

**Gender Relations II  
Feminist Theory and Practice**

INSTRUCTOR: Professor Hae Yeon Choo  
CLASS HOURS & LOCATION: Wednesdays 10am-12pm, Rm 41 (725 Spadina Ave)  
OFFICE HOURS: by appointment—email to schedule a meeting!  
EMAIL: [hy.choo@utoronto.ca](mailto:hy.choo@utoronto.ca)

**COURSE DESCRIPTION AND STRUCTURE**

This is a seminar designed to cultivate and practice the art of feminist theorizing. We will cover important feminist theoretical developments with a keen focus on the process and methods as toolkits for our own research. This seminar is interdisciplinary, reflecting the history of feminist theory as a collective endeavor across multiple disciplines. We will emphasize how we as social scientists build theory from empirical research. Simultaneously, we will practice theory in a three-stage structured workshop format to develop individual projects through peer review along with instructor feedback.

I encourage students to come with their own research projects in various stages, including but not limited to 1) a term paper that they would like develop during the semester, 2) a section of the master's thesis that they would like to publish in peer-reviewed journals, 3) dissertation, practicum, or master's thesis proposal, 4) a review article / statement of the field paper. Consider using this seminar as an opportunity to move a project forward with the insights and ways of thinking that feminist theory offers. The students who plan to specialize in sociology of gender and feminist studies would benefit most from the seminar, but I also welcome students with other research interests who want to enhance their analytic skills.

Each class will consist of a student-led presentation and discussion of the assigned readings. In addition, we will do a workshop for our individual research papers, including in-class writing, outlining and conceptual mapping.

**ASSIGNMENTS AND GRADES**

1. Reflective essay on the meaning of theory (2 single-spaced pages, Week 3)	5%
2. Reading Response (6% each: 2 single-spaced pages, choose <i>four weeks</i> between Week 4-12)	24%
3. Class discussion leading (once or twice, per term—depending on the class size)	10%
4. Workshop I-III (5% x 3 times)	15%
5. Two individual meetings with the instructor (3% x 2 times)	6%
6. Final paper (20-25 double-spaced pages, December 15)	40%
TOTAL	100%

- All writing assignments and workshop materials, except the final paper, are either pass or fail, with the possibility of re-writing within two weeks of receiving the mark in case of fail. Since there are multiple weeks students can choose from, late reading responses are not accepted, except when there are legitimate reasons beyond a student's control. For the term paper, the late penalty is 5% per day, which is waived in the case of legitimate reasons beyond control.
- You will write four 2 single-spaced page papers that reflect upon and respond critically to the readings (due **the day before class, 6pm**). These papers should include a short summary of the arguments but focus on synthesis, engagement with core ideas, and

critique. They should be seen as writing and thinking exercises, and thus, marked pass/fail. You will receive individual feedback on reading responses.

- Two individual consultations: (1) The final paper, topic and format, need to be discussed with the instructor through an individual meeting (from October 2-October 15). (2) The instructor will provide feedback on the outline or the conceptual map of your final paper (from Nov 27-Dec 3). Please see the instructor before/ after class to set up a 20-minute individual appointment.
- Students should be familiar with policies on plagiarism (see here: <http://www.sgs.utoronto.ca/governance/policies/academicmisconduct.htm>. For more information about how to write without plagiarizing, see: <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>).

## Course Outline

Week 1 September 11

Introduction

Lorde, Audre. 1984. "Transformation of Silence into Language and Action," Pp. 40-44. In *Sister/Outsider*. Freedom, CA: The Crossing Press.

Week 2 September 18

Why theorize?

hooks, bell. 1991. "Theory as Liberatory Practice," *Yale Journal of Law and Feminism* 4(1): 1-12.

Crenshaw, Kimberle. "Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics." *U. Chi. Legal F.* (1989): 139.

Million, Dian. 2009. "Felt theory: An indigenous feminist approach to affect and history." *Wicazo Sa Review* 24(2): 53-76.

Butler, Judith. 2004. "Acting in Concert" Pp 1-16 in *Undoing Gender*. New York: Routledge.

Week 3 September 25

How do we know what we know? Feminist epistemology

Haraway, Donna. 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective," *Feminist Studies* 14: 575-599.

Collins, Patricia Hill. 1986. "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought," *Social Problems* 33 (6): 14-32.

Harding, Sandra. "Rethinking standpoint epistemology: What is 'strong objectivity?'" *The Centennial Review* 36.3 (1992): 437-470.

Scott, Joan W. 1991. "The Evidence of Experience," *Critical Inquiry* 17(4): 773-797.

**Reflective Essay Due:** What does theory mean for each of us? What kind of standpoint do we bring to our theory and knowledge production? Engage the week's readings in the reading response.

Week 4 October 2

Collins, Patricia Hill. *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. Routledge, 2002. (Chapters 1, 2, 3, 11)

**Workshop I: Finding the Research Question and the Case**—What is your research question, and why is it an important one? What is your empirical case, if you have one? Why is it a good case to answer your research question? Submit this short research proposal (1 single-spaced page) the instructor by 6pm on **Tuesday, October 1**.

Week 5 October 9

Politics and Ethics of Representation

Mohanty, Chandra Talpade. 1988. "Under Western Eyes: Feminist Scholarship and Colonial Discourses," *Feminist Review* 30: 61-88.

Mahmood, Saba. 2001. "Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Islamic Revival." *Cultural Anthropology* 16(2): 202-236.

Bernstein, Elizabeth. " Militarized humanitarianism meets carceral feminism: The politics of sex, rights, and freedom in contemporary antitrafficking campaigns." *Signs: Journal of Women in Culture and Society* 36, no. 1 (2010): 45-71.

Abu-Lughod, Lila. 1990. "The Romance of Resistance," *American Ethnologist* 17(1): 41-55.

Week 6 October 16

Multiracial Feminism and Intersectionality

Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color" *Stanford Law Review* 43 (6): 1241-1299.

McCall, Leslie. "The complexity of intersectionality." *Signs: Journal of women in culture and society* 30.3 (2005): 1771-1800.

Choo, Hae Yeon and Myra Marx Ferree. 2010. "Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions and Institutions in the Study of Inequalities," *Sociological Theory* 28 (2): 129-149.

Alexander-Floyd, Nikol G. "Disappearing acts: Reclaiming intersectionality in the social sciences in a post-Black feminist era." *Feminist Formations* 24.1 (2012): 1-25.

Week 7 October 23

Socialist Feminism and Social Reproduction

Arruzza, Cinzia, Tithi Bhattacharya, and Nancy Fraser. 2019. *Feminism for the 99%: A Manifesto*. London: Verso.

Fraser, Nancy. 2017. "Crisis of care? On the social-reproductive contradictions of contemporary capitalism." Pp. 21-36 in *Social Reproduction Theory* Ed. Tithi Bhattacharya, London: Pluto Press.

Luxton, Meg. 2006. "Feminist Political Economy in Canada and the Politics of Social Reproduction." In *Social Reproduction*, edited by Kate Bezanson and Meg Luxton. McGill-

Queen's University Press.

**Workshop II: Engaging the Literature**—Choose one journal article or a book that is the most important to your project and write 1 single-spaced memo about how your project builds upon, extends, or critiques this article theoretically and/or empirically. Submit this short memo the instructor by 6pm on **Tuesday, October 22**.

Week 8 October 30

Scott, Joan Wallach. *Sex and secularism*. Princeton University Press, 2017.

Week 9 November 13

Perry, Imani. *Vexy Thing: On Gender and Liberation*. Duke University Press, 2018.

**Workshop III: Finding and Using a Model Article (Reverse Outlining Technique)**—This exercise is for you to familiarize yourself with the structure of a journal article including its component, style, and length. Choose a model article from a journal, to which you would like to send your manuscript in the future, and bring an outline of the article to class, taking note of the structure and the length of each section of the article. (if your final paper is a different format—proposal, review article, etc.—please consult the instructor for alternate suggestions)

Week 10 November 20

Rudrappa, Sharmila. *Discounted life: The price of global surrogacy in India*. NYU Press, 2015.

Week 11 November 27

*\* Individual meetings with the instructor; Bring an outline or conceptual map of the final paper to the meeting.*

Meadow, Tey. *Trans kids: Being gendered in the twenty-first century*. University of California Press, 2018.

Week 12 December 4

Grewal, Inderpal. *Saving the Security State: Exceptional Citizens in Twenty-First-Century America*. Duke University Press, 2017.

*The final paper is to be submitted via email by midnight **December 15***

## Academic Integrity Clause

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well:

(<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>).

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence "to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the *Code of Behaviour on Academic Matters* (<http://www.artsci.utoronto.ca/osai/The-rules/code/the-code-of-behaviour-on-academic-matters>) and *Code of Student Conduct*

(<http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

## Accessibility Services

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council "Statement of Commitment Regarding Persons with Disabilities" at

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppnov012004.pdf>.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you.

Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at

<http://www.studentlife.utoronto.ca/as>, call at 416-978-8060, or email at [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca). The office is located at 455 Spadina Avenue, 4<sup>th</sup> Floor, Suite 400.

Additional student resources for distressed or emergency situations can be located at [distressedstudent.utoronto.ca](http://distressedstudent.utoronto.ca); Health & Wellness Centre, 416-978-8030,

<http://www.studentlife.utoronto.ca/hwc>, or Student Crisis Response, 416-946-7111.