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## TOPICS: HISTORIES OF FEMINISMS in Fall 2018 (GS2091C)

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| Course Code    | GS2091C                | Professor(s)     | Lara Cox     |
| Prerequisites  | None                   | Office Number    |              |
| Class Schedule | W: 10:35-13:30 in SD-2 | Office Hours     |              |
| Credits        | 4                      | Email            | lcox@aup.edu |
| Semester       | Fall 2018              | Office Tel. Ext. |              |

## Course Description

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### "TOPICS : HISTORIES OF FEMINISM(S)"

Have women been “written out” of history? Why do so few women’s names come to mind when we think about the important figures who shaped “world history”? What do we mean when we talk about “women’s history”, and how/does this intersect with issues of race, class and ethnicity? These standard questions, that inform feminist and gender studies, provide the backdrop to this interdisciplinary examination of the histories of feminism(s). Through the lens of thinkers such as Joan Scott, Louise A Tilly, Chandra Mohanty and Anupama Rao among others, this course will explore the question of gender as a system of power relations and social stratification that has constituted the shaping of political and cultural history across the globe. In this light, we will think carefully and critically about the significance of “women’s history” and its relationship to both the perpetuation of and resistance to social inequalities, while interrogating the concept of “women’s identity” over culture, ethnicity and historical periods. We will trace the particular historical, political and cultural conditions that led to key moments in women’s movements.

## Course Learning Outcomes

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## General Education

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### COURSE LEARNING OBJECTIVES:

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1. Students will be able to read, compare and critique literature pertaining to the histories of women and feminism.
  2. Students will demonstrate **familiarity** with evolutions and changes in women's positions across various periods of history (from prehistory to the 21st century) and in various contexts across the globe.
  3. Students will be able to **apply** their knowledge of methodologies of gender and women's histories to the texts they read.
  4. Students will demonstrate understanding of the importance of documentation and organization of sources in the construction of women throughout history. They will demonstrate understanding of key terms such as the archive and historiography, and their significance in women's history.

### **GSS PROGRAMME LEARNING GOALS:**

1. Students will be able to demonstrate familiarity with the developmental, social, theoretical and historical frameworks that come to define the academic study of gender and sexuality from both a social sciences perspective and a humanities perspective.
2. Students will be able to identify, compare, critique and analyze the historical, social and cultural specificity of different conceptions of gender and sexuality
3. Students will be able to apply their knowledge of gender and society to a globally informed understanding and evaluation of the pressures, politics and debates of representations of gender and sexuality, particularly those bearing upon legal rights and social justice
4. Students will be able to read and critique literature on sex and gender in the social sciences and the humanities

## **Course Outline**

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### **TEXTBOOKS:**

All readings will be made available electronically or distributed in the course booklet.

### **OUTLINE:**

The goal of this class is to familiarise you with some of the key debates in the history of gender

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and women from a global/transnational perspective and to engage you in critical discussion.

**CLASS SCHEDULE:**

**Week I**

**TOPIC** What's in a name? Women's History and How to Define it.

**READINGS** Claire Goldberg Moses "What's in a name? On writing the history of feminism"

**Homework:** Articles by Joan Scott and Louise A Tilly (course booklet). PLEASE BRING A LAPTOP TO NEXT CLASS WITH ACCESS TO POWERPOINT/A PRESENTATION APPLICATION.

**Week II**

**TOPIC** Methodologies and Approaches to Women's History

**READINGS** Louise A Tilly, Gender, Women's History & Social History (1989); Joan Scott, Gender: A Useful Category of Historical Analysis (1986).

**Week III**

**TOPIC** Women in Ancient Civilizations

**Session I: G-113**

**Session II: Musée de l'Homme visit.**

**HOMEWORK:** Musée de l'Homme museum assignment.

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## **Week IV**

### **TOPIC Women in the Middle Ages**

**READINGS (in class)** Rolf H Bremmer Jr., "Widows in Anglo-Saxon England."

HOMEWORK: Mary Wollstonecraft, *A Vindication of the Rights of Woman* (chs in course booklet)

## **Week V**

### **TOPIC Gender and Nationhood: The Birth of Modern Western Feminism**

**READINGS** Mary Wollstonecraft, *A Vindication of the Rights of Woman* (chs in course booklet).

Homework: BRING YOUR LAPTOPS WITH ACCESS TO PRESENTATION PROGRAM.

## **Week VI**

### **TOPIC Indigenous Women in Settler Nations**

**READINGS** (in class) *Fighters and Singers: The Lives of Some Aboriginal Women* (chs in course booklet).

## **Week VII**

**\*\*\*\*\*PLEASE NOTE THAT THIS WEEK'S SESSION IS IN THE LIBRARY\*\*\*\*\***

### **TOPIC The Archive and its Vanishing Others**

HOMEWORK: Mid-term Assignment set.

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\*\*\*\*\*FALL BREAK\*\*\*\*\*

### Week IX

Midterm assignment due at the start of the class hour.

**TOPIC** Women's History, Religion, Colonialism: The Case of Women in the Islamic World

**READINGS** Barbara Calloway, *Muslim Hausa Women in Nigeria: Tradition and Change* (readings available on course portal).

**Homework:** Geraldine Forbes, "Caged Tigers: 'First Wave' Feminists in India" (course booklet).

### Week X

**TOPIC** The First Wave

**READINGS** Declaration of Sentiments (1848) (course booklet), Geraldine Forbes, "Caged Tigers: 'First Wave' Feminists in India" (course booklet).

**Homework:** Consider your final term project for discussion next week.

### Week XI

**TOPIC** The Second Wave

**READINGS (in class)** Martha Lear, 'The Second Feminist Wave'; Benita Roth, 'Second-Wave Black Feminism in the African Diaspora'; Becky Thompson, Multi-racial Feminism;

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Louise Newman, 'Talking About a Revolution'; Stephanie Gilmore, 'The Dynamics of Second-Wave Feminism in Memphis'.

Final term project discussion.

**Homework:** Anupama Rao, *The Caste Question* (course booklet).

## **Week XII**

### **TOPIC An Indian Second Wave?**

**READINGS** Anupama Rao, *The Caste Question* (course booklet).

## **Week XIII**

### **TOPIC The Third Wave**

**READINGS(in class)** Alice Walker, "In Search of My Mother's Garden"; Rebecca Walker, "Becoming the Third Wave"; Jessalynn Keller, "It's A Hard Job Being an Indian Feminist" (course booklet); Astrid Henry, "*Fittstim* Feminists" (course booklet).

## **Week XIV**

**TOPIC** Suffragette (film screening), Final project discussion. Checklist for final exam.

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## Textbooks

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This course doesn't have any textbook.

## Attendance Policy

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### SPECIFIC CLASSROOM POLICIES / ATTENDANCE, LATENESS

No Incompletes will be given for this course without a valid medical excuse or documented emergency. Should an emergency arise, advise student affairs of your situation as soon as possible.

Excessive absences: More than five absences can result in a failing grade for the course, unless there are extenuating circumstances, such as the following:

- an extended illness requiring hospitalisation or visit to a physician (with documentation)
- a family emergency, e.g. serious illness (with written explanation)

If registered during the first week of the drop/add period, the student is responsible for any missed assignments or coursework.

Students failing a course due to poor attendance should consult with an academic advisor to

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discuss options.

For significant lateness, the tardiness will be counted as an absence for the day.

Cellphones: the use of cell phones in class is absolutely prohibited, **unless your professor authorizes it for strictly educational purposes (research in class)**. Text messaging and social media networking in this class is strictly prohibited and will be sanctioned with an absence (this class requires both your physical and mental presence and concentration).

Plagiarism: Plagiarism is a serious issue. A detailed definition of plagiarism can be found in the fourth edition of the MLA Handbook for Writers of Research Papers pp 26-29. Depending on each case, the penalty for a first offense can go from a failing grade for the paper to a failing grade for the course. Repeat offences can result in a failing grade in the course and/or expulsion. If you have any doubts about proper citation or paraphrasing please contact the writing lab.

#### **UNIVERSITY ATTENDANCE POLICY:**

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

**Attendance at all exams is mandatory.**

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

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Students must be mindful of this policy when making their travel arrangements, and *especially during the Drop/Add and Exam Periods.*

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## Grading Policy

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### GRADING:

**1) CLASS PARTICIPATION: 30%:** To some extent this class is structured as a discussion seminar. It is thus essential that you actively participate in class discussions and exercises.

**2) MIDTERM ASSIGNMENT: 20%**

**3) FINAL PROJECT: 25%**

**4) FINAL EXAM: 25%**

### Grading Scheme

**A/A- Excellent.** The assignment demonstrates rigorous intellectual engagement, great care and extra effort, clear planning, extensive development and excellent written and/or oral expression. You can also earn an excellent grade when your work shows great creativity and originality.

**B+/B Very Good.** The assignment reflects mature thought, care and effort. You have gone beyond the basic minimum requirements and have taken the time to research your subject and to produce a thoughtful, polished piece of writing or a well-rehearsed presentation.

**B-/C+ Good.** You have submitted an assignment on time that is complete, well-organized and shows strong potential.

**C/C- Satisfactory.** You have correctly completed the basic minimum requirements of the assignment.

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**D+/D Unsatisfactory.** The assignment is submitted incomplete and/or late.

**F Poor.** There is little or no evidence of effort to complete the assignment or to improve.

**Other**

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