

Office: 147 McGannon
Office Hours: By appointment

Phone: 314-977-9863

This course examines developments in feminist thought at the turn of the twentieth century. By sampling a range of theoretical texts and cultural criticism, we will explore both historical and recent perspectives on the production and disruption of categories of gender. Readings, discussions, and written assignments are designed to highlight core concepts and tensions in feminist thought. Readings cover a range of topics and methodologies, and students will have opportunities to investigate areas of their own interest. The course will enable students to draw connections between the intellectual, the personal, and the political, using critical and creative innovations to engage contemporary social issues.

Basic questions that guide the course include:

What are the key concepts guiding feminist inquiry, and how have the emphases of the study of women, feminism, gender, and sexuality evolved over the past thirty years?

What is the relationship between gender and other categories of social difference, including race, class, nation, sexuality, and disability?

Audre Lorde (Zami: A New Spelling of My Name, 1982)

Texts may be purchased from the university bookstore or from other vendors. Readings, marked with an * on the syllabus, will be posted to Canvas. Please pay attention to your SLU email for announcements as readings are subject to change.

Please bring your readings to class. You may consult electronic devices if you are actively referencing the reading, but other device usage, such as texting and web browsing, will result in removal from the attendance and participation portion of your grade without notice from the instructor.

Evaluation and Grading

1. Participation and attendance (15%): you are expected to attend class and to participate consistently by having completed readings and writing exercises required for the session. Exercises may include discussion questions, written reflections, or informal presentations. Unexplained absences, insufficient preparation, inappropriate phone or computer use, and neglecting to make informed contributions to discussion will have an adverse effect on the participation grade. Exigencies happen, and, of course, you may sometimes find it necessary to miss class or skimp on preparation, but keep in mind that consistently lackluster attendance with class sessions without a documented hardship will have an impact on this portion of the grade. Should extended absence be required, the Center for Accessibility and Disability Resources can assist in the provision of academic accommodations. Please inform the instructor if you will be absent, late, or if you are experiencing adverse circumstances that affect your ability to participate sufficiently. The class modality is in person and, excepting for students who have made previous arrangements there will be no Zoom option. If you cannot make the in person meeting, you will need to take an absence for that day.

2. Sep. 13 in

Further instructions will be made available for the papers. Late submissions will incur grade penalties of a 1/3 deduction per day late (or portion thereof) is an A will become A-, becomes B+, etc.

Grade scale: Except when noted, grades will be given using a standard scale. Please see Canvas for a descriptive account of this scale.

Academic integrity and dishonesty

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-integrity/course/policy_academic-integrity_626-2015.pdf.

The penalties for academic dishonesty are severe, and they will be enforced. Simply put, use only your own words and ideas in coursework, and give proper attribution for any references you make to the work of others. Whether intentional or unintentional.

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Contexts for Justice

Oct 18 Young, Justice and Politics of Difference, chapter 5

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