

University of Manitoba, Department of Sociology
Soc 3350 (CRN 25323), 3 credit hours

Feminism & Sociological Theory

Winter 2016 (Jan 6 – April 8)

1 pm – 2.15 pm, Tuesdays & Thursdays, Tier 213

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Office hours: Tuesdays 14.30-15.30 or by appt.

Mid-term Break: February 15-19

Voluntary Withdrawal Deadline: March 18, 2016

SYLLABUS

In this course we will survey key moments in the recent history of feminism and its contributions to the development of a community of scholarship, sociological theory.

For centuries, but particularly in the early 20th century and again today, feminist theorists have examined capitalist accumulation's dependency upon the **free reproduction work** of feminized people (and nature), some local (via the gendered public-private divide, enclosures, and Austerity) but also much displaced "out-of-sight out-of-mind" (via imperialism, colonialism & Structural Adjustment Programmes) and circulating through migration.

Feminist theorists have examined **the ways in which capitalism functions through hierarchical distribution of (systematic monopolization of and exclusion from) cooperation and credit** (broadly as well as monetarily conceived), as that hierarchical distribution *exacts* that free "reproduction" work, imposing **stunting** limits and profound toll (from mass killing to sexual violence to climate crisis) upon human development and environmental relations.

Feminist theorists assess the strategies (both disruption and building alternative institutions & dispositions; and philosophical-linguistic v. sociological) which feminists have collectively crafted to surf, challenge, circumvent and transcend the feminization-racialization-dispossession accumulation racket.

COURSE OBJECTIVES

- First, this course will engage **indigenous and global** feminist theory on the contemporary, hierarchical distribution of violent disruption and of systematic exclusion from or withdrawal of citizenship rights to **social credit and cooperation**.

- Second, this course will engage materialist and socialist-feminist theory on the unpaid and unacknowledged **reproduction work** undergirding capitalist accumulation, on **embodied inequality**, and on the historical movement for and temporary institutionalization of democratic **social citizenship** to intercede in this systematic offloading of crisis, and to provide purchase toward *egaliberte*.
- Third, this course will engage feminist theory on the **patrimonial capitalist restoration** and its **neoliberal** implementation, including via some feminist tendencies. Our feminist theorists will delineate feminisms **reclaiming non-elite cosmopolitanism, solidarity, and socio-political literacy** for the common advancement of human development within ecological flourishing.

Required readings

In science, theory is the medium by which the community of scholars iteratively forms research agendas and communicates empirical findings over time and across space. Moreover, sociological theory is made to transcend socialized common sense. This is challenging work. Designed with 25-50 pages of reading per week, this course is structured as a term-long “narrative,” in order to help you understand an unfolding feminist programme. Reading, and reading rigorously, is therefore critical. Recognize that missing a week’s readings means you are skipping “chapters”—You will have holes in the plot. You don’t want to cheat yourself out of your own university-based development. Read assigned readings every week for fourteen weeks, and contribute to making a vibrant classroom experience together.

Required books (available at the Bookstore):

Fraser, Nancy. 2013. *Fortunes of Feminism: From State-Managed Capitalism to Neoliberal Crisis*. Verso. ISBN 978-1844679843.

Brown, Wendy. 2015. *Undoing the Demos: Neoliberalism’s Stealth Revolution*. MIT Press. ISBN 9781935408536.

Other Required readings (syllabus, chapters, articles, excerpts) listed in the Schedule below will be available to copy in the mailroom, or posted in D2L.

- **This syllabus.** You are expected to read and consult this syllabus.

Assignments

- **3 S-Reports, including:**
2 written Secretariat Reports on the assigned reading(s). The written Secretariat Reports will be worth 30 pts each. *The S-Report assignment format is*

designed to help you approach theory correctly, by prioritizing rigorous reading and reporting, as well as a collegial, scholarly ethos; the amount of work is equivalent to a paper. There will be a late penalty of 3% per day, including days on weekends, will be applied to all reports that are handed in after the specified deadlines. Failure to turn in a report will result in a grade of 0.

- Sign up for your S-Report dates on the first day of class. C-Briefs are due to be posted in D2L in electronic version on the Sunday before the class for which the reading is assigned. Stapled, final-edited hardcopies are due to the professor in class on the day of the class for which the reading is assigned.
- Specifications and an example for writing a S-Report will be provided. You will be required to map out and provide a logically-related analysis of the week’s assigned reading argument in the S-Report format, including answering the Arts seminar reading comprehension questions **What does the text say? What does it mean? What is at stake?**, and synthetic analysis is recommended.
- Assignment grades will be available to the student in D2L two weeks after the professor receives the completed assignment.
- **1 Orally-presented Secretarial Report** on the assigned reading(s). You cannot choose a designated lecture or film day to present an oral S-Report, but you can team-present on eligible days. The oral Secretariat Report will be worth 25 points. Failure to present your report will result in a grade of 0.
- **Course Scholarly Engagement & Participation.** 15 points.

Composition specs

*See course UM Learn page. Generally, for submitted written material: use ASA style guidelines. Generally: 12 pt font, 1 inch margins, 1-1.5 spacing, paginated, stapled, **with your name and a title on top.** Use **subheadings** to switch topics when you can’t compose a smooth transition.*

- The following letter/percentage/GPA/descriptive scale will be used.

<u>Letter Grade</u>	<u>Percentage</u>	<u>GPA</u>	<u>Description</u>
A+	96-100%	4.5	Extraordinary
A	90-95%	4.0	Excellent
B+	86-89%	3.5	Very Good
B	76-85%	3.0	Good
C+	70-75%	2.5	Sufficient
C	60-69%	2.0	Average
D	50-59%	1.0	Insufficient
F	49% or less	0	Failure

Schedule: Reading due dates

WEEK 1

Jan 7

Reading assignment: This syllabus

What are the expectations for this course?

WEEK 2: First Nations Feminism: Sovereignty/Indigenization v. exclusion & sexual violence

Jan 12

Deer, Sarah. 2009. "Decolonizing rape law."

Lecture: "Indigenization & internationalism," with **Rebick, Judy.** "Indian rights for Indian women," Chapter 9 in *Ten thousand roses*.

Jan 14

Smith, Andrea. "Native American feminism, sovereignty, and social change."

WEEK 3: Gender, capitalism & its enforcement

Jan 19

Federici, Silvia. 2004. Excerpt from *Caliban and the witch*. Autonomedia.

Jan 21

Cohn, Carol. 1987. "Sex and death in the rational world of defense intellectuals." *Signs* 12(4): 687-718.

WEEK 4: Feminism, the New Crusades & patrimonial capitalist restoration

Jan 26

Yilmaz, Ferruh. 2015. "From immigrant worker to Muslim immigrant: Challenges for feminism." *European Journal of Women's Studies* 22(1) 37-52.

Lecture: "Disruption, feminism, and neoliberal state capture: How to carve out another democracy-expected zone using locally-sourced ingredients."

Jan 28

Khalili, Laleh. 2011. "Gendered practices of counterinsurgency."

WEEK 5: Materialist Feminism: Inequality's corporeal impact via social nature

Feb 2

Sutton, Barbara. 2008. "Gendered bodily scars of neoliberal globalization in Argentina," Chapter 8 in *The gender of globalization*, edited by Ann Kingsolver. School for Advanced Research Press.

In-class Video: Excerpt from “The Take”.

Feb 4

Frost, Samantha. “Materialisms & feminist epistemology.”

Lecture: “Making & unmaking in materialist theory,” with **Scarry, Elaine.** 1985. *The body in pain: The making and unmaking of the world.* Oxford University Press.

WEEK 6: Historical Perspectives on gender & reproduction

Feb 9

Laslett, Barbara & Johanna Brenner. 1989. “Gender and social reproduction: Historical perspectives.” *Annual Review of Sociology* 15: 381-404.

Feb 11

Kollontai, Alexandra. 1915. “Preface” to *Society and Motherhood.*

Lecture: “Kollontai’s reproduction theory & social citizenship study, policy prescriptions.”

WEEK 7

Feb 15-19 Mid-winter break

WEEK 8: Neoliberalism dismantles democracy via reforming institutions & dispositions

Feb 23

Brown, Wendy. Ch. 1 “Undoing democracy: Neoliberalism’s remaking of state and subject,” pp. 17-46 in *Undoing the Demos.*

Feb 25

Lecture: “*Exception boys:* The process of breaking a social order and making a new one,” with **Bourdieu, Pierre.** 2004. Chapter 2, “The State and the Construction of the Market,” in *The social structures of the economy.* Polity.

WEEK 9: Genealogy & deconstruction at work within socio-political contexts

March 1

Fraser, Nancy. Ch. 3 “A genealogy of ‘dependency,’” pp. 83-110 in *Fortunes of Feminism.*

March 3

In-class Video: Wendy Brown’s 2015 Brown University lecture: “Feminist change and the university.”

WEEK 10: Fraser: The occlusion of inequality & distribution in the era of difference & identity recognition

March 8

Fraser, Nancy. Ch. 5 “Against symbolicism,” pp. 139-158 in *Fortunes of Feminism*.

Short lecture (One person can present this day.): “Neoliberalism & restoration in the academy: Delineating philosophy v. social science, genealogy v. history,” w/Callawaert, Staf. 2006. “Bourdieu, critic of Foucault: The case of empirical social science against philosophy” *Theory, culture, society* 23(6): 73-98.

March 10

Fraser, Nancy. Ch. 6 “Feminist politics in the age of recognition: A 2-D approach to gender justice,” pp. 159-174 in *Fortunes of Feminism*.

WEEK 11: Contemporary theory on gender & social reproduction

March 15

Ferguson, Sue. 2008. “Canadian contributions to social reproduction feminism, race and embodied labour.” *Journalism*, Paper 4.

March 17

Esping-Anderson, Gosta. 2002. Chapter 3 “A new gender contract,” in *Why we need a new welfare state*. Oxford. JC 479 E86 2002.

WEEK 12: Brown: Neoliberalism for resurgent patrimonial capitalism

March 22

Brown, Wendy. Ch. VI “Educating human capital,” pp. 175-200 in *Undoing the Demos*.

March 24

Brown, Wendy. Epilogue “Losing bare democracy,” pp. 201-222 in *Undoing the Demos*.

WEEK 13: Fraser: Feminism & the confrontation with neoliberal capitalism

March 29

Fraser, Nancy. Ch. 9 “Feminism, capitalism and the cunning of history,” pp. 209-226 in *Fortunes of Feminism*.

March 31

Fraser, Nancy. Ch. 8 “Reframing justice in a globalizing world,” pp. 289-208 in *Fortunes of Feminism*.

WEEK 14: Reclaiming non-elite cosmopolitanism, solidarity & socio-political literacy

April 5

Lamont, Michele & Sada Aksartova. 2002. "Ordinary cosmopolitanisms." *Theory, Culture & Society* 19(4): 1-25.

April 7

Mohanty, Chandra Talpade. "Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles."

Course and university procedures and regulations:

Your Learner Disposition: Requirements and Evaluation

This course is a senior undergraduate text-focused seminar in a university. It is understood and expected that you have and are responsible for maintaining a greater-than-average interest in the material, an enthusiastic and collegial attitude toward both study and participation, and a firm and observable respect for scholarship and scholars. The expectation is that you will attend each meeting, study the reading thoroughly and in advance, do your assignments with dedication and on time (before their due date), and participate actively in class, with collegiality consistently demonstrated for your classmates and respect consistently demonstrated for your professor both in and out of class.

It should go without saying that students should make every effort to arrive on time for class; students who arrive late miss important class material, create a culture of disrespect for learning and the community of learners, and disrupt the class. If you miss the time reserved for class, your option is to ask a classmate to catch you up. Students who have studied and attended classes are warmly welcomed to visit the professor in her office hours.

Students are always expected to be respectful to their colleagues and to the professor during class discussions and in office hours. Disruption will initially result in the student being asked to leave the classroom; any disruption after that warning will result in the student being given the choice to avail himself or herself of the Voluntary Withdrawal date or (s)he may be subject to disciplinary action such as being debarred from the class.

Academic dishonesty

Students should acquaint themselves with the University's policy on plagiarism, cheating, exam personation, ("**Personation at Examinations**" (**Section 5.2.9**) and "**Plagiarism and cheating**" (**Section 8.1**)) and duplicate submission by reading documentation provided at the Arts Student Resources web site

at <http://www.umanitoba.ca/faculties/arts/student/index.html> . Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them.

Late penalty

No extensions will be given without medical documentation, or other documentation of comparable seriousness, that will normally be required to avoid a late penalty. Please be advised that a late penalty of 3% per day, including days on weekends, will be applied to all papers that are handed in after the specified deadlines.

If the student has a binding and documented reason to be absent from class on a specified date, the student must notify the professor as early as possible, so that if the reason is accepted by the professor, the student and professor can make substitute arrangements for the student to complete and submit assigned work.

Athletic championships & identity-group holidays

The university recognizes the right of all students to observe recognized holidays of their faith which fall within the academic year. If you will have to miss any classes or will require an extension for an assignment due to an athletic championship or identity-group holiday, please notify the professor at the beginning of the term or at least three weeks in advance of the relevant date.

Unclaimed term work disposal

Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.