

**INT 388-301 – Feminism and Political Thought**  
Spring 2015 M/W 240-410  
Schmitt Academic Center, room 200

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Office Hours: Tuesdays 9-12 and by appointment

This course traces shifts in a feminist imaginary from its second wave to its contemporary complex iteration that encompasses ideas that students bring to class with them. The course centers on political theorist Nancy Fraser's collection of writings produced over 25 years. Fraser is writing as a socialist feminist, from a critical theoretic angle, but she is engaging with and critiquing second wave feminism. This course examines her critique along with supplementary readings. Students in this course will simultaneously explore a more fluid and less reflective conversation related to feminism that takes place on Twitter. Students will develop a literacy in the critique and evaluation of older sets of feminist questions and in a highly current engagement with similar questions. Students will expand their topical repertoire and critical thinking skills. They will also develop an expanded literacy in twitter as a platform for scholarly work.

### **Required Texts:**

Fraser, Nancy. 2013. *Fortunes of Feminism: From State-Managed Capitalism to Neoliberal Crisis*. London: Verso.

All required supplemental readings can be found in my Dropbox following this link:

[https://www.dropbox.com/sh/ghxl26ltv7smlz9/AAAvtKGBIp0h5RYB4kfaA\\_uSta?dl=0](https://www.dropbox.com/sh/ghxl26ltv7smlz9/AAAvtKGBIp0h5RYB4kfaA_uSta?dl=0)

### **Recommended Texts**

See Appendix 1. These readings can also be found in the Dropbox (link above).

### **Assessments:**

Attendance/Preparation/Participation (9*800 word reflection essays)	40%
Mini Essays (3)	30%
Final Essay	30%

*Attendance/Participation/Preparation:* Attendance is required. A large portion of this class is a seminar discussion. Therefore, students are expected to come to class, prepared and ready to participate. As class participation is worth 50% of the student's grade, the following rubric will help clarify the meaning of participation\*:

A=Full attendance, preparation and participation. Students, who are always prepared for class, demonstrate their knowledge of the reading assignments, ask provocative questions and apply the reading material in meaningful ways.

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\* These criteria were developed by Professor Cathy May.

B=Good attendance, preparation and participation. Students who are frequently prepared for class and who frequently demonstrate their understanding of the reading material.

C=Average attendance, preparation and participation. Students who occasionally participate and who indicate they have read the assignments but occasionally have misread the text or demonstrate a superficial understanding of the readings.

D=Poor attendance, preparation and participation. Students who rarely participate in class discussions and who often miss the essential meaning of the assigned readings.

F=No participation. Students who never participate in class discussions.

*Reflection Essays:* each week, students will write an 800-word essay reflecting on the assigned reading. The essays will focus on themes in the readings, draw links between them, and pose questions for the class. (Please see link: <http://www.wikihow.com/Write-a-Reflection-Paper>). The essays are due in the D2L Dropbox no later than Midnight on Sundays. **Please note: no late papers will be accepted and the Dropbox will not accept papers after midnight.**

*Mini Essays:* in weeks 3, 6, and 9, students will submit a mini essay (1200) detailing their observations of the twitter conversations they are following. These essays will be well-written, thoughtful and critically engaged analyses. They stand in as first drafts of the final paper in which students will expand their analyses. Students may use tweets, material published in tweets, course readings, and outside research in order to draft a preliminary description of the conversation on twitter. Submit essays to D2L Dropbox, post the essay to the appropriate D2L Discussion Board, and submit a hardcopy in class on the day it is due.

*Final Essay:* All the coursework will culminate in a final essay due 12<sup>th</sup> June by 5pm. In this essay (3000-4000 words), students will use the course material alongside their Twitter research in order to analyze contemporary feminist conversations. Guiding questions include: what is the relationship between feminist thought and political economy? How have feminist questions changed over time? How do you explain what a contemporary feminism looks like? Which feminist questions resonate most deeply with you and why? I am available to talk about the projects through the quarter. Submit the Final Essay to D2L Dropbox and leave a hardcopy in my box in the Department of International Studies Office by the due date.

## Grades

Work will be assessed on the following criteria: writing ability (organisation of thoughts, language, attention to detail), argument (clarity, creativity, complexity), research and knowledge of the material, and understanding of the material. Note: this means that effort and improvement are an integral part of the grading process.

## Twitter

Students must set up and use a twitter account in order to observe discussions. Students are encouraged but not required to submit tweets. In Appendix 1, students will find a list

of twitter handles. All of these should be followed. Students may also follow each other and anyone else they deem important. If this happens, please inform the class.

***Schedule***

**Week 1**

*30<sup>th</sup> March*

Introduction – Federici, ‘Witch-Hunting, Past and Present’ (pp. 1-12)

*1<sup>st</sup> April*

Fraser, ‘Prologue’ and ‘What is Critical about Critical Theory’ (pp. 1-51)

**Week 2**

*6<sup>th</sup> – 8<sup>th</sup> April*

Fraser, ‘Struggle over Needs: Outline of a Socialist-Feminist Critical Theory of Late Capitalist Political Culture’ (pp. 53-82)

Andrade, ‘Gender and “the Public Sphere” in Africa: Writing Women and Rioting Women’ (pp. 45-59)

Dean, ‘Discourse in Different Voices’ (205-229)

**Week 3**

*13<sup>th</sup> – 15<sup>th</sup> April*

Fraser, ‘A Genealogy of “Dependency”: Tracing a Keyword of the US Welfare State’ (pp. 83-110)

Ferguson, ‘Declarations of Dependence’ (pp. 223-242)

**DUE: Mini Essay 1 (15<sup>th</sup> April)**

**Week 4**

*20<sup>th</sup> – 22<sup>nd</sup> April*

Fraser. ‘After the Family Wage: A Postindustrial Thought Experiment’ (pp. 111 -135)  
The Fortunes of Feminism Interview

Adkins, ‘Out of Work or Out of Time’ (pp. 622-641)

**Week 5**

*27th – 29th April*

Fraser, ‘Against Symbolicism: The Uses and Abuses of Lacanianism for Feminist Politics’ (pp. 139-158)

Willig, 'Recognition and Critique: An Interview with Judith Butler' (pp. 139-144)

Harding, 'Is the F Word Still Dirty?' (pp. 51-65)

**Week 6**

*4<sup>th</sup> – 6<sup>th</sup> May*

Fraser, 'Feminist Politics in the Age of Recognition: A Two-dimensional Approach to Gender Justice' (pp. 159-174)

McCall, 'The Complexity of Intersectionality' (1771-1800)

**DUE: Mini Essay 2 (6<sup>th</sup> May)**

**Week 7**

*11<sup>th</sup> – 13<sup>th</sup> May*

Fraser, 'Heterosexism, Misrecognition, and Capitalism: A Response to Judith Butler' (pp. 175-186)

Butler, 'Merely Cultural' (pp. 265-277)

**Week 8**

*18<sup>th</sup> – 20<sup>th</sup> May*

Fraser, 'Reframing Justice in a Globalizing World' (pp. 189-208)

Fraser and Naples, 'To Interpret the World and to Change it: An Interview with Nancy Fraser' (pp. 1103-1124)

**Week 9**

*25<sup>th</sup> May Memorial Day No Class*

*27<sup>th</sup> May*

Fraser, 'Feminism, Capitalism, and the Cunning of History' (pp. 209-226)

Eschle and Maiguashca, 'Reclaiming Feminist Futures: Co-opted and Progressive Politics in a Neo-liberal Age' (634-651)

**DUE: Mini Essay 3 (27<sup>th</sup> May)**

**Week 10**

*1<sup>st</sup> – 3<sup>rd</sup> June*

Fraser, 'Between Marketization and Social Protection: Resolving the Feminist

Ambivalence' (pp. 227-241).

Konings, 'Imagined Double Movements: Progressive Thought and the Specter of Neoliberal Populism' (609-622)

**DUE: Final Essay (12<sup>th</sup> June)**

**Any changes to this syllabus will be announced in class.**

*Appendix 1 – Tweeps to Follow*

Sara Salem @sarasalem

/kaw·reId3/ @kawrage

BGD @BlackGirlDanger

Zandria F. Robinson @zfelice

RedIndianGirl @RedIndianGirl

boy tina belcher @OTSWST

Ashley Ford @iSmashFizz

Brandie @Feministfists

Sarah Abu Assali @SarahAssali

Ella Achola @ella\_achola

Daniella Navarette @Aguililla\_RWC

Wagatwe Wanjuki @wagatwe

Yasmin Nair @NairYasmin

NativeYouthSexHealth@NYSHN

BRING.BACK.OUR.GIRLS

@ChiMo\_\_\_

Nimko Ali @NimkoAli

Kith and Koko @kithandkoko

Mozn Hassan @Mozn

FPI @fpinterrupted

Soraya Chemaly @schemaly

EverydaySexism @EverydaySexism

Sex Workers Project @UJCSexWorkers

Girls Like Us @gluproject

Cari Simon @mscarisimon

ZOD Culture @ZODCulture

Rania Khalek @RaniaKhalek

Also:

M. Richter-Montpetit

@MRichterMontpet

Neelika Jayawardane @Sugarintheplum

Laura J. Shepherd @drljshepherd

Annick T. R. Wibben @ATRWibben

Kate Mclean @dr\_Kate99

Catherine Eschle @DrCEschle

Gurminder K. Bhambra @GKBhambra

Swati Parashar @swatipash

feministkilljoy @SaraNAhmed

*Appendix 2 – Further Reading*

Aslan and Gambetti. 2011. 'Provincializing Fraser's History: Feminism and Neoliberalism Revisited' *History of the Present* 1 (1): 130-147.

- Bair. 2010. 'On Difference and Capital: Gender and the Globalization of Production.' *Signs* 36 (1): 203-226.
- Bedford and Rai. 2010. 'Feminists Theorize International Political Economy.' *Signs* 36 (1): 1-18.
- Bernstein. 2010. 'Militarized Humanitarianism Meets Carceral Feminism: The Politics of Sex, Rights and Freedom in Contemporary Antitrafficking Campaigns.' *Signs* 36 (1): 45-71.
- Bhatt, et al. 2010. 'Hegemonic Developments: The New Indian Middle Class, Gendered Subalterns, and Diasporic Returnees in the event of Neoliberalism.' *Signs* 36 (1): 127-152.
- Butler. 1998. 'Performativity's Social Magic,' in *Bourdieu: A Critical Reader*, Richard Schusterman, Editor. Oxford: Blackwell. 113-127.
- Carbin and Edenheim. 2013. 'The Intersectional Turn in Feminist Theory: A Dream of a Common Language.' *European Journal of Women's Studies* 20 (3) 233-248.
- Campbell and Teghtsoonian. 2010. 'Aid Effectiveness and Women's Empowerment: Practices of Governance in the Funding of International Development.' *Signs* 36 (1): 177-202.
- Connell. 2013. 'Fashionable Resistance: Queer "Fa(t)shion" Blogging as Counterdiscourse.' *Women's Studies Quarterly* 41 (1&2): 209-224.
- Connell. 2012. 'Transsexual Women and Feminist Thought: Toward New Understanding and New Politics.' *Signs*. 37 (4): 857-881.
- Dimitrakaki. 2013. 'Constant Redistribution: A Roundtable on Feminism, Art, and the Curatorial Field.' *Journal of Curatorial Studies* 2 (2): 218-241.
- Haney. 2010. 'Working Through Mass Incarceration: Gender and the Politics of Prison Labor from East to West.' *Signs* 36 (1): 73-97.
- Hemmings. 2012. 'Sexuality, Subjectivity, and Political Economy?' *Subjectivity* 5 (2): 121-139.
- Fraser, Dahl, Stoltz and Willig. 2004. 'Recognition, Representation in Capitalist Global Society: An Interview with Nancy Fraser.' *Acta Sociologica* 47 (4): 374-382.
- Keating, et al. 2010. 'The Rationality of Empowerment: Microcredit, Accumulation by Dispossession and the Gendered Economy. *Signs* 36 (1): 153-176.
- LeBaron and Roberts. 2010. 'Toward a Feminist Political Economy of Capitalism and Carcerality.' *Signs* 36 (1): 19-44.
- Littler and Fraser. 2014. 'The Fortunes of Socialist Feminism: Jo Littler Interviews Nancy Fraser.' *Soundings* 58: 21-33.

- McCall, Leslie. 1992. 'Does Gender fit? Bourdieu, Feminism, and Conceptions of Social Order.' *Theory, Culture, and Society* 21, 837-867.
- McNay, Leslie. 2004. 'Agency and Experience: Gender as a Lived Relation.' *The Sociological Review*, 175-190.
- Marchand. 2014. 'Engendering Transnational Movements/Transnationalising Women's and Feminist Movements in the Americas.' *Latin American Policy* 5 (2): 180-192.
- Mottier, Véronique. 2002. 'Masculine Domination: Gender and Power in Bourdieu's Writings.' *Feminist Theory* 3 (3), 345-59.
- Naples. 2013. "It's not Fair!" Discursive Politics, Social Justice and Feminist Praxis SWS Feminist Lecture.' *Gender and Society* 27 (2): 133-157.
- Newman. 2013. 'Spaces of Power: Feminism, Neoliberalism and Gendered Labor.' *Social Politics* 20 (2): 200-221.
- Rottenberg. 2013. 'The Rise of Neoliberal Feminism.' *Cultural Studies* 28 (3): 418-437.
- Safri and Graham. 2010. 'The Global Household: Toward a Feminist Postcapitalist International Political Economy.' *Signs* 36 (1): 99-125.
- Sparsam, et al. 2014. 'The Renewal of a Critical Theory of Capitalism and Crisis – A Comment on Nancy Fraser's Interpretation of Polyani's Works.' Working Paper. Der DFG-Kollegforscherinnengruppe Postwachstumsgesellschaften.
- Ulmanen. 2012. 'Working Daughters: A Blind Spot in Swedish Eldercare Policy.' *Social Politics*. 20 (1): 65-87.

***Appendix 3 – Skills valued by INT alumni and employers that should be listed on resumes, where appropriate***

Writing & written communication	X
Analytic and critical thinking	X
Ability to handle multiple tasks & deadlines	X
Ability to plan & organize tasks or projects	X
Time management skills	X
Attention to detail	X
Ability to work independently	X
Ability to work in a team environment	X
Intercultural skills	X
Interpersonal skills	X
Editing skills	X
Verbal communication	X
Non-English language skills	
Microsoft Office programs	

#### *Appendix 4 – Academic Integrity*

Academic integrity means absolute honesty in one's intellectual efforts. The *DePaul Student Handbook* details the facets and ramifications of academic integrity violations, but you should be especially aware of the policies on cheating and plagiarism. Cheating is any action that violates University norms or an instructor's guidelines for the preparation and submission of assignments. Such actions may include using or providing unauthorized assistance or materials on course assignments, or possessing unauthorized materials during an examination. Plagiarism involves the representation of another's work as your own, for example: (a) submitting as one's own any material that is copied from published or unpublished sources such as the Internet, print, computer files, audio disks, video programs or musical scores without proper acknowledgement that it is someone else's; (b) paraphrasing another's views, opinions or insights without proper acknowledgement *or* copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement; (c) submitting as one's own work a report, examination, paper, computer file, lab report or other assignment which has been prepared by someone else. **If you are unsure about what constitutes unauthorized help on an exam or assignment, or what information requires citation and/or attribution, please ask your instructor.** Violations may result in the failure of the assignment, failure of the course, or additional disciplinary actions. *Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/handbook/code16.html> for further details.*

#### *Appendix 5 – Students with Disabilities*

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:

**Loop Campus** - Lewis Center #1420 - (312) 362-8002

**Lincoln Park Campus** - Student Center #370 - (773) 325-1677