

University of Colorado Denver  
WGST/HUMN/SSCI 6010

**Methods and Theories of Feminism and Gender Studies**

Dr. Lorna Hutchison

Term: Spring 2022 (Jan. 18– May. 14)

Time and Time Slot: Mon. 5:00 – 7:50 PM

Course Format: Remote

Office hours zoom Meeting ID: 961 0244 8117

**Office hours Zoom URL:**

<https://ucdenver.zoom.us/j/96102448117?pwd=ZktRY3pKeHk5NU43REFaZ21BcGlrZz09>

Email: LORNA.HUTCHISON@UCDENVER.EDU

Remote Office Hours: Wed. 11:00 AM– 12:00 PM

& by appt.

Passcode remote Office hours.: lantern

**COURSE DESCRIPTION:**

This methods course provides advanced study of feminist theory and gender studies through



text, analysis (including visual analysis), and sociological approaches. The ways in which gender and identity organize our various political and intellectual realms are



complex; we will take the opportunity that our space affords, as well as each other's company and talents, to hold these issues up to the light.

Developing institutional knowledge is a key element of our course. For this, we will consider relationships between people, and systems, and questions about equity, wealth and poverty, the status of women, motherhood, and critically inquire into gender relations, cultures, norms, and movements of positive social change. Feminist politics and theories arising within and in contestation to various intellectual traditions and sociological perspectives are a focus of our explorations. Additionally, we'll approach feminist and LGBTQIA social and humanist issues through comedy and comedy writers. The final project for the course centers on activism.

**FORMAT:** Seminar, including discussion, lecture, student presentations, round table, guest lectures.

**Recurring Zoom Class Meeting – join us for class Mondays at:**

<https://ucdenver.zoom.us/j/93853188939?pwd=UXFqTEhDLzAzQmRHK0dXZGR2MWN1UT09>

Meeting ID: 938 5318 8939

Password: lantern

### Our goals for the course:

- To read, analyze, and unpack complex theory and to draw connections between the different theoretical writings we cover, and between theory and its world interrelationships.
- Discuss together, ask questions of the material and the interconnections between theory, systems, people; critically discuss and share viewpoints; actively participate in class in order to critically examine our material and topics.
- Create a stronger knowledge base of feminist theories and methodologies through rigorous academic inquiry and thinking; develop and enhance interdisciplinary skills in writing, critical thinking, and analysis of texts and phenomena. A principal aim of this course, therefore, is to help students with their future scholarship and projects in terms of strategies, approaches, and methodology.
- Build our community, collaborative potential, and our holistic approaches, and strengthen our interdisciplinary and inventive potential, with a view to advancing larger social- and value-systems.

### **REQUIRED TEXT (available at Tivoli Station Bookstore):**

**Tong, Rosemarie, and Tina Fernandez Botts. 2018. *Feminist Thought: A More Comprehensive Introduction*. (paperback) 5<sup>th</sup> ed., ISBN: 978-0-8133-4995-4, New York: Westview Press.**

Optionally, you can phone-order with Tattered Cover, takes 4 – 7 business days, 49\$ for 5<sup>th</sup> ed. Please note, it looks like you can rent the text for about 18\$. Second hand copies avail. online for about 38\$.

Please note this is a **tentative** syllabus. In the interests of our class and learning environment, your professor reserves the right to make reasonable changes to the syllabus, including the course schedule.

### **Other requirements:**

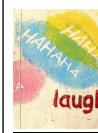
Many of the readings are on Canvas, others available online; the class schedule below indicates where each reading is available. **Readings are due for the class day on which they are listed – see course schedule.** Our course and what we gain from it depends upon students coming to our discussion forums prepared (i.e., having read the texts) and with the material we are covering that day in hand.



Women's March 2020 New York  
Chilean feminist collective Las Tesis  
*Denver Post* 19 Jan. 2020 p. 2A



*Tarragon Dream*  
Helen Frankenthaler  
1969, painting, 71 x 51 inches  
Andre Emmerich Gallery, photographed by Larry Qualls  
ARTstor database



*Laughter*  
Anna Suet-Bing Chan  
2009, Edition 11 of 12. Paper,  
string (fiber-product),  
handmade paper, ink, 14 cm.  
OCAD University: Dorothy H.  
Hoover Library: Learning Zone,  
Toronto, Canada  
ARTstor database

## **COURSE POLICIES and PROCEDURES:**

**ATTENDANCE and PARTICIPATION:** Because this is a graduate seminar, discussion of assigned readings and topics is key to a full and enriching experience for all participants. Additionally, we will regularly work together on project ideas, so please read thoughtfully all assigned texts and be prepared to discuss these and your peers' ideas in class. Grading criteria for participation include: *active listening; demonstrating cumulative learning; making thoughtful comments; preparedness; questions and responses to the course*

*material; showing initiative; posting to discussion board; willingness to allow others to speak; and responding constructively to instructor feedback.*

Attendance, too, is important. That said, we're in middle of a pandemic and all experiencing some level of struggle. Please get in touch with me in advance (excluding emergencies that exclude this possibility, of course), if you have to miss or to come late to a zoom class session. I'm outlining some of the regular term attendance and participation policies for the course, but want to emphasize that this is obviously a very difficult time for everyone. Please know that I am here and available for discussion should difficulties arise. Students who miss multiple classes should consider withdrawing from the course. It is the responsibility of the student to withdraw according to university rules. Observant students will be accommodated for religious holidays. Please notify me in advance if you must miss a class for such a purpose.

\*Students are encouraged to bring grounded arguments and discussion to class and know that they are not graded on their political, religious, racial, sexual, or ideological points of view. Students are expected to bring dynamic engagement to the readings. For any argument/position posed in discussion, students should aim to provide grounded reason and evidence in honor of principles of free and open discussion, debate, tolerance, civility, and respect for one another.

**Academic Freedom:** <https://www1.ucdenver.edu/free-expression/>. It is my policy to foster an open, supportive and safe environment for learning. I welcome suggestions for improved classroom experience. All communications with me is kept in strict confidentiality.

\*\* Cameras: Attending is part of "participation" and everyone is encouraged to put your camera on during class meetings. A virtual background is fine and may enhance your comfort/privacy. Seeing people speak and react facilitates communication in discussion. This is extremely important, as well, for your presentation. NOTE: If there are obstacles to you attending synchronous class zoom sessions or keeping your camera on, please let me know in advance, thank you.

See CU Denver's policy on attendance: [https://www.ucdenver.edu/docs/librariesprovider284/default-document-library/7030.pdf?sfvrsn=6f26bfb9\\_0](https://www.ucdenver.edu/docs/librariesprovider284/default-document-library/7030.pdf?sfvrsn=6f26bfb9_0)

**COURSE COMMUNICATION: Office Hours:** Weekly, Wed. 11:00 AM– 12:00 PM & by appt.

**Office hours** zoom Meeting ID: 961 0244 8117 pass code: lantern Zoom URL for office hours:  
<https://ucdenver.zoom.us/j/96102448117?pwd=ZktRY3pKeHk5NU43REFaZ21BcGlrZz09>

Please note, you will first enter a virtual meeting room for office hours. I'll 'open the door' once I am free. This ensures everyone's privacy.

If necessary, I may communicate with students via e-mail between classes. Each CU student is provided with a uniform university e-mail account. This is the official e-mail address for CU students and the only e-mail account through which professors are permitted to communicate with students (re: university policy on privacy and privacy protection). Please check your e-mail account regularly so as to not miss contact and important class information. You are responsible for any messages, including assignment and schedule changes, I send you via e-mail. Students may contact me via e-mail—please see address near top of syllabus—and also meet with me during office hours or by appointment (via zoom in Spring 2021).

Out of courtesy to all participating in this seminar, please store away cell phones during our class time together and observe chat and other zoom and online etiquette. Adherence to the Student Academic Honor and Conduct Code is expected. **The Student Conduct Code** may be found at:  
<http://www.ucdenver.edu/life/services/standards/Documents/CUDenver-CodeofConduct.pdf>.

**Plagiarism Policy:** Plagiarism is the act of appropriating the literary or other creative composition or work of another author, or excerpts, ideas, or passages there from, and passing the material off as one's own creation. <https://clas.ucdenver.edu/faculty-staff/policies-procedures/handling-academic->

[dishonesty/definition-academic-dishonesty](#). This course assumes your knowledge of these policies and definitions. See also:

<http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/resources/Pages/plagiarism.aspx>

and: <http://catalog.ucdenver.edu/content.php?catoid=6&navoid=530>. If a finding of plagiarism has been made by the instructor and/or by other members of the MHMSS faculty, the student may be assigned a failing grade in the course. At the discretion of the instructor, the student may fail the course and be asked to leave the MHMSS graduate program. Students are required to know, understand, and comply with the CU Denver Academic Dishonesty Policy as detailed in the Catalog and on the CLAS website. Academic dishonesty consists of plagiarism, cheating, fabrication and falsification, multiple submission of the same work, misuse of academic materials, and complicity in academic dishonesty.

**CLAS Incomplete Policy:** The faculty in the College of Liberal Arts and Sciences passed the following policy relating to the awarding of incomplete grades. This CLAS policy is consistent with the UCD campus policy. Incomplete grades "I" are NOT granted for low academic performance. **Faculty are not required to award an Incomplete.** To be eligible for an Incomplete grade, students MUST (1) have successfully completed a minimum of 75% of the course, (2) have special circumstances beyond their control that preclude them from attending class and completing graded assignments, and (3) make arrangements to complete missing assignments **with the original instructor**. Verification of special circumstances is required. Completion of a CLAS Course Completion Agreement is required. Incompletes cannot be awarded that stipulate (1) a student may repeat the entire course, (2) repeat or replace existing grades, (3) allow the student an indeterminate period of time to complete a course, or (4) allow the student to repeat the course with a different instructor. The CLAS Course Completion Agreement is available from the CLAS Advising Office, NC 1030. For more information, please see: [https://clas.ucdenver.edu/faculty-staff/sites/default/files/attached-files/incomplete\\_policy\\_and\\_form\\_rev\\_12.20.pdf](https://clas.ucdenver.edu/faculty-staff/sites/default/files/attached-files/incomplete_policy_and_form_rev_12.20.pdf)

**Disability Inclusion Statement:** The office of Disability Resources and Services (DRS) provides support for students with disabilities: you can find them at their website <http://www.ucdenver.edu/student-services/resources/disability-resources-services/Pages/disability-resources-services.aspx> or by calling (303) 556-3450/TTY or (303) 556-4766. To access their services, you will need to provide documentation of disability.

**Census Date:** All students must be officially registered in this class by census date. Students who are not officially registered by this date will **not** be allowed to add the course. This are no exceptions to this *college* policy, which lies outside of the control of the instructor.

Please see following link for the Spring 2022 Academic Calendar, which includes important deadlines and dates: <https://www.ucdenver.edu/student/registration-planning/academic-calendars/spring>

**Family Educational Rights and Privacy Act (FERPA)** <http://www.ucdenver.edu/student-services/resources/Registrar-dev/StudentServices/Pages/FERPA.aspx>

**Discrimination and Harassment Policy and Procedures:** Please see:

<https://www1.ucdenver.edu/offices/equity/university-policies-procedures>

<http://www.ucdenver.edu/about/WhoWeAre/Chancellor/ViceChancellors/Provost/>

**Grade appeal policy or other issue with course/instructor:** (1) meet with the instructor face-to-face; (2) if not satisfied, meet with the head/chair of the department/unit; (3) if not satisfied, appeal to the CLAS Associate Dean. No step in this process may be skipped. <https://www.ucdenver.edu/policy/Documents/Process-for-Grade-Issues.pdf>

**ASSIGNMENTS and GRADING:**

Students have the potential to make 500 points total on combined assignments. Any assignment handed in after the due date and hour will be graded at 80% of the assignment's total possible points; each additional day late thereafter will incur a 10% penalty. **Please note: assignments more than 3 days late will not be accepted. All assignments must be submitted electronically to our course Canvas shell.**

All written work for the course should be appropriately formatted with correct end-, foot-, or internal -note citation using an up-to-date MLA, or APA, or Chicago Author-date citation style guide. Please use Kate Turabian's, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9<sup>th</sup> ed. for graduate-level writing guidance. See also policy below regarding assignment due dates and late work.

**NOTA BENE: CLASS ASSIGNMENTS AND GRADING:**


Please discuss with me if anything comes up, I am committed to accommodating students during this global crisis. Communicate with your professor, and when circumstances permit, do so in advance of due dates. Students have the potential to make 500 points total on all assignments. Grading for assignments late by one day will begin at 85% of the total possible points, thus the assignment can only yield a B at best for a grade. Each day late thereafter will incur another 10% penalty. Assignments late beyond three days won't be accepted. But again, I'm here to support you and available to discuss any accommodations that might come up over the course of the term.

The grading scale is 93-100%=A, 90-92%=A-, 88-89%=B+, 83-87%=B, 82-80%=B-, 78-79%=C+, 73-77%=C, 72-70%=C-, 68-69%=D+, 63-67%=D, 62-60%=D-.

**PLEASE NOTE:**


- **In order to pass this course, students must complete all of the assignments.**
- **Submit all assignments via Canvas to the appropriate Assignments folder.**
- **Student will need to present on the day they are scheduled for final presentations to earn credit. If you foresee a conflict with your presentation, please signal issue to me by end of March at the latest.**
- **And finally, I do not accept late Final Papers, aim to plan as best you can.**

**ASSIGNMENTS:**

Round Table Discussion	10% 50 points	<b>Feb. 14th</b> Students bring in a cultural artifact related to childhood and participate in our round table forum. We'll discuss "girlhood," and "boyhood."
Discussion Leader 	10% 50 points	Each student will prepare and lead one of the discussions of a weekly reading. Note: no digital presentations, only at-table discussion facilitation. Please see assignment description attached to this syllabus (pg. 7).
Class Participation	20% 100 points	In-class contributions to discussions, group work, in-class exercises. Please note that attendance is graded separately, per the attendance policy listed above. Participation also requires that each student reading the assigned material before class. Please see details on participation above,
Reading Responses ●	20% 100 points	Students will compose 5 responses to the texts <b>marked on the syllabus with ●</b> . These assignments, worth 20 points each, will need to include: -a one-page summary of <u>one</u> of the readings assigned that day. <b>Readings are marked on the course schedule with ●</b> -a critical evaluation of the reading or one of its ideas -your response to or engagement with the text -1 or 2 questions relevant to the reading that you formulate and possibly raise with the class Please do your best to interrogate and engage with the readings in meaningful ways.  <b>Due by 5 PM</b> ( <i>before class begins</i> ) on day the reading is assigned. Submit to Canvas assignments.
Presentation of Final Methods and Activism Paper	15% 75 points	Students will each present their final project/paper in one of the two final classes. Please see course schedule.
Final Paper: Feminisms Theory/Method & Proposal Paper	25% 125 points	A 12-page paper that develops and demonstrates your understanding of your feminist/gendered theoretical world, and a <i>proposal</i> of a feminist social <u>activism</u> project. A more detailed assignment will be posted and distributed.  <b>Due: Wednesday 11 May, 11:59 PM</b> , submit to Canvas.



## **Discussion Leader Assignment**

In addition to the weekly Reading Responses students will write and submit, each student will be responsible for leading one class discussion on a single text from the syllabus. The readings are marked on the syllabus Course Schedule with the following icon:  They are not the same texts as the ●Reading Responses, with a single exception (the Patricia Hill Collins text). You can sign up for a text and its corresponding date of discussion-facilitation when we are in our first zoom class together.

We will have 30 min. for each discussion, questions included. No digital presentation, please. It would be lovely to aim for “around-the table” discussions and guided facilitations to help us unpack a particular text.

**Handouts welcome.** Visual aids as well, if they’re conducive to our seminar-discussion and your facilitation.

**Think about how you can *effectively* convey the information to the class via remote means (zoom).**

You may organize the discussion around any concept or visual aid, metaphor or format you like.

### **Please provide and include:**

- a brief outline of the text’s main points
- your thoughts and analysis of the text’s approach and method (aim to teach it to us as much as possible)
- any questions you have about the reading or that you feel it raises, and your ruminations on these
- 2 questions you can pose to our group to help facilitate class discussion

***You are explaining the text to us.*** Begin by synthesizing the material, then break it down for us in ways that show that you understand and can convey what you’ve processed from the text to us. Essentially, you are teaching the theory and/or method to us.

Have questions prepared to stimulate and enrich discussion, and that also move us into new directions of the text when you feel it’s appropriate to ‘tackle’ a new direction.

Although you are keeping a single text as the center of your prepared discussion-facilitation, feel free to refer to any connections between the primary text you’re explaining to us and the other material assigned that day, or any other theory we’ve covered so far.

\*A principal aim of the task of leading the discussion is to make your learning of the theory and methods concrete. The Discussion Leader Assignment is worth 50 points max., 10% of total grade.






### Sign-up Table for Discussion Leader Facilitation

Date	Material	Name
Week 3	Budin, Stephanie Lynn. 2011. Introduction: Kourotrophic iconography in the Ancient Near East and Mediterranean: Origins and meanings. <i>Images of woman and child from the Bronze Age</i>	Niki
Week 6	Collins, Jane L. 2008. The specter of slavery: Workfare and the economic citizenship of poor women	Jess
Week 7	MacKinnon, C. 1987. <i>Feminism unmodified: Discourses on life and law</i>	Charlie
Week 8	Collins, Patricia Hill. 2004. <i>Black Sexual Politics: African Americans, Gender, and the New Racism</i> , (pp. 53-86). New York: Routledge. Avail. on Canvas.	Stephanie
Week 9	Mohanty, Chandra Talpade. 2003. <i>Feminism Without Borders: Decolonizing Theory, Practicing Solidarity.</i>	Natalia
Week 11	A. Namaste, K. 1994. The Politics of Inside/Out: Queer Theory, Poststructuralism, and a Sociological Approach to Sexuality. <i>Sociological Theory</i> 12 no. 2, pp. 220-231	Katie











Our textbook is *Feminist Thought*, listed below on reading schedule by title only.

## CLASS SCHEDULE

Class Meeting Date	Class Readings, Events, and Assignments Due
January	
<b>Week 1 – 17 Jan. –</b> <i>Martin Luther King Day, no class</i>	
<b>Week 2 – 24 Jan. –</b> Introduction, overview Cultural humility – excerpt from <i>Queer Eye</i>  Aparna Nancharla, “What you Shouldn’t Do on a First Date,” <i>Comedy Central</i> (5:27)	<i>Feminist Thought</i> . “Introduction: The Diversity of Feminist Thinking,” pp. 1-9. Students receive introduction on Canvas, please read for today’s class.
<b>Week 3 – 31 Jan. –</b> Basic Concepts, Feminisms, Social Theory Motherhood, Reconsidering women and child iconography  Ali Wong, <i>Baby Cobra</i> (excerpt)	Sprague, Joey. 1997. “Holy Men and Big Guns: The Canon in Social Theory.” <i>Gender and Society</i> 11, no. 1, pp. 88-107. <i>JSTOR</i> . Avail. on Canvas. Budin, Stephanie Lynn. 2011. Introduction: Kourotrophic Iconography in the Ancient Near East and Mediterranean: Origins and meanings. <i>Images of Woman and Child from the Bronze Age</i> , pp. 1-18, <u>you can stop at bottom of p. 18</u> ). Cambridge: Cambridge UP. Avail. on Canvas. 
February	
<b>Week 4 – 7 Feb. –</b> Basic Concepts Girlhood, Childhood, Ideology  <i>Derry Girls</i> , written by Lisa McGee, 23 min	<i>Feminist Thought</i> pp. 11-36, “Liberal Feminism.” ● de Finney, Sandrina. 2016. “Under the Shadow of Empire: Indigenous Girls’ Presencing as Decolonizing Force.” In Claudia Mitchell and Carrie Rentschler (Eds.), <i>Girlhood and the Politics of Place</i> , pp. 19-37. Avail. on Canvas. Mitchell, Claudia. 2016. “Charting Girlhood Studies.” In Claudia Mitchell and Carrie Rentschler (Eds.), <i>Girlhood and the Politics of Place</i> , pp. 87-103. Avail. on Canvas. <b>Due:</b> de Finney reading response by 5 PM
<b>Week 5 – 14 Feb. –</b> Gender, the Body, Socialization Feminism and Sociological Methodology Ethnographic methodology – Roundtable  DeAnne Smith, “We Don’t Need More Jerks,” <i>Just for Laughs</i> (6:46).	Harding, Sandra G. 1987. Introduction: Is There a Feminist Methodology? In S. Harding (Ed.) <i>Feminism and Methodology</i> , pp. 1-35. Bloomington: Indiana University Press. Avail. on Canvas. (Note: <u>E-book also available through Auraria Library.</u> ) <b>Event: Roundtable discussion</b> (see “Assignments” above)



<p><b>Week 6 – 21 Feb. –</b>          Political Economy          Women, Economic Inequality, Motherhood          -Freewriting: student final projects</p>	<p>Folbre, Nancy. (1994). <i>Who Pays for the Kids? Gender and the Structures of Constraint</i>. Ch. 1, pp. 15 – 36. Avail on canvas.</p> <p>Collins, Jane L. 2008. The Specter of Slavery: Workfare and the Economic Citizenship of Poor Women. In Jane L. Collins, Micaela de Leonardo, and Brett Williams (Eds.), <i>New Landscapes of Inequality: Neoliberalism and the Erosion of Democracy in America</i>, 131-151. Santa Fe: School for Advanced Research Press. Avail on canvas. </p> <p><u>Prepare</u> questions for Interview exercise</p>
<p><b>Week 7 – 28 Feb. –</b>          Gender and Sexual Violence          Women, Gender, and the Law</p>  <p>Hannah Gadsby, <i>Nanette</i>, to be confirmed, (1 hr. 8 min.)</p>	<p><i>Feminist Thought</i> pp. 39-71, “Radical feminism.”</p> <ul style="list-style-type: none"> <li>●Crenshaw, Kimberlé. 1991. Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color.” <i>Stanford Law Review</i>, 43 no. 6, 1241-1269. Avail. on Canvas.</li> </ul> <p>MacKinnon, C. 1987. <i>Feminism Unmodified: Discourses on Life and Law</i>, Cambridge: Harvard UP. chapter nine: Sexual Harassment: Its First Decade in Court, pp. 103-16. Avail. on Canvas. </p> <p><b>Due:</b> Crenshaw reading response by 5 PM</p>
<p>March</p>	
<p><b>Week 8 – 7 March –</b>          Violence Against Women          Podcast: Internet trolling</p>	<p><i>Feminist Thought</i> pp. 105-130, “Women of Color Feminisms.”</p> <ul style="list-style-type: none"> <li>●Collins, Patricia Hill. 2004. <i>Black Sexual Politics: African Americans, Gender, and the New Racism</i>, (pp. 53-86). New York: Routledge. Avail. on Canvas. </li> </ul> <p>Reflections and questions on “The ‘Gender’ of War and Peace,” from Michael Kimmel’s <i>The Gendered Society</i>, 2011 (no reading required before class).</p> <p><b>Due:</b> Collins, P.H. reading response by 5 PM</p>
<p><b>Week 9 – 14 March –</b>          Colonialism, Eco-Feminisms, Women and Global Studies</p>	<ul style="list-style-type: none"> <li>●Povey, Tara and Elaheh Rostami-Povey. 2012. <i>Women, Power and Politics in 21st Century Iran</i>, pp. 1-16 “Introduction”; <b>and</b> pp. 169-182, Ch. 11: “The Iranian Women’s Movement in its Regional and International Context.” Avail. on Canvas. (Note: <u>e-book available online through Auraria Library.</u>)</li> </ul> <p>Mohanty, Chandra Talpade. 2003. <i>Feminism Without Borders: Decolonizing Theory, Practicing Solidarity</i>. Durham: Duke UP, pp. 17-42. Ch. 1 “Under Western Eyes.” Avail. on Canvas. (Note: <u>e-book available online through Auraria Library.</u>) </p> <p>Optional: <i>Feminist Thought</i> “Ecofeminism,” pp. 205-211.</p> <p><b>Due:</b> Povey reading response by 5 PM</p>
<p><b>Week 10 – 21 March –</b></p>	<p><i>Spring break, no class</i></p>

Spring break March 20 - 26	
<p><b>Week 11 – 28 March –</b>          Trans and Queer Theory</p>  <p>Sarah Franken (Youtube), 5:35, see trust.org at:  <a href="http://news.trust.org//item/20150809230121-esp12/">http://news.trust.org//item/20150809230121-esp12/</a></p>	<p>Namaste, K. 1994. The Politics of Inside/Out: Queer Theory, Poststructuralism, and a Sociological Approach to Sexuality. <i>Sociological Theory</i> 12 no. 2, pp. 220-231. Avail. on Canvas. </p> <p>Schilt, Kristen and Westbrook, Laurel. 2009. "Doing Gender, Doing Heteronormativity: 'Gender Normals,' Transgender People, and the Social Maintenance of Heterosexuality." <i>Gender and Society</i>, 23 no. 4, pp. 440-464. Avail. on Canvas.</p> <p>Olson, Kristina R. 2017. When Sex and Gender Collide. (pp. 45-49). <i>Scientific American</i>, Special Issue: Sex and Gender: It's Not a Women's Issue, everybody has a stake in the new science of sex and gender. Avail. on Canvas.</p>
April	
<p><b>Week 12 – 4 April –</b>          Women and Urban Space</p> <p><u>Guest Speaker:</u> Peter Hornbein, PhD: "Critical Spatial Practices and Gendered Urban Spaces."</p>	<ul style="list-style-type: none"> <li>●Rendell, Jane. 2011. "Critical Spatial Practices: Setting out a Feminist Approach to Some Modes and What Matters in Architecture." In <i>Feminist Practices: Interdisciplinary Approaches to Women in Architecture</i>, Lori A. Brown (Ed). Farnham, Surrey: Ashgate, pp. 17-56.</li> </ul> <p>Zaha Hadid (AIA conf. on women in architecture.) "Being an Arab and a Woman is a Double-edged Sword." <i>The Guardian</i>. Wed. 14 Nov. 2012. Avail. on Canvas.</p> <p><b>Due:</b> Rendell reading response by 5 PM</p>
<p><b>Week 13 – 11 April –</b>          Feminist Methodologies          Visual Arts, material cultures</p> <p><u>Guest Speaker:</u> Melanie Archuleta (MFA), poet, artist</p>	<p>Cancian, Francesca. 1992. "Feminist Science: Methodologies that Challenge Inequality." <i>Gender and Society</i> 6, no. 4, pp. 623-642. <i>JSTOR</i>.</p> <p>Optional: <i>Feminist Thought</i>, pp. 73-103, "Marxist and Socialist Feminism."</p>
<p><b>Week 14 – 18 April –</b>          Feminist Methodologies</p>  <p>Tiffany Haddish, "Tournament Fighter," <i>SNL</i></p>	<p><b>*Workshop on projects*</b></p> <p>Bring your project outline to our zoom class meeting. You'll work with your peers to advance your final presentation.</p>
<p><b>Week 15 – 25 April –</b>          Feminist Theories in Practice</p>	<p>Presentations of final projects</p>
May	
<p><b>Week 16 – 2 May –</b>          Feminist Theories in Practice</p>	<p>Presentations of final projects</p>

**Due Wed. May 11:** Final activism and methods paper, by 11:59 PM, please submit to Canvas Assignments