

***PO593 Engendering Politics:
Feminist Contributions to Political Theory***

DEPARTMENT OF POLITICS & INTERNATIONAL RELATIONS
2006/2007

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Office Hours: Wednesday 12.30-1.30	Office Hours: Thursday 10.30-11.30

Lectures:

Friday 11.00 - 12:00, Keynes Lecture Theatre 6

Seminars:

Group 1: Friday 12:00-13:00, E.BC Sem 16

Group 2: Friday 14.00 – 15.00, GS5

Group 3: Friday 15.00 – 16.00, GS5

Open Forums:

Friday 16.00 – 18.00, Keynes Lecture Theatre 6

Module Description

In western countries feminism has had a considerable impact on the conduct of practical politics. The purpose of this unit is to consider the ways in which feminist thought has influenced political theory. Returning to some of the earliest feminist critiques of modern politics by Mary Wollstonecraft, John Stuart Mill and Harriet Taylor, we examine a range of feminist approaches to politics, asking what unifies them and where and why they diverge from one another. Throughout, we ask how meaningful it is to speak of feminism in the singular: given the immense variety displayed by feminist thinking, should we talk about feminisms? Another guiding question will be the extent to which these approaches pose a fundamental challenge to traditional political theory. Can feminist theories of politics just 'add women and stir'? Or do feminist approaches compel us to new or different methodologies, conceptual tools and even definitions of politics?

Prerequisites

There are no prerequisites for this module.

Module Content & Organisation
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<i>Date</i>	<i>Lecture</i>	<i>Seminar</i>	<i>Open Forum</i>
Jan 12	Is multiculturalism bad for women?	Introduction & Organisation	Film and Discussion
Jan 19	The first feminist liberal: Mary Wollstonecraft	Okin and her Critics	Images of Women – everyone to bring 1 example.
Jan 26	Feminist liberalism continued: J.S. Mill	Wollstonecraft on culture and education	A discussion on feminist/ine education.
Feb 2	MacKinnon: A feminist theory of the state?	Mill on liberty and the just family	Texts by or about Women – everyone to bring 1 example.
Feb 9	Gilligan: justice versus care?	Mackinnon on law and pornography	Visiting speaker: Prof. Joanne Conaghan, Centre for Sex, Gender and the Law.
Feb 16	Complex Identities: gender and other forces.	Are theories of justice gender biased?	Local Networking: the cunextuesday collective.
Feb 23	Feminist Existentialism: Simone de Beauvoir	Discussion of the Okin-Flax debate	International Networking: FemAction at Berkeley
Mar 2	‘French Feminism’: Cixous, Kristeva and Irigaray	Is woman ‘the other’?	Visiting speaker: Dr Jan Montefiore, Centre for Gender, Sexuality and Writing
Mar 9	Judith Butler 1: Introducing <i>Gender Trouble</i>	Should the discourses of feminism be deconstructed?	Music by or about Women – everyone to bring 1 example.
Mar 16	Judith Butler 2: Feminism and the Question of Foundations	Discussing Butler on sex/gender/sexuality	Visiting speaker: tba.
Mar 23	Feminism and the Politics of Feminine Appearance	Butler on ‘Contingent Foundations’	Preparation for display.
Mar 30	Conclusions and Revision	What does a woman look like?	Display: deconstructing the masculine lecture space.

The lecture deals with the major outlines of the nominated topic. In the seminar, the issues raised in the previous week’s lecture will be reviewed, clarified where necessary, debated and amplified. The designated readings for each seminar will also be discussed in the seminar group. The open forum will provide an opportunity for

further discussion and contextualization of themes while also enabling the application of feminist issues to a range of cultural/educational situations and phenomena.

Module Text

You are expected to purchase or have regular access to:

Rosemarie Putnam Tong, *Feminist Thought: A More Comprehensive Introduction*, 2nd Edition, Boulder and Oxford: Westview Press, 1998.

Tong's book also contains bibliographies on many of the topics for the module. Tong provides the Background Reading (BR) for many weeks.

Use of Ward

Course material – lecture notes, PowerPoint slides and other occasional source material - will be made available through the server 'ward'. You will need a log-in in order to access the folder. The folder can be accessed through the following procedure:

On a public PC, after the log-in, you should see an icon labelled "My Computer" somewhere on your screen, normally in the upper left corner. Double-click on "My Computer", and then on the icon labelled "Courses on 'ward' (V:)". Then double-click on "Courses". You will then see a great number of folders with different course codes. The folder for this module is PO593. If you have any difficulties accessing the folder please contact me.

Module Assessment - Overview

The module will be assessed on the basis of 50% examination and 50% course work.

The course work component of the assessment comprises two assignments.

The first is a *written reconstruction* exercise to be submitted no later than **Friday 23rd February before 3.30pm**. You are required to submit a hard copy and an electronic copy of the reconstruction to the Departmental Office (Rutherford N4.3). This is worth 20% of the assessment and has an upper limit of 1,000 words.

The second assignment is an *essay* to be submitted no later than **Wednesday 28th March before 3.30pm**. You are required to submit a hard copy and an electronic copy of the essay to the Departmental Office (Rutherford N4.3). It is worth 30% of the assessment and has an upper limit of 2,000 words.

The *examination* will be for 2 hours and will be taken in the summer term, 2007. There will be a choice of eight essay topics and you will be required to answer two. The exam will test grasp of the issues covered, analytical skills and capacity to integrate the various themes and concerns of the module.

Module Coursework Assessment – Written Reconstruction

This requires students to read and summarize a section of the primary text of one of the authors studied in the first part of the module. Choose one of the following to reconstruct in your own words:

1. Susan Moller Okin, 'Is Multiculturalism Bad for Women?', the lead essay in the book of this title, pp.9-24.
2. Mary Wollstonecraft, *A Vindication of the Rights of Woman*, chapter 2, 'The Prevailing Opinion of a Sexual Character Discussed'.
3. John Stuart Mill, *On the Subjection of Women*, chapter 4.
4. Catharine MacKinnon, *Towards a Feminist Theory of the State*, chapter 12, 'Sex Equality: On Difference and Dominance'.

Dr Ruth Abbey's Guidelines for the Written Reconstruction

- This exercise calls for a clear, logical and concise presentation of one of the passages selected for reconstruction.
- When you have selected the passage you want to reconstruct, read it carefully until you feel you understand it.
- Decide which points are of major significance and which points are of minor significance.
- Give, in your own words a clear, concise and logical summary of main points of the argument. Do not include examples or diversions; discuss only the main points or ideas.
- As the aim is to present the theorist's major arguments in that passage in your own words, use quotations sparingly.
- Show how the points relate to one another (or don't).
- You might decide to reorder the points in the passage. If you feel that the most logical way of rendering them is to change their order, do so.
- Try to identify the author's assumptions or presuppositions underlying the points.
- Evaluating the argument is optional - the major task is to reconstruct it, so as to demonstrate that you understand the argument and can summarise it in your own words.
- You might like to write a **brief** introduction to the passage which sets in context. Do not, however, give a history of the author's life or works. The focus of this exercise is the nominated passage.
- The length of your answer depends on your own judgement. Take as many words as you need to provide a succinct account of the major ideas in the passage. Your answer should not, however, exceed 1,000 words.
- The usual academic standards are expected. Please take care with spelling, punctuation, grammar, paragraph formation, word choice and expression in

general, as all of these will affect your mark. As this suggests, it is not acceptable to present your reconstruction in point form.

- You are required to cite sources. Even if the only source you use is the primary one, this must be indicated in the first footnote and thereafter by *Ibid*.
- Page numbers for all major points must be given.
- You are not required to read or discuss any secondary works for this exercise. However, reading some of them might help you to understand the thinker you choose more generally. If you do use secondary sources in this way, please list them in the bibliography.

Module Coursework Assessment - Essay

Please use two or more of the writers studied in this module to address one of the questions below.

1. Is feminist-multiculturalism a contradiction in terms?
2. 'Feminist political theory must begin with a critique of the masculinist vocabulary of political studies.' Discuss.
3. Is gender equality the aim that unites all forms of feminism?
4. Should feminists defend the idea of 'woman'?
5. 'As an interdisciplinary form of inquiry, feminism points to the value of other genres for exploring political questions.' Discuss.
6. Are sex and sexuality more important than gender in identity construction?
7. Is postmodern-feminism a contradiction in terms?

Dr Ruth Abbey's Tips towards Healthier Essays

- All references for quotations need page numbers. Ideally all footnotes should have page numbers directing the reader to the source, but some points that should be footnoted are so general that the book and its publishing info will do. For eg, in *The End of History*, Fukuyama argues that liberal democracy has won the ideological war.
- Comment on any quotations you use: if you do quote an author, don't leave the quotation to speak for itself; explain its point to the reader, either before or after citing it. This shows that you both understand what you are using and can see its relationship to the larger picture you are building.
- Link quotations – don't just string them along one on top of another. Always put a few connecting words in, no matter how minimal. According to X “ “. A little later she adds that “...”

- Underline or italicise book titles whether referring to them in the essay itself or in the notes.
- When you do have your own opinion on a topic, treat it as an argument, considering both sides and its weaknesses and gaps.
- Make sure your essay has an introduction which is an introduction to the essay, not necessarily the topic. Outline the points you will make in the essay in the order in which you will make them.
- Address the topic throughout the essay, not just in the introduction and conclusion. Ideally it should be clear how each major point you make advances your discussion of the topic.
- You must address the question but not necessarily answer it. As your essay should consider arguments pro and contra any position, you might feel ultimately undecided. So you don't need to conclude yes or no, but you do need to keep the material you discuss relevant to an understanding of the topic at hand.
- Each major point usually requires a paragraph of its own. If it's a major point, it needs not just stating but elaboration, and so requires a paragraph. Because the design of the paragraph reflects the things you want to say about the major point, there is no determined length for a paragraph. But as a rule of thumb, a paragraph is more than a sentence and less than a page.
- Signpost the movement from one paragraph to another: indicate continuity or change of topic at the start of each paragraph. For eg, "Another closely related consideration is ..." or "Approaching this question from a totally different perspective enables us to see that ..." This sort of explicit sign posting will force you to think about the ordering of the ideas, and to justify the inclusion of material and thereby avoid padding. It will also force you to think about how the different parts of the essay fit together and how they relate to the topic as a whole.
- Write full sentences. A sentence isn't a sentence unless it has a verb.
- Give the full name of authors you discuss first, then drop to the surname.
- The conclusion should rehearse briefly the themes and concerns discussed and can touch upon the things you haven't mentioned so far but which are relevant to the topic and would be explored if time and space permitted. You can also become a little loose and speculative here if you like.
- Remember that you are writing to show the reader that you are on top of the issues, know the relevant considerations, can express them in your own words and can, as it were, make the issue your own. You are writing to display your knowledge and mastery of the topic, so don't think that you should exclude something because you know that the reader knows it. That is not the point; the point is to show that you know it.

Submission of Coursework Policy

You must submit *one hardcopy and one electronic copy* of each piece of coursework assessment by the relevant deadline date above. Assessment must not be submitted in seminars, or left under doors or in pigeonholes. The hardcopy must be accompanied by a properly completed submission slip, which can be found outside of the departmental office. You will in turn receive a receipt for your essay, on which the administrative staff will record the day and time of submission. Please keep the

receipt safe. You are also strongly advised to make a copy of any submitted work. The electronic copy must be emailed to **poliressay@kent.ac.uk** by the deadline, and must be identical to the hardcopy. Details of how to submit electronically are set out in the module fact-sheet appended to the front of this document. Please note that the electronic copy may be used to check for plagiarism (see below).

It should be noted that the submission deadlines above are non-negotiable and that *work submitted after the deadline will receive a mark of zero*. Essays will only be accepted and marked after the deadline if there are exceptional and documented extenuating circumstances (for example, a medical certificate demonstrating that you are not able to complete the essay on time). Note that pressure of work is not considered an extenuating circumstance. A *written* request for an extension must be made to the module convenor, Dr MacKenzie, before the essay is due, and be accompanied by corroborating evidence. Requests received after the deadline will not be treated favourably. The convenor may, on written presentation of the evidence, grant an extension of up to one week. For further details regarding essay submission and extensions, see the departmental undergraduate handbook.

It is a very serious academic offence to submit written work in which text and ideas have been taken from the work of someone else—whether from another student or from a book or article—without acknowledging the source. The university regards this as **plagiarism**. The departmental handbook makes clear that “The penalty for plagiarism will normally be **FAIL!** It cannot be stressed too strongly that you must not copy from books, lectures, fellow students or anyone else, without acknowledging the **source** of what you have copied and **clearly indicating 'what has been copied'**. Nor is it permissible to paraphrase, summarise, or rearrange something that is not yours in order to present it, knowingly or unknowingly, as your own.” Please refer to the handbook for full details on plagiarism, and how to avoid it.

Module Reading – Seminar Topics

The literature relevant to this module is vast, so what appears below is a sample only. Students are encouraged to make use of the bibliographies of the books listed here to find additional readings on each topic. Students are also reminded that research does not come in simple lists under headings, so please browse the whole list to construct a broad based selection of background and specialist reading suitable to your interests. Moreover, as this module deals with a contemporary debate, new contributions are always being made to the literature. Updates and additions to the readings listed will be added throughout the term. The best place to look for the most recent material, however, is in journals. Three journals that you might want to consult first are *Signs*, *International Journal of Feminist Politics* and *Political Theory*. There are, though, many relevant journals to be found in Templeman and you are encouraged to browse through these allowing your own particular interests in different aspects of feminist political theory to guide your research.

** = article available on-line

- **January 12th 2007: Seminar 1**

No required reading

- **January 19th 2007: Seminar 2 - Feminism and Multiculturalism**

Principal Reading:

Okin, Susan Moller, with Respondents, *Is Multiculturalism Bad for Women?*, J. Cohen, M. Howard and M. Nussbaum (eds), Princeton: Princeton University Press, 1999. Introduction, Okin's essay, Okin's reply.

Background Reading:

Tong, *Feminist Thought*, chapter 7.

Related Readings: A Selection

Barry, Brian, *Culture and Equality: an egalitarian critique of multiculturalism*, Cambridge: Polity Press, 2001.

Kaufman, Cynthia, 'Review of *Is Multiculturalism Bad for Women?*', *Hypatia*, Vo. 17, No. 4, Fall 2002, pp. 228-232.**

Nussbaum, Martha, *Sex and Social Justice*, Oxford: Oxford University Press, 1999.

Nussbaum, Martha, *Women and Human Development: The Capabilities Approach*, Cambridge: Cambridge University Press, 2000.

Shachar, Ayelet, *Multicultural Jurisdictions: Cultural Differences and Women's Rights*, Cambridge: Cambridge University Press, 2001.

Parekh, Bhikhu, *Rethinking Multiculturalism: Cultural Diversity and Political Theory*, Basingstoke: Macmillan, 2000.

Raz, Joseph, 'Multiculturalism: A Liberal Perspective', *Dissent*, vol. 41, 1994, pp67-79.

- **January 26th 2007: Seminar 3 - Wollstonecraft: The First Feminist Liberal**

Principal Reading

Wollstonecraft, Mary, *A Vindication of the Rights of Woman*, Revised Edition, London: Penguin Books, 2004, chapter 4.

[This text is also available in different editions and on-line at various sites, for example: <http://www.bartelby.com/144/4.html>.]

Background Reading

Tong, *Feminist Thought*, Ch 1, pp. 10-15.

Related Readings: A Selection

Abbey, Ruth, 'Back to the Future: Marriage as Friendship in the thought of Mary Wollstonecraft', *Hypatia* 14, 3, Summer 1999. pp. 78-95.**

Falco, Maria J. (ed.) *Feminist Interpretations of Mary Wollstonecraft*, University Park: Pennsylvania State University Press, 1996.

Gatens, Moira, 'The Oppressed State of My Sex: Wollstonecraft on Reason, Feeling and Equality' in Mary Shanley & Carole Pateman (eds), *Feminist Interpretations and Political Theory*, Cambridge: Polity Press, 1991, pp. 112-128.

Gunther-Canada, Wendy, *Rebel-writer: Mary Wollstonecraft and Enlightenment politics*, DeKalb III: Northern Illinois University Press, 2001.

[See reviews of this book by a) Gina Luria Walker in *American Political Science Review*, Vol. 96, No. 2, pp 405-6** and b) Eileen Hunt in *Review of Politics* Vol. 64, No. 2, pp 367-370.**]

Johnson, Claudia (ed.), *The Cambridge Companion to Mary Wollstonecraft*, Cambridge: Cambridge University Press, 2002.

Lorch, Jennifer, *Mary Wollstonecraft, the making of a radical feminist*, New York: Berg, 1990.

Moore, Jane, *Mary Wollstonecraft*, Plymouth: Northcote House, 1999.

Pateman, Carole, 'Wollstonecraft' in Boucher and Kelly (eds), *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press, 2003, pp.270-87.

Spender, Dale, *Women of Ideas*, London: Routledge and Kegan Paul, 1982, pp137-56.

Taylor, Barbara, 'Mary Wollstonecraft and the Wild Wish of Early Feminism', *History Workshop Journal*, vol. 33, 1992.

Taylor, Barbara, *Mary Wollstonecraft and the Feminist Imagination*, Cambridge: Cambridge University Press, 2003.

Tomalin, Claire, *The life and death of Mary Wollstonecraft*, Revised Edition, London: Penguin Books, 1992.

Todd, Janet, *Mary Wollstonecraft: A Revolutionary Life*, London: Phoenix Press, 2000.

Walters, Margaret, 'The Rights and Wrongs of Women' in Juliet Mitchell & Ann Oakley (eds), *The Rights and Wrongs of Women*, Harmondsworth: Penguin Books, 1976, pp 304-329.

- **February 2nd 2007: Seminar 4 – J. S. Mill, Feminist Liberalism Continued**

Principal Reading

Mill, John Stuart, 'On the Subjection of Women' in *On Liberty and Other Essays*, Oxford: Oxford University Press, 1998.

[This text is also available in different editions and on-line at various sites, for example: <http://www.constitution.org/jsm/women.htm>.]

Background Reading

Tong, *Feminist Thought*, Ch 1, pp. 15-22.

Related Readings: A Selection

Abbey, Ruth, 'Odd Bedfellows: Nietzsche and Mill on Marriage', *History of European Ideas*, vol. 23, No 2-4, 1997, pp. 81-104.**

Di Stefano, Christine, 'John Stuart Mill: The Heart of Liberalism' in *Configurations of Masculinity*, Ithaca: Cornell University Press, 1991, pp. 144-186.

Gerson, Gal, 'Liberal Feminism: Individuality and Oppositions in Wollstonecraft and Mill', *Political Studies*, Vol. 50. No. 4, September, 2002, pp. 794-811.**

Mendus, Susan, 'The Marriage of True Minds' in S. Mendus and J. Rendall (eds.), *Sexuality and Subordination: Interdisciplinary studies of gender in the nineteenth century*, London: Routledge, 1989.

Okin, Susan Moller, 'John Stuart Mill, Liberal Feminist' in *Women in Western Political Thought*, Princeton: Princeton University Press, 1979, pp. 197-230.

Shanley, Mary L., 'Marital Slavery and Friendship: John Stuart Mill's *The Subjection of Women*', *Political Theory*, Vol. 9, No. 2. 1981.**

Spender, Dale, *Women of Ideas*, London: Routledge and Kegan Paul, 1982, pp. 184-96.

Urbinati, Nadia, 'J.S. Mill on Androgyny and Marriage', *Political Theory*, Vol. 19, No. 4, Nov. 1991.**

- **February 9th 2007: Seminar 5 – Catharine MacKinnon**

Principal Reading:

Catharine MacKinnon, *Toward a Feminist Theory of the State*, Cambridge, Mass.: Harvard University Press, 1989, ch 12.

Background Reading:

Tong, *Feminist Thought*, ch 2, pp. 65-69.

Related Readings: A Selection

Catherine MacKinnon, 'Feminism, Marxism, Method and the State', *Signs*, vol. 7, 1982, pp.515-544.**

Randall, Vicky and Waylen, Georgina (eds), *Gender, Politics and the State*, London: Routledge, 1998.

Russell, D.E.H. (ed.) *Making Violence Sexy: Feminist Views on Pornography*, Buckingham: Open University Press, 1993.

Schaeffer, Denise, 'Feminism and Liberalism Reconsidered: The Case of Catharine Mackinnon', *American Political Science Review*, vol. 95, no. 3, 2001.**

[See also: Catharine Mackinnon's reply, 'The Case Responds', *American Political Science Review*, vol. 95, no. 3, 2001.**]

Schwartzman, Lisa, 'Liberal Rights Theory and Social Inequality: A Feminist Critique', *Hypatia*, vol. 14, no. 2, 1999.**

- **February 16th 2007: Seminar 6 - Justice versus Care.**

Principal Reading:

Gilligan, Carol, *In a Different Voice: Psychological Theory and Women's Development*, Cambridge, Mass.: Harvard University Press, 1982, Introduction, Ch. 1.

Background Reading:

Tong, *Feminist Thought*, ch 4, pp. 154ff.

Related Readings: A Selection

Bowden, Peta, *Caring: Gender-Sensitive Ethics*, London: Routledge, 1997.

Bubeck, Diemut, *Care, Gender and Justice*, Oxford: Oxford University Press, 1995.

Clement, Grace, *Care, Autonomy and Justice: Feminism and the Ethic of Care*, Oxford: Westview Press, 1996.

Friedman, Marilyn, 'Beyond Caring: The De-Moralization of Gender' in M. J. Larrabee (ed.), *An Ethic of Care*, New York, Routledge, 1993, pp.258-273.

Grimshaw, Jean, *Philosophy and Feminist Thinking*, Minneapolis: University of Minnesota Press, 1993, ch. 7, section 'On Caring' and ch. 8.

Hekman, Susan J. *Moral Voices, Moral Selves: Carol Gilligan and Feminist Moral Theory*, Cambridge: Polity Press, 1995.

Held, Virginia, *Feminist Morality*, Chicago: University of Chicago Press, 1993.

Robinson, Fiona, *Globalizing Care: Ethics, Feminist Theory and International Relations*, Boulder: Westview Press, 1999.

Squires, Judith, *Gender in Political Theory*, Cambridge: Polity Press, 1999, ch.5.

Taylor, Jill McLean, Gilligan, Carol and Sullivan, Amy M., *Between voice and silence, women and girls, race and relationship*, Cambridge Mass.: Harvard University Press, 1995.

- **February 23rd 2007: Seminar 7 - Complex Identities**

Principal Readings:

Okin, Susan M. 'Gender Inequality and Cultural Differences' *Political Theory*, Vol 22. No. 1, 1994. **

Critique by Jane Flax, 'Race/Gender and the Ethics of Difference' and Reply by Okin, *Political Theory*, Vol. 23, No. 3, August, 1995. Pp. 500-510.**

Background Reading

Tong, *Feminist Thought*, ch 1, pp. 40 ff; ch 3, pp. 120-129; ch 7.

Related Readings – A Selection

Cooper, Davina, *Power in Struggle: Feminism, Sexuality and the State*, Buckingham: Open University Press, 1995.

Hekman, Susan, 'Beyond Identity: feminism, identity and identity politics.' *Feminist Theory*, vol. 1, no. 3, December 2000.**

hooks. Bell, *Yearning, race, gender, and cultural politics*, London: Turnaround, 1991.

hooks, Bell, *Talking back: thinking feminist, thinking black*, Boston: South End Press, 1989.

Phillips, Anne, *Divided Loyalties: Dilemmas of Sex and Class*, London: Virago, 1987.

Young, Iris Marion, *Intersecting Voices: Dilemmas of Gender, Political Philosophy and Policy*, Princeton: Princeton University Press, 1997.

- **March 2nd 2007: Seminar 8 – Simone de Beauvoir**

Principal Reading:

Simone de Beauvoir, *The Second Sex*, London: Penguin Books, 1986, Introduction and Conclusion.

Background Reading:

Tong, *Feminist Thought*, Ch 5.

Related Readings: A Selection

Bair, Deirdre, *Simone de Beauvoir, a biography*, London : Simon and Schuster, 1991.

Bauer, Nancy, *Simone de Beauvoir, Philosophy and Feminism*, New York: Columbia University Press, 2001.

Card, Cluadia (ed.), *The Cambridge Companion to Simone de Beauvoir*, Cambridge: Cambridge University Press, 2003.

Fallaize, Elizabeth (ed.), *Simone de Beauvoir: A Critical Reader*, London: Routledge, 1998.

Fraser, Mariam, *Identity without Selfhood: Simone de Beauvoir and Bisexuality*, Cambridge: Cambridge University Press, 1999.

Fullbrook, Edward and Fullbrook, Kate, *Simone de Beauvoir: a critical introduction*, Cambridge: Polity Press, 1998.

Moi, Toril, *Feminist Theory and Simone de Beauvoir*, Oxford: Basil Blackwell, 1990.

Moi, Toril, *Simone de Beauvoir: The Making of an Intellectual Woman*. Oxford: Blackwell's, 1994.

Simons, Margaret A. (ed.), *Feminist Interpretations of Simone de Beauvoir*, University Park : Pennsylvania State University Press, 1995.

Stavro, Elaine. 'Re-reading *The Second Sex*: theorizing the situation'. *Feminist Theory*. Vol. 1, No. 2, August 2000.**

- **March 9th 2007: Seminar 9 - French Feminism**

Principal Reading:

Tong, *Feminist Thought*, Ch 6.

Related Readings: A Selection

Celastin, Roger et al, *Beyond French Feminisms*, Basingstoke: Palgrave Macmillan, 2003.

Joy, Morny et al, *French Feminists on Religion: A Reader*, London: Routledge, 2002.

Marks, Elaine & de Courtivron, Isabelle, (eds), *New French Feminisms: an anthology*, Hemel Hempstead: Harvester Wheatsheaf, 1981.

Moi, Toril. *French Feminist Thought: A Reader*, Oxford: Blackwell, 1987.

Moi, Toril, *Sexual/textual politics: feminist literary theory*, London: Routledge, 1985.

Schor, Naomi. 'French Feminism is a Universalism'. *differences: A Journal of Feminist Cultural Studies*. 7 (1) 1995. Pp. 15-47.**

- **March 16th 2007: Seminar 10 - Judith Butler 1**

Principal Reading

Butler, Judith, *Gender Trouble: Feminism and the Subversion of Identity*, London: Routledge, 1990, Preface, Ch. 1, Conclusion.

Related Readings: A Selection

Butler, Judith, 'Gender as Performance: An Interview', *Radical Philosophy*, 67, Summer 1994.

Diamond, I and Quinby, L. (eds), *Feminism and Foucault*, Boston: Northeastern University Press, 1988.

Heinamaa, Sara. 'What is a Woman? Butler and Beauvoir on the foundations of the sexual difference', *Hypatia*, vol. 12, no. 1, 1997, pp. 20-39.**

Hekman, S. (ed.), *Feminist Interpretations of Michel Foucault*, University Park: Pennsylvania State University Press, 1996.

McNay, Lois. *Foucault and Feminism*, Cambridge: Polity Press, 1992.

Nicholson, Linda (ed.), *Feminism / Postmodernism*, London: Routledge, 1990.

Nussbaum, Martha. 'The Professor of Parody', *The New Republic*, vol. 22, no. 2, 1999.**

Rich, Adrienne, 'Compulsory Heterosexuality and Lesbian Existence', *Signs*, vol. 5, 1980, pp. 631-660.**

Salih, Sara, *Judith Butler*, London: Routledge, 2002.

Salih, Sara, *The Judith Butler Reader*, Oxford: Blackwell, 2004.

Stocker, Susan, 'Problems of Embodiment and Problematic Embodiment', *Hypatia*, vol. 16, no. 3, 2001, pp. 30-55.**

Vasterling, Veronica, 'Butler's Sophisticated Constructivism: A Critical Assessment', *Hypatia*, vol. 14, no. 3, 1999, pp. 17-38.**

Symposium on Intersexuality, *Hypatia*, vol. 16, no. 3, 2001, pp. 126-148.**

- **March 23rd 2007: Seminar 11 - Judith Butler 2**

Principal Reading:

'Contingent Foundations: Feminism and the Question of Postmodernism' in Butler, J. and Scott, J. W. (eds), *Feminists Theorize the Political*, London: Routledge, 1992, pp. 3-21.

Related Readings: A Selection

As above.

- **March 30th 2007: Seminar 12 – The Politics of Feminine Appearance**

Principal Readings:

Young, Iris Marion, 'Throwing Like a Girl: A Phenomenology of Feminine Body Comportment, Mobility and Spatiality' and 'Women Recovering our Clothes' both in *On Female Body Experience: Throwing Like a Girls and Other Essays*, Bloomington: Indiana University press, 1990.**

Related Readings: A Selection

Davis, Kathy, *Reshaping the Female Body: The Dilemma of Cosmetic Surgery*, London: Routledge, 1995.

Davis, Kathy, *Dubious Equalities and Embodied Differences: Cultural Studies on Cosmetic Surgery*, Oxford: Rowan and Littlefield, 2003.

Weitz, Rose, (ed.), *The Politics of Women's Bodies: Sexuality, Appearance and Behaviour*, Oxford: Oxford University Press, 1998.

Blum, Virginia L., *Flesh Wounds: The Culture of Cosmetic Surgery*, Berkeley: University of California Press, 2003.

Module Reading - General

- **Reading Western Political Thought**

Clark, M.G. & Lange, L. (eds.) *The Sexism of Social and Political Theory: Women and Reproduction from Plato to Nietzsche*, Toronto: University of Toronto Press, 1979.

Coole, Diana, *Women in political theory, from ancient misogyny to contemporary feminism*, Hemel Hempstead: Harvester Wheatsheaf, 1993.

Di Stefano, Christine, *Configurations of Masculinity*, Ithaca: Cornell University Press, 1991.

Elshtain, Jean Bethke, *Public Man, Private Woman: women in social and political thought*, Princeton: University of Princeton Press, 1993.

Green, Karen, *The Woman of Reason: Feminism, Humanism and Political Thought*, Cambridge: Polity Press, 1995.

Kennedy, E. & Mendus, S. *Women in Western Political Philosophy*, Brighton: Wheatsheaf, 1987.

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Aims, Objectives & Skills of this Module

Aims

- To introduce students to the wide variety of feminist thinking about politics;
- To encourage consideration of the extent to which these feminist contributions challenge traditional understandings of politics.

The aims of this module complement and contribute to the realisation of the aims of the programmes in Politics, IR & ES:

- To provide a stimulating, research-active environment for teaching and learning;
- To educate students in the theoretical analysis of Politics, IR & ES.

Objectives

Students who successfully complete this module should be able to:

- Understand some of the main questions and concerns of feminist approaches to politics;
- Interpret some of the key texts by feminist writers;
- Discuss feminist debates in their own words;
- Critically evaluate feminist perspectives and situate them *vis-à-vis* one another;
- Assess the sorts of challenges feminism poses to mainstream theories of politics;
- Consider the relationship between feminist theories and developments within practical politics.

The objectives of this module consolidate the following objectives of the programmes to which it contributes:

- To foster students' understanding of the major concepts in Politics & IR;
- To locate these concepts in an historical context;
- To structure, develop and defend complex arguments;

- To apply theoretical knowledge to broader questions of global processes and institutional development.

Key Skills

This module enhances the following dimensions of the following 4 key skills.

1. Communication Skills

- Organise information clearly and coherently;
- Respond to written sources;

Students will be encouraged to:

- Evaluate information obtained from class discussions and reference material.
- Synthesise information by identifying the various arguments and presenting their own interpretation in a way that brings together information in a coherent way.
- Communicate relevant information about complex subjects in a form that suits the purpose.
- Take a role in group discussions, clearly structuring what they say and using appropriate vocabulary and emphasis to make their points.
- Write extended documents, structuring the material and presenting arguments and information in a logical sequence, and ensuring that spelling, punctuation and grammar are accurate.
- Respond appropriately to contributions from others.

2. Information Technology

- Undertake on-line research

3. Improving One's Own Learning & Performance

Students will be encouraged to

- Manage time effectively;
- Use different forms of learning, such as:
 - Independent learning (i.e. take responsibility for what, when and how they learn)
 - Directed learning (e.g. lectures, seminars)
- Actively use feedback and support from a variety of sources;
- Monitor and critically reflect on what is being learnt, and how it is being learnt;
- Review completed work.

4. Problem Solving

Students will be encouraged to:-

- Identify and define problems.

Transferable Skills

Top 5 Skills graduates say they need in the workplace	PO 593 Promotes	Top 5 skills graduates say they have	PO 593 promotes
Time Management Skills	Via E	Ability to Work independently	Via E
Ability to Work under Pressure	Via D	Ability to Read and Understand texts	Via A, B, C
Accuracy and Attention to detail	Via A, B, C	Ability to Work under Pressure	Via D
Oral Communication Skills	Via A	Learning Abilities	Via A-E
Managing different Tasks and Obligations at the same time		Written Communication Skills	Via B, C, D

A. Seminar Discussions

B. Written Reconstruction

C. Essay

D. Final Exam

E. Out of class preparation for seminars and coursework

Findings of the Pitar project

Reported in *Times Higher Education Supplement*, Nov. 22, 2002. page. 6.