

WGSS 363 Feminist Theory and Methods

TR 12:30-1:50 Stone 217

Instructor Information:

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Teaching Assistant:

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Required Texts:

- Rosemarie Tong, *Feminist Thought*, 4th Edition, Westview Press
- Kolmar and Bartkowski, *Feminist Theory: A Reader*, McGraw-Hill, 4th Edition
- Booth, Colomb, and Williams, *The Craft of Research*, UChicago Press, 2016
- Additional Readings on Moodle

Course Description:

WGSS 363 is an in-depth exploration of feminist and queer views and critiques of the ethics and methods of scientific, social, historical, and literary inquiry. The course includes exposure to primary sources, historical and current societal and global issues and movements, research finding, and literature exemplifying these methods of inquiry and the gendered and/or queer dimensions of such inquiry.

Students will become familiar with fundamental debates marking feminist theories in the past and today. By becoming participants in this inquiry, students will gain competence in analytical reading and writing as well as in the pertinent use of theory to examine concrete issues surrounding systems of oppression. This class will focus on putting theory into practice through class discussions and assignments, and counts as a UM Upper Division Writing course.

Feminist theory spans centuries, disciplines, genres, agendas, languages, cultures and topical foci, and this course will in no way exhaust the topics of feminist theory. The Tong book provides an excellent bibliography to help you further explore feminist theory.

This course is one of the core requirements for the Major and Minor in Women's, Gender, and Sexuality Studies. If you enjoy this course and would like to know more about the Women's and Gender Studies Program, please contact me or drop by the Women's Studies Office, LA 138A-B, or visit [the Women's, Gender, and Sexuality Studies Website](#).

Learning Outcomes for Writing and Thinking in Women's and Gender Studies:

- 1) Identify and pursue more sophisticated questions for feminist/women's and gender studies/queer inquiry
- 2) Find, evaluate, analyze, and synthesize information on feminist/women's and gender studies/queer issues from diverse sources
- 3) Manage multiple perspectives on feminist/women's and gender studies/queer topics
- 4) Recognize the purposes and needs of feminist/women's and gender studies/queer audiences and adopt the appropriate academic voice in writings and presentations
- 5) Understand the importance of peer review, collaboration, and revision in your written work

- 6) Follow appropriate conventions of citation, documentation, and formal presentation
- 7) Develop competence in information technology and digital literacy

Methods:

This class is designed as a seminar course. Your active participation is essential and counts as part of your grade. I will present certain biographical, historical, and cultural information to provide you with a context for your readings, discussions, and writings. I will propose my own interpretations of the readings, but you are not expected to accept these interpretations blindly. Each reader brings their own experiences to a literary text. If you disagree with my reading of a text, you should feel free to say so.

You will hear many different opinions and ideas during this course, some of which you may disagree with. One of the objectives of this class is to improve your written and oral communication skills so that each of you can become more confident in your own unique personal voice. I expect each student to respect the opinions and beliefs of their classmates and for the level of discourse in class to remain civil and academic. A failure to listen to others and to treat them with fairness and respect will have an adverse effect on your grade.

Classroom Etiquette:

Students should arrive on time and not leave until class is over. All cell phones must be turned off and left off your desk or table. Students may use laptops or tablets to take notes. Students should not text while in class, and Internet use should be limited to topics related to class. First offense=tardy. Second offense=absence.

Attendance:

Attendance is required. After one unexcused absence, your participation grade will be lowered one notch for each absence (A to A-). An excess of 5 unexcused absences will result in an F in the course. A failure to prepare and participate may also be grounds for being counted absent. Tardiness will not be tolerated. Two tardies will equal one absence. There will be NO make-up assignments or late submission of homework for unexcused absences. If you are sick or have some other emergency, please contact me.

Readings:

In addition to the books listed above which you must buy, there are also a number of required readings on Moodle. To access the Moodle readings: Go to the University of Montana website at <http://umonline.umt.edu/> and use your NetID and password to login. WGSS 363 should be listed on the next page. Select that course. The readings are in PDF format.

Grading:

- Preparation and Participation (inc. quizzes): 15%
- Major Paper: 40% (5% Proposal; 5% for each of 2 drafts; 5% peer reviews; 20% final draft)
- Journals: 25%
- Small Group Discussions: 20%

Grading Scale:

Percentage	Grade
93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
59% and below	F

Assignments and Assessment:

Preparation and Participation:

Coming to class prepared, i.e. having read all material and ready to participate in discussions, is essential and counts for a large percentage of your final grade. Participation does not merely mean responding when called upon but showing a willingness to raise your hand and enter discussions. Conversely, students will be discouraged from dominating the discussions so that all students have a voice in the classroom. A failure to listen to and respect other voices will have an adverse effect on your grade. Classroom work will include both general discussions and small group discussions. Quizzes may be given at the beginning of class as necessary. Attendance will be taken.

Major Paper:

For your major paper you will be asked to identify a research question or problem related to WGSS and write a scholarly paper in response to that question. You will be required to identify a topic and submit a one-page proposal in the first three weeks of class. Over the course of the semester, you will submit two drafts of your paper for peer and instructor review. In your final paper, you must clearly identify the feminist theory which provides the lens for your analysis. Your paper must be 10-12 pages long, double-spaced. You must cite at least 4 outside sources not read for class, in addition to references to primary and secondary sources from class readings. Internet sources must be pre-approved by me. You may wish to refer to the bibliography in the back of the Tong and Kolmar textbooks for possible sources. I will provide you with a list of possible topics.

Please note: As a designated writing course, this class requires an electronic submission (via Moodle) of an assignment stripped of your personal information to be used for educational research and assessment of the university's writing program. Your paper will be stored in a database. A random selection of papers will be assessed by a group of faculty and staff using a rubric your professor can provide you. This assessment in no way affects either your course grade or your progression at the university.

Reading Journals:

This course will raise many questions in your minds. It may challenge your personal opinions. Your reading journal is a place to share the questions, thoughts, and reactions you have to the readings and class discussions. The first journal topic is assigned. The rest of the journals should be based on the readings and discussions for that day. Journals are due each Friday at midnight, and should be 2 typed, double-spaced pages. You should write a minimum of one page for each class meeting. For each day's entry, you should:

- Identify the common theme(s) across all of the readings and class discussions
- THEN
- Choose 1-2 readings for each day upon which to focus
 - Summarize those readings, including the central argument or main points; what is the reading about?
 - Connect the readings to class discussions
 - Connect the readings to your own life and/or contemporary issues; why does the reading matter?
 - Provoke further thought; pose one question for class discussion

Small Group Discussions:

Every other week you will present an item related to that week's topics to a small group of students, based on alphabetical last names (A-La, Le-Z). The other members of your small group will take notes to turn in. You must present 7 times over the course of the semester. Possibilities: news story, book, song, advertisement, artwork, poem, website, etc.

Extra Credit:

You will have many opportunities over the course of the semester to submit extra credit journals. You may not submit more than three extra credit assignments. EC assignments include attending and/or participating in any event concerned with WGSS.

Disability Accommodations:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation

Plagiarism Warning:

A paper or journal is not an occasion to show how well you can quote or paraphrase an author, but how well you can think as an explorer of the work and ideas of your author. Any utilization of the words or work of others (including ideas) in any assignment must be given full reference credit. Failure to do so constitutes plagiarism and will result in a zero on the assignment. Plagiarism is a violation of The University of Montana Student Code of Conduct and may result in university sanctions. If you have questions about proper citation and/or plagiarism, please see me.

Content Warning:

During the course of this class, some difficult topics may come up, including gender-based violence and sexual assault. There are other topics in this class that may also trigger difficult memories for you. You should feel free to talk to me about any issues you have with the topics we are discussing and ask for excused absences.

Statement of Inclusivity and Diversity:

This classroom is a hate-free zone, and is part of WGSS's commitment addressing and redressing racism, Islamophobia, xenophobia, homophobia, transphobia, anti-Blackness, and all systems of privilege and oppression in our classes, in our academic units, and in higher education.

Graduate Student Increment

Graduate students taking this course for graduate credit:

- 1) must submit a 18-20 page paper with 6+ outside sources
- 2) must facilitate one course meeting (to be selected the first week of class)
- 3) all other requirements are the same

Schedule of Readings and Assignments

Note on Readings: On days when more than 2 readings from the Reader are assigned, you may choose two readings to focus on. Readings in Tong, *Craft of Research*, and on Moodle are required.

<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Assignments Due</i>
January 24	Introduction to Course: What is theory? What is feminism? What is feminist theory?		
January 26	<ul style="list-style-type: none"> Introduction to Theory, Feminist Theory, and Feminist Research and Writing Distribution of Major Paper Handout 	<ol style="list-style-type: none"> MOODLE: Jonathan Culler, "What is Theory?" <i>Craft of Research</i>: Chapters 3-4 Reader: <ul style="list-style-type: none"> Reading 3 (Charlotte Bunch, "Not By Degrees: Feminist Theory and Education") Reading 8 (bell hooks, "Theory as Liberatory Practice;") Tong: Introduction, pp 1-9 	<ul style="list-style-type: none"> First Journal Due: Topic—what is your background in theory, women's, gender, and sexuality studies, and feminism? What other courses related to these topics have you taken? Why are you taking this course? What do you want to get out of this course? Small Group: A-L
January 31	Introduction to Feminism	<ol style="list-style-type: none"> MOODLE: Michael Kimmel, "Real Men Join the Movement;" McIntosh, "White Privilege/Male Privilege" + Shearer Readings <i>Craft of Research</i>: Chapter 2 Reader: <ul style="list-style-type: none"> Reading 1 (Treichler and Kramarae, "Feminism") Reading 2 (Alice Walker, "Womanist;") Reading 4 (Lorde, "The Master's Tools") Reading 5 (Lugones and Spelman, "Have We Got a Theory for You!") 	
February 2	Liberal Feminism	<ol style="list-style-type: none"> Tong: Chapter 1 MOODLE: Gloria Steinem, "Women Are Never the Front-Runners," etc. Reader: <ul style="list-style-type: none"> Reading 11 (Mary Wollstonecraft, "From <i>A Vindication of the Rights of Women</i>;") 	<ul style="list-style-type: none"> Journals Due Friday at midnight Small Group: M-Z

Date	Topic	Readings	Assignments Due
		<ul style="list-style-type: none"> • Reading 13 (Elizabeth Cady Stanton, “Declaration of Sentiments”) • Reading 15 (Sojourner Truth, “Ain’t I a Woman?”) • Reading 21 (Frederick Douglass, “Why I Became a Woman’s-Rights Man”) • Reading 19 (Susan B. Anthony, “Speech After Arrest For Illegal Voting”) • Reading 27 (Ida B. Wells Barnett, “Lynching and the Excuse for It”) • Reading 32 (Margaret Sanger, “Birth Control—A Parents’ Problem or Woman’s”) • Reading 38 (Betty Friedan, “The Problem That Has No Name”) • Reading 40 (NOW, “Statement of Purpose”) 	
February 7	Radical Feminism	<ol style="list-style-type: none"> 1. Tong: Chapter 2 2. <i>Craft of Research</i>: Chapters 5-6 3. Reader: <ul style="list-style-type: none"> • Reading 42 (Kate Millett, “Theory of Sexual Politics”) • Reading 43 (“Redstockings Manifesto”) • Reading 45 (Anne Koedt, “The Myth of the Vaginal Orgasm”) • Reading 47 (Radicalesbians, “The Woman-Identified Woman”) • Reading 60 (Mary Daly, “The Metapatriarchal Journey of Exorcism and Ecstasy”) 4. MOODLE: <ul style="list-style-type: none"> • Joreen, “The Bitch Manifesto;” • Shulamith Firestone, “From <i>The Dialectic of Sex</i>” 5. Online: Readings on Trans-Exclusionary Radical Feminism (TERFs) 	
February 9	Library Research Session		<ul style="list-style-type: none"> • Journals Due Friday at midnight • Small Group: A-L
February 14	Radical Feminism	<ol style="list-style-type: none"> 1. Reader: <ul style="list-style-type: none"> • Reading 50 (Charlotte Bunch, “Not for Lesbians Only”) • Reading 63(Adrienne Rich, “Compulsory Heterosexuality and Lesbian Existence”) • Reading 79 (Catharine MacKinnon, “Sexuality”) 2. Online: feministing.com, “<u>What makes feminist porn feminist</u>” 	One-page Proposal for Major Paper Due
February 16	Marxist and Socialist Feminism	<ol style="list-style-type: none"> 1. Tong: Chapter 3 2. Reader: <ul style="list-style-type: none"> • “Sexual Division of Labor,” pp 67-68 • Reading 22 (Friedrich Engels, “From <i>The Origin of the Family the State</i>”) 	<ul style="list-style-type: none"> • Journals Due Friday at midnight • Small Group: M-Z

Date	Topic	Readings	Assignments Due
		<ul style="list-style-type: none"> • Reading 25 (Charlotte Perkins Gilman, “from <i>Women and Economics</i>) • Reading 28 (Emma Goldman, “The Traffic in Women”) • Reading 29 (Mother Mary Jones, “Girl Slaves of the Milwaukee Breweries”) • Reading 30 (Alexandra Kollontai, “Working Woman and Mother”) • Reading 31 (Crystal Eastman, “Now We Can Begin”) <p>3. MOODLE: Selma James, “A Woman’s Place”</p>	
February 21	Marxist and Socialist Feminism	<p>1. Reader:</p> <ul style="list-style-type: none"> • Reading 53 (Gayle Rubin, “The Traffic in Women”) • Reading 64 (Heidi Hartmann, “The Unhappy Marriage of Marxism and Feminism”) • Reading 70 (Donna Haraway, “A Cyborg Manifesto”) 	
February 23	Care-Focused Feminism	<p>1. Tong: Chapter 4, pp 151-172</p> <p>2. <i>Craft of Research</i>: Chapters 7-8</p> <p>3. Reader:</p> <ul style="list-style-type: none"> • Reading 67 (Carol Gilligan, “Images of Relationship”) <p>4. MOODLE:</p> <ul style="list-style-type: none"> • Mary Pipher, Excerpt from <i>Reviving Ophelia</i> • Gilligan, “Excerpt from <i>In a Different Voice</i>” 	<ul style="list-style-type: none"> • Journals Due Friday at midnight • Small Group: A-L
February 28	Ecofeminism	<p>1. Reader: Reading 83 (Adams, from “The Sexual Politics of Meat”)</p> <p>2. MOODLE: Kemmerer Readings</p>	
March 2	Ecofeminism	<p>1. Tong: Chapter 7</p> <p>2. <i>Craft of Research</i>: Chapters 12-13</p> <p>3. Reader:</p> <ul style="list-style-type: none"> • Reading 77 (Vandana Shiva, “Development, Ecology and Women”) • Reading 78 (Ynestra King, “The Ecology of Feminism”) • Reading 101 (Haraway, “When Species Meet: Introductions”) <p>4. MOODLE: Karen J. Warren, Introduction and Chapters 1, 2 and 3 of <i>Ecofeminist Philosophy</i> (Optional)</p>	<ul style="list-style-type: none"> • Journals Due Friday at midnight • Small Group: M-Z
March 7	Psychoanalytic Feminism (And some film theory)	<p>1. Tong: Chapter 4, pp. 126-151</p> <p>2. Reader:</p> <ul style="list-style-type: none"> • “Psychoanalysis in/and Feminism” pp 65-67 • Reading 33 (Joan Riviere, “Womanliness as Masquerade”) • Reading 35 (Karen Horney, “The Dread of Women”) • Reading 59 (Nancy Chodorow, “The Sexual Sociology of Adult Life”) <p>3. MOODLE: Sigmund Freud “Excerpt from <i>A Fragment of an Analysis of a Case of Hysteria</i>,”</p>	Major Paper: 5-page draft and preliminary literature review due

Date	Topic	Readings	Assignments Due
March 9	Film Theory and Ecriture Féminine	4. Reader: <ul style="list-style-type: none"> • “Bodies” pp 51-54 • “Language” pp 61-63 • Reading 51 (Helene Cixous, “The Laugh of the Medusa”) 5. <i>Craft of Research</i> : Chapters 9-10 6. MOODLE: <ul style="list-style-type: none"> • Laura Mulvey, “Visual Pleasure and Narrative Cinema” • Jacques Lacan, “From <i>Ecrits: A Selection</i>” 	<ul style="list-style-type: none"> • Journals Due Friday at midnight • Small Group: A-L
March 14	Ecriture Féminine	1. Reader: <ul style="list-style-type: none"> • Reading 58 (Luce Irigaray, “From <i>This Sex Which Is Not One</i>”) 2. MOODLE: Audre Lorde, “Poetry Is Not a Luxury”	<ul style="list-style-type: none"> • Major Paper: review of two of your peers’ first drafts due • Identify a piece of literature or other writing that you believe fits into the category of “women’s writing.” Be prepared to defend your choice.
March 16	Multicultural Feminism	1. Tong: Chapter 6, pp 211-231 2. Reader: <ul style="list-style-type: none"> • Reading 23 (Anna Julia Cooper, “The Status of Women in America”) • Reading 26 (Mary Church Terrell, “From <i>The Progress of Colored Women</i>”) • Reading 44 (Mary Ann Weathers, “An Argument for Black Women’s Liberation”) • Reading 46 (Pauli Murray, “The Liberation of Black Women”) • Reading 57 (Combahee River Collective, “A Black Feminist Statement”) 3. MOODLE: Florynce Kennedy, “A Comparative Study”	<ul style="list-style-type: none"> • Journals Due Friday at midnight • Small Group: M-Z
March 28	Multicultural Feminism	1. Reader: <ul style="list-style-type: none"> • “Intersection of Race, Class, and Gender” pp 59-61 • Reading 61 (Audre Lorde, “Age, Race, Class, and Sex”) • Reading 82 (Patricia Hill Collins, “From <i>Black Feminist Thought</i>”) • Reading 84 (Angela Y. Davis, “Outcast Mothers and Surrogates”) • Reading 91 (Kimberle Crenshaw, “Intersectionality and Identity Politics”) 2. MOODLE: <ul style="list-style-type: none"> • Rashmi Varma, “On Common Ground?: Feminist Theory and Critical Race Studies” • Donna Kate Rushkin, “The Bridge Poem” 	

Date	Topic	Readings	Assignments Due
March 30	Multicultural Feminism	1. Reader: <ul style="list-style-type: none"> • Reading 10 (“The Changing Women (Navajo Origin Myth)”) • Reading 88 (Winona LaDuke, “Mothers of Our Nations”) • Reading 56 (Elaine Pagels, “What Became of God the Mother?”) • Reading 72 (Judith Plaskow, “Jewish Memory from a Feminist Perspective”) 2. MOODLE: <ul style="list-style-type: none"> • Paula Gunn Allen, “Kochinnenako in Academe” • Joanne Barker, “Looking for Warrior Woman (Beyond Pocahontas)” 	<ul style="list-style-type: none"> • Journals Due Friday at midnight • Small Group: A-L
April 4	Multi-Cultural Feminism	1. Reader: <ul style="list-style-type: none"> • Reading 55 (Anna NietoGomez, “Chicana Feminism”) • Reading 65 (Mitsuye Yamada, “Asian Pacific American Women and Feminism”) • Reading 66 (Toni Cade Bambara, “Foreword to the First Edition”) • Reading 73 (Gloria Anzaldúa, “La Consciencia de la Mestiza”) • Reading 80 (Norma Alarcón, “The Theoretical Subject(s)”) 	
April 6	Global Feminism	1. Tong: Chapter 6, pp 231-254 2. MOODLE: Hillary Clinton, “Remarks to the UN 4 th World Conference on Women” 3. Reader: <ul style="list-style-type: none"> • Reader, pp 63-65, 70-72 • Reading 99 (Smith, “Native American Feminism, Sovereignty, and Social Change”) • Reading 87 (“The Beijing Declaration and Platform for Action”) (cont.) • Reading 9 (Uma Narayan, “Contesting Cultures”) • Reading 93 (Cynthia Enloe, “When Soldiers Rape”) • Reading 103 (Alexander and Mohanty, “Cartographies of Knowledge and Power”) 	<ul style="list-style-type: none"> • Journals Due Friday at midnight • Small Group: M-Z
April 11	Global Feminism/ Postcolonialism	1. Reader: <ul style="list-style-type: none"> • Reading 52 (Fatima Mernissi, “Conclusion”) • Reading 68 (Chandra Mohanty, “Under Western Eyes”) • Reading 98 (Saba Mahmood, “The Subject of Freedom”) • Reading 102 (Fraser, “Feminism, Capitalism, and the Cunning of History”) 2. MOODLE: Gayatri Spivak, “A Critique of Postcolonial Reason” Rosemary George, “Feminists Theorize Colonial/Postcolonial”	Major Paper: Second draft of paper due (7-8 pages) with updated literature review.

Date	Topic	Readings	Assignments Due
April 13	Structuralism	1. MOODLE: <ul style="list-style-type: none"> • Terry Eagleton, "Structuralism and Semiotics" 2. Reader: <ul style="list-style-type: none"> • Reading 36 (Margaret Mead, "Sex and Temperament") • Reading 39 (Mary Douglas, "The System at War with Itself") • Reading 49 (Sherry Ortner, "Is Female to Male as Nature Is to Culture?") • Reader, pp 54-56 	<ul style="list-style-type: none"> • Journals Due Friday at midnight • Small Group: A-L
April 18	Post-Structuralism/ Postmodernism	1. MOODLE: <ul style="list-style-type: none"> • Terry Eagleton, "Post-Structuralism" • Michel Foucault, "From <i>The History of Sexuality: Volume 1</i>" 2. Tong, Ch. 5, pp 173-191 3. <i>Craft of Research</i> : Chapter 14 4. Reader: <ul style="list-style-type: none"> • Reading 37 (Simone de Beauvoir, "from <i>The Second Sex</i>") • Reading 74 (Linda Alcoff, "Cultural Feminism versus Post-Structuralism") • Reading 75 (Denise Riley, "Does a Sex Have a History?") 	Major Paper: peer reviews of second draft due
April 20	Post-Structuralism	1. Tong, Ch. 5, pp 191-210 2. Reader: <ul style="list-style-type: none"> • Reader, pp. 57-59 • Reading 76 (Joan W. Scott, "Deconstructing Equality-versus-Difference") 3. MOODLE: <ul style="list-style-type: none"> • Katharine Park, "The Rediscovery of the Clitoris" bell hooks, "Postmodern Blackness" • Rey Chow, "Poststructuralism: Theory as Critical Self-Consciousness" 	<ul style="list-style-type: none"> • Journals Due Friday at midnight • Small Group: M-Z
April 25	Queer Theory	1. <i>Craft of Research</i> : Chapters 16-17 2. Reader: Reader, 68-70 <ul style="list-style-type: none"> • Reading 62 (Monique Wittig, "The Straight Mind") • Reading 94 (Anne Fausto-Sterling, "Should There Only Be Two Sexes?") 3. MOODLE: <ul style="list-style-type: none"> • Eve Kosofsky Sedgwick, "Epistemology of the Closet" • Carolyn Dever, "Obstructive Behavior: Dykes in the Mainstream of Feminist Theory" • Terry Castle, "The Apparitional Lesbian" 	

Date	Topic	Readings	Assignments Due
April 27	Queer Theory	4. Reader: <ul style="list-style-type: none"> • Reading 92 (Judith Halberstam, "An Introduction to Female Masculinity") • Reading 100 (Julia Serano, "Trans woman Manifesto") 5. MOODLE: <ul style="list-style-type: none"> • Judith Halberstam, "Transgender Butch" • Berthold Schoene, "Queer Politics, Queer Theory, and the Future of 'Identity'" 	<ul style="list-style-type: none"> • Journals Due Friday at midnight • Small Group: A-L
May 2	Judith Butler	1. Reader: <ul style="list-style-type: none"> • Reader, pp 51-54 • Reading 81 (Judith Butler, "From <i>Gender Trouble</i>") • Reading 97 (Judith Butler, "Beside Oneself") 2. MOODLE <ul style="list-style-type: none"> • Butler, "Imitation and Gender Insubordination" 	Major Paper: One-Page Revision Strategies
May 4	Third-Wave Feminism	1. Reader: <ul style="list-style-type: none"> • Reading 85 (Rebecca Walker, "Becoming the Third Wave") • Reading 89 (Bikini Kill, "Riot Grrrl Philosophy") • Reading 90 (Jeannine DeLombard, "Femmenism") • Reading 95 (Baumgardner and Richards, "Third-Wave Manifesta") • Reading 96 (Rosemarie Garland-Thomson, "Integrating Disability") 2. MOODLE: Excerpts from <i>Fat Studies Reader</i>	<ul style="list-style-type: none"> • Journals Due Friday at midnight Due • Small Group: M-Z
May 10	Wednesday, 8:00-10:00	Final Meeting: Major Paper Presentations (Informal, five-minute max)	