who speak every day and do not substantially contribute to the class. If discussion slows, I may likely call on you for your input. Asking questions of me and of your classmates counts as valuable participation. Part of participation is also listening – to what others are saying and to what I am saying. If your behavior during class is distracting or inappropriate (this means laughing inappropriately, talking, making noises, writing homework for another class, reading, etc.) your participating grade will suffer. Please be considerate of others, and you may expect consideration from them. We will also have occasional assignments based on the class material – short response papers, quizzes, and discussion questions.

Your grade at the end of the semester will utilize the plus and minus system.

## TOPICS AND ASSIGNMENTS

### Tentative Dates and Assignments

#### August 26      **Introductory Considerations**

We will discuss how does this course fit into your major, into your college career, and into your long-term plans. We will cover the expectations and requirements of the course, as well as your responsibilities for the success of this course. We will also discuss your project options.

### **UNIT ONE: FRAMEWORKS AND FOUNDATIONS**

#### **Liberal Feminism**

August 28      In Lorber: “Feminisms and Their Contributions to Gender Equality.”

In Lorber: “Gender Reform Feminism.”

In Lorber: “Liberal Feminisms”

In Lorber: Epstein, “A theory of female subordination”

In Lorber: Gerson, “Children of the Gender Revolution.”

#### **Intersectionality**

September 2      Blackboard: “The Combahee River Collective Statement.”

Blackboard: Lorde, “The Master’s Tools will Never Dismantle the Master’s House.”

Blackboard: Anzaldua, "La Conciencia de la Mestiza: Toward a New Consciousness."

September 4 **Conference Call with Department of State**  
Blackboard: The Protocol to Prevent, Suppress and Punish Trafficking in Persons,  
Especially Women And Children

### **Intersectionality Continued**

September 9 Note: *There will be a short presentation from Global Awareness Program*

Blackboard: Crenshaw, “Demarginalizing the Intersections of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics”

In Lorber: Hill Collins, “Black Feminism, Knowledge, and Power.”

### **Transnational Feminism, Comparative Feminism, and Feminist International Relations Theory**

September 11 Blackboard: Anne Sisson Runyan, “The ‘State’ of Nature: A Garden Unfit for Women and Other Living Things”

On Blackboard: Mohanty, “Under Western Eyes Revisited.”

In Lorber: Transnational Feminisms

In Lorber: Tripp, “Challenges in Transnational Feminist Mobilization.”

### **Marxist Feminism and Socialist Feminism**

September 16 In Lorber: Marxist Feminisms

In Lorber: Acker, “Theorizing Racial and Gendered Class.”

In Lorber: Glenn, “Gender, Race and Citizenship.”

In Lorber: Socialist Feminisms

In Lorber: McCall, “Gender and Complex Inequality.”

In Lorber: Folbre, “The Invisible Heart.

### **Radical Feminism**

September 18 In Lorber: Gender Resistance Feminisms.

In Lorber: Radical Feminism.

In Lorber: “Redstocking Manifesto.”

In Lorber: Hawthorne, “Biopiracy of Body-Based Resources.”

## Standpoint Feminism

September 23 In Lorber: Standpoint Feminism.

In Lorber: Smith, "Women's Standpoint: Embodied Knowledge vs the Relations of Ruling."

In Lorber: Harding, "Gendered Standpoints on Nature."

## Cyberfeminism

September 25 Blackboard: Bailey and Telford, "What's So 'Cyber' about it?: Reflections on Cyberfeminism's Contribution to Legal Studies."

Blackboard: Brookey, "Sex Lives in Second Life."

September 30 **Work day on projects in class with Dr. Britton and Ms. Quiason**

## Feminist Environmentalism

October 2 Blackboard: Seager, "Rachel Carson Died of Breast Cancer: The Coming of Age of Feminist Environmentalism."

## UNIT TWO: FEMINIST DEBATES ON ADDRESSING INTERNATIONAL SEX TRAFFICKING

October 7 Blackboard: *Economist* Article: "Prostitution in Germany: A Giant Teutonic Brothel: Has the liberalisation of the oldest professions gone too far?" November 16, 2013.

Blackboard: Iniguez de Heredia, Marta. (2008). "People Trafficking: Conceptual Issues with the United Nations Trafficking Protocol 2000." *Human Rights Review*. 9: 299-316.

Blackboard: Examination of Coalition Against the Trafficking in Women website:  
<http://www.catwinternational.org/>

Blackboard: Examination of the Global Alliance Against Traffic in Women website:  
<http://www.gaatw.org/>

October 9 **ANNOTATIVE BIBLIOGRAPHY DUE**

Blackboard: Kaneti, Maria. (2011). "Project Trafficking: Global Unity in Addressing a Universal Challenge." *Human Rights Review*. 12: 345-361.

Sharma, Nandita (2005). "Anti-Trafficking Rhetoric and the Making of a Global Apartheid." *NWSA Journal*. 17: 3 (Fall) 88-111.

October 14 Fall Break – no class

- October 16      Blackboard: Brysk, Alison. (2011). "Sex as Slavery? Understanding Private Wrongs" *Human Rights Review*. 12: 259-270.
- Blackboard: Smith, Heather M. (2011). "Sex Trafficking: Trends, Challenges, and the Limitations of International Law." *Human Rights Review*. 12: 271-286.
- October 21      Blackboard: Miller, Mark J. and Gabriela Wasileski. (2011). "An Underappreciated Dimension Of Human Trafficking: Battered and Trafficked Women and Public Policy." *Human Rights Review*. 12:301-314.
- Blackboard: Cho, Seo-Young, Axel Dreher, and Eric Neumayer. (2013). "Does Legalized Prostitution Increase Human Trafficking?" *World Development*. 41: 67-82.
- Blackboard: Smith, Charles Anthony and Heather M. Smith. (2010). "Human Trafficking: Unintended Effects of United Nations Intervention." 32(2): 125-145.

**October 23      MIDTERM**

**UNIT THREE CONSTRUCTIONS OF GENDER AND THE POLITICS OF SEXUAL IDENTITY**

- October 28      In Lober: "Gender and Rebellion Feminisms."
- In Lorber: "Social Construction Feminism."
- In Lober: Ridgeway, "Framed Before We Knew It."
- In Lorber: Risman, "Gender as a Social Construction."
- October 30      Blackboard: Halberstam, "Brandon Archive"
- Film: Clips from *Boys Don't Cry* or *The Brandon Teena Story*
- November 4      Blackboard: MacKinnon, "On Difference and Dominance."
- Blackboard: Scott, "Deconstructing Equality-Versus Difference: Or, The Uses Of Post-structuralist Theory for Feminism"
- November 6      Butler: "Introduction: Acting in Concert."
- Butler: "Gender Regulation."

November 11 Butler: "Doing Justice to Someone: Sex Reassignment and Allegories of Transsexuality."  
Butler: "Undiagnosing Gender."

November 13 **Project Workday**

November 18 Butler: "Is Kinship Always Heterosexual?"  
Butler: "The Question of Social Transformation."

#### **UNIT FOUR: CONCEPTUALIZATIONS OF GENDER, GLOBALIZATION, AND MILITARISM**

November 20 In Enloe:  
"How Do They Militarize a Can of Soup."  
"The Laundress, The Soldier, and The State."  
"The Prostitute, the Colonel, and the Nationalist."

November 25 In Enloe:  
"When Soldiers Rape."  
"If a Woman is 'Married to the Military,' Who is the Husband?"  
"Filling the Ranks: Militarizing Women as Mothers, Soldiers, Feminists, and Fashion Designers."

November 27 KU Holiday, no classes

December 2 **Final work day on projects in class with Dr. Britton and Ms. Quiason**

December 4 In Enloe: "Conclusions: Decisions, Decisions, Decisions."

Blackboard: Sjoberg, "Agency, Militarized Femininity, and Enemy Others: Observations From the War in Iraq."

Blackboard: Riley, Robin: "Valiant, Vicious, or Virtuous? Representation, and the Problem of Women Warriors." In *Interrogating Imperialism: Conversations on Gender, Race, and War*. Edited by Robin Riley and Naeem Inayatullah. Palgrave. (2006). 155-182.

**December 9** **Conference Call with the Department of State (tentative)**  
Class presentations on your "Theory in the Real World" projects.  
Evaluations

**December 11** **Projects and Papers Due at the beginning of class.**  
Class presentations on your "Theory in the Real World" projects.  
Concluding Thoughts

**Final Exam: Monday, December 15 10:30-1:00**

Example Policy Memo for Diplomacy Lab

Date (month dd, yyyy)

**POLICY MEMO FOR \_\_\_\_\_**

FROM: (Name, Name, Name) – (University)

SUBJECT: Use the Normal Capitalization Convention for Document Title

**Summary:**

Provide a one paragraph summary of the key findings/recommendations.

**Background:**

This section should convey information from your research that a principal needs to know in order to understand the issue and your policy recommendations but would not otherwise be aware of through daily meetings, press clips, etc.

**Policy Recommendations:**

This section should provide policy recommendations, if you have any, based on your analysis of the research.

Attachments: (if you have any, they are not required)

Tab 1 – Background on xyz (if necessary)

Tab 2 – Case study on yzx

Tab 3 – Sources

Tab 4 – Attachments should only be numbered if there is more than one.

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Additional information to keep in mind as you draft the memo:

There is a firm 4 page limit; please do not adjust Times New Roman 12 font, single space, or 1” margins. Additional background information may be attached, but the memo must stand on its own (without reference to attachments, which are not included in the page limit).

**Section Heading:**

Policy Memoranda should convey information clearly in a logical sequence. Do not include in-text citations (USAEA, 22 Oct 2013) or footnotes/endnotes<sup>1</sup>. If such attribution is relevant and necessary, it should be included in the normal text, according to the United States Attribution Example Agency. A list of sources may be included as an attachment.

Acronyms must be spelled out at first mention, and may be abbreviated thereafter. “The United States” is a noun. “U.S.” is an adjective. U.S. funding does not support projects in the United States.

- Effective use of bullets, **bold**, *italics*, etc., can make a memo more readable.

**Time:**

To prevent confusion, particularly for reports which may be referenced for some time in the future, use the exact date (day, month, and year) whenever possible. Avoid adverbial phrases like *last year*, *this month*, or *next week*. “Last month” will change in a month.