



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 5 Nov 2008

1. ACADEMIC UNIT: Women and Gender Studies

2. COURSE PROPOSED: WST 377: A Hisotry of Feminist Thought

(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Georganne Scheiner Gillis Phone: 5-2356

Mail Code: 4902 E-Mail: georganne.scheiner@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L []
Mathematical Studies-MA [] CS []
Humanities, Fine Arts and Design-HU []
Social and Behavioral Sciences-SB []
Natural Sciences-SQ [] SG []

- Global Awareness-G []
Historical Awareness-H [x]
Cultural Diversity in the United States-C []
(Note: one course per form)

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [x] No [] Yes; Please identify courses:

Is this a multisection course?: [x] No [] Yes; Is it governed by a common syllabus?

Mary Margaret Fonow
Chair/Director (Print or Type)

Mary Margaret Fonow
Chair/Director (Signature)

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus, Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events.	Syllabus and Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus and table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus and table of Contents
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses in which there is only chronological organization.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	Designation
WST	377	A History of American Feminist Thought	H

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
History is a major focus of the course.	This is a history both of ideas and social movements	Readings assigned, films shown, course topics
The course examines and explains human development as sequence of events.	The course is taught chronologically beginning with Enlightenment thought and ending with Second Wave feminism in the 20 th century	Readings, Weekly topics as outlined in syllabus
The course examines the relationship among events, ideas and artifacts and the broad social, political and economic context.	The course contextualizes the history of a social movement within the major trends in US history. This is a US Women's History course through an examination of political and social ideology.	Readings, Weekly topics as outlined in syllabus

WST 377: A History of American Feminist Thought

Dr. Georganne Scheiner Gillis
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Hours: 1:00-3:00 Th; and by appt.
E-Mail: georganne.scheiner@asu.edu

Fall 2008
Office: West Hall 234
9:00-10:15 T Th
PaloVW 163

Required Reading:

George and Margaret Klosko. *The Struggle for Women's Rights: Theoretical and Historical Sources*

Charlotte Perkins Gilman, *Herland*

Barbara Crow, *Radical Feminism: A Documentary Reader*

Optional Reading:

Ellen DuBois and Lynn Duménil, *Through Women's Eyes: An American History Through Documents* (If you feel you have little background in American Women's History, it would be helpful to read this or any other Women's History text.)

Course Description:

This class is the first part of a two semester series in feminist theory. This semester focuses on the origins and evolution of American feminist thought from the 18th Century through second wave feminism. It is inherently historical and will consist of both an historical narrative and intensive reading of feminist theory documents from these times. You will be introduced to the social movements that led to various feminist political movements and you will meet many historical women through their lives and their writings. Of necessity, this class construes feminism widely and paints a broad picture of the development of feminism. You will just get a taste of the different theories, individuals and movements that have constituted the development of feminism in America. Let it be clear from the start that there is not now, nor has there ever been, one agreed upon unified feminist theory, or one common idea or ideal of what constitutes "the" feminist movement. For every kind of feminism there are proponents and opponents, people who are critical and people who are supporters. What you will do is learn how these ideas about feminism grew, what their context was, and why they took the forms they have taken. It is my hope that you will think about how these theories effect your ideas about yourself and your friends and that they will help you develop a current, living feminism you can use in your own life. Since we are all always a product of our times, we will not necessarily agree with the feminists we meet in this class, nor will their theories always seem correct or useful--some will seem very limited or downright wrong. Understanding the historical contexts behind the theories you will discover and critically assessing all the theory presented here is key to successfully completing this course.

Course Objectives:

1. To increase awareness of the multiplicity of feminist activists and thinkers and their theories from the 18th century to 1975;

2. To further the ability to examine theoretical assumptions critically;
3. To develop the ability to synthesize and assess theoretical assumptions; and
4. To stimulate the use of written and oral communication as effective means of expression.

Ground Rules:

For this class to be successful you must come to class and **attendance is required**. You must also do the required reading each week, think critically about the issues presented, and be prepared to take part in lively discussions about the readings. You should be ready to identify the most important issues, critique various authors' positions, and articulate your ideas about the readings.

The following delineates conduct that is unacceptable at any time in this classroom: no reading newspapers or material unrelated to class; no conducting private conversations, no interruptions of another student who has the floor; no negative comments about the opinions of peers; no coming late or leaving early (this includes during the showing of a video), **text messaging/emailing/facebooking on laptops, PDAs or cell phone. Also cell phones must be turned off before class begins**. If you're not interested in a day's topic or would rather visit with friends, go to the MU and have some coffee instead

I would like this class to become a feminist space, where diversity is encouraged and celebrated and where we can become intellectually daring. Discussions should take place within a context of academic inquiry and tolerance for diverse perspectives and experiences. At no time should the criticism of an idea become a criticism of the person who espouses the idea. With these ground rules, we should have a great class. Welcome!

Academic Honesty:

You are expected to conduct yourself ethically during all of the activities associated with this class. **Academic dishonesty in any form will not be tolerated**. Any attempt to represent work done by someone else as your own, to cheat on exams, or to commit any other form of academic dishonesty will result in a consequence, the lightest of which is receiving an automatic score of zero for the assignment or exam in question. If the case of academic dishonesty is egregious, you will fail the course. Please read the policy on academic dishonesty, which is posted on Blackboard under the syllabus. Ignorance is NOT a defense.

Course Requirements:

Readings: Students are expected to complete readings prior to the class period for which the reading is listed, or by the date denoted in the assignment. You are accountable for all readings in class discussions, exams, and in-class writing and discussion assignments.

In-class Assignments: A number of class sessions will include unannounced, structured writing, or small group discussions, over assigned readings, which will be worth 10 points each. These assignments will consist of questions based on the readings and can only be done in class. There will be no make-ups for these assignments, and occasionally (and at random) attendance will be recorded for points, as well. These random assignments will add up to 60 points by the end of the semester, but one will be dropped giving you some leeway.

Exams: There will be two exams this semester, each worth 100 points. The exams will consist of

short identification questions and two essays, and will cover class lectures, videos, readings and discussions. You will be given study guides, which will contain possible essay questions, and you are encouraged to work in groups to prepare for exams. When you take the exam, however, the work you do must be your own.

Papers: Three papers are required this semester:

Paper #1: Contemporary Antifeminism Paper:

Look up at least one web-site that has contemporary anti-feminist arguments and materials and note its address/URL. Print at least one "article" or document from the web-site to attach to your paper. **Write a description of your anti-feminist website. What are its main points? What issues is it discussing or attacking? To whom is it addressing its message?**

Finally, consider some larger questions in the context of your website. **In terms of your website, what constitutes anti-feminism now? How different is it from 19th and early 20th century anti-feminism? What are the issues now? Are they different from the earlier period?**

Papers should be 1 ½ - 2 pages long. Your paper will include an attached document from your anti-feminist website. Simply staple it together—don't bother with report covers, please. Cite sources of direct quotes and paraphrased information and ideas using the parenthetical method. Include a list of works cited if appropriate **This paper is due October 9 in class and is worth 60 points. You will be penalized if the paper is late.**

Paper #2: Current News Analysis

Locate an article in a **reputable print media source** (like *The New York Times*, *The Washington Post*, *Time Magazine*, *Newsweek*, *US News*...) that addresses some issue related to women's lives in the contemporary US. Articles must come from no earlier than August 1 2008. The best papers will be based on substantive articles that cover a topic in an in depth and intellectually rigorous way. Because it is an election year, there should be a number of analyses about gender in the news.

Begin the paper by briefly summing up the topic and the issue addressed in the article

Then make some connections between what you have been learning in class (either a particular theorist or issue) and this contemporary issue. Four points that you must address are:

- What changes and continuities do you notice between the specific aspect of women's lives addressed in this news article and what you are learning about women's history and/or feminist theory
- What insight does your knowledge of history provide into the issue or problem addressed by the article
- Does the author of the article make use of historical analysis in exploring the topic at hand? If so, how would you assess her/his historical understanding?
- What questions do you have about women's experiences in the past as a result of this article?

The best papers will make use of **concepts, frameworks, themes and problems** encountered in this class AND draw specifically and substantially on class readings and films in formulating an analysis.

Please attach a copy of your article and indicate the source at the beginning of the paper. For example:

Leibovich, Mark. "Rights vs. Rights: An Improbable Collision Course." *New York Times*. 13 January 2008, 1, 4.

Papers should be 1 ½-2 pages long. Cite sources of direct quotes and paraphrased information and ideas using the parenthetical method. Include a list of works cited if appropriate. This paper is due in class on **November 6** and is worth **60 points**. **You will be penalized if the paper is late.**

Paper #3: You have a choice here of doing either a "Documents Comparison" or a "Utopia Paper":

Documents Comparison: If you choose this option, you will pick one document that interests you from each of the subsections of Barbara Crow's book, *Radical Feminism*, and you will compare and contrast them with each other. **This discussion of the 8 documents you have chosen (one for each subsection of the book) MUST be informed by your personal assessment of the documents: What does each of them say? What do they want or advocate? To whom were they speaking when they were written? Do they speak to you now? What is your take on the documents?** This essay can take many forms. While it is up to you how you do this, you must make an attempt to compare the documents to each other and you must comment personally on the documents and whether they speak to you today.

OR

Utopia Paper: If you choose this option, you will write a paper on utopias. In this course, we have seen how many feminists envision a new world or community. We have read Charlotte Perkins Gilman's *Herland*, for example. Choose at least two more feminist utopias or dystopias and compare them with Gilman's. **At some point in the paper, include your vision for the utopian world you would like to inhabit, if you got to choose. Be sure to address these issues: How do you and your authors visualize the ideal society? What role does technology play? Motherhood? Childbirth? Marriage and family? Violence? Sex? Education? Gender roles?** Your utopia/dystopia books or essays can be either fiction or nonfiction and must be fully cited in your paper.

Whichever option you choose, this paper is due in class on Thursday, November 25th and is worth 80 points. Cite sources of direct quotes and paraphrased information and ideas using the parenthetical method. Include a list of works cited if appropriate. This paper should be approximately 6-9 pages in length. **You will be penalized if the paper is late.**

Grading:

Mid-term	100 points
Final	100 points
Anti-Feminist paper	60 points
Current News Analysis	60 points
Document/Utopia paper	80 points
Participation	<u>50 points</u>
Total	450 points

A+ 97-100%	A 93-96%	A- 92-90%
B+ 87-89%	B 83-86%	B- 82-80%
C+ 77-79%	C 70-76%	
D 60-69%		

E 59% and below

Appeals: Grades are not negotiable. **Please don't ask me to "bump up" your grade.** No extra credit will ever be given. Please keep track of your assignments via Blackboard. If you think your grade is incorrect, look the exam or assignment over carefully in light of my comments on your paper and my in-class assessment of the assignment or exam for the entire class. If you still disagree with the evaluation, you can submit a written appeal which includes a rationale for the change of grade, cogently argued and supported. If you have extenuating circumstances, or feel that you have been treated unfairly, please don't hesitate to come to talk to me. **Simply appealing a grade in writing does not guarantee it will be changed.**

Written and oral communication will be evaluated in the following way:

A: Outstanding. Superior. Written work is presented at the college level, using standard English and an acceptable style. Meets all course expectations promptly. Shows clear grasp of concepts and demonstrates ability to synthesize materials from both inside and outside the classroom. Participates regularly and enthusiastically in the class.

B: Very good. Clearly above average. Written work is presented at the college level using standard English and an acceptable style with only a few minor flaws. Meets course expectations promptly. Shows adequate grasp of concepts and demonstrates ability to relate materials from both inside and outside classroom. Participates regularly and enthusiastically in class.

C: Average. Directions followed. Student met minimal expectation for the assignment for a student at this level. Written work is presented at the college level using standard English and an acceptable style with many minor flaws.

Shows reasonable grasp of concepts and demonstrates ability to collect and process materials from both inside and outside the classroom. Participates in class.

D: Below expectations. Below what one would normally expect from a student at this level. Writing marred by major mechanical problems. Fails to participate appropriately in class.

E: Well below expectations. Written work consistently falls below college level. Consistently fails to meet course expectations. Shows little or no grasp of concepts. Fails to participate appropriately in class.

Course Schedule and Reading Assignments:

Please check Blackboard each week and print off the outline of that week's lecture. These outlines will include all the terms and concepts which will appear on the exams.

Aug. 26: Introduction to the class. What is feminism and what is feminist theory?

Aug. 28: Enlightenment Thought and the Age of Reason

Reading: Klosko 1-30

Sept 2: Aug. 30: Mary Wollstonecraft and *A Vindication of the Rights of Woman*

Reading: Klosko 30-87

Sept 4: America in the Age of Revolution

Reading: Abigail Adams "Remember the Ladies" (BB)

Sept. 9: Abolition and Feminism

Reading: Klosko 87- 98

Sept. 11: Video: "Rebel Hearts: Sarah and Angelina Grimke and the Anti-Slavery Movement"

Sept. 16-18: Elizabeth Cady Stanton and Susan B. Anthony

Reading: Klosko 99-141

Sept. 23: Not for Ourselves Alone

Sept. 25: From NAWSA to the 19th Amendment

Reading: Klosko 142-144; 157-172

Sept. 30: Race and First Wave Feminism

Readings Klosko173-195

Oct 2-7: Video: "One Woman, One Vote;"

Oct. 9: Anti-Feminists and their arguments

Reading Klosko196-262

***** Anti- Feminist paper Due in class*******

Oct 14-16: *Iron Jawed Angels*

Oct. 21: First Exam.

Oct. 23-28 Progressivism and Equity Feminism

Reading: Klosko145-155; begin reading *Herland*, entire, due by Nov. 4

Oct. 30: Charlotte Perkins Gilman: Discussion *Herland*

Nov 4: Emma Goldman: Feminism and Revolution

Reading: Goldman "The Tragedy of Woman's Emancipation" (BB)

****The spirits of Elizabeth Cady Stanton, Susan B. Anthony, Inez Mulholland and Alice Paul want you to vote today. Remember all that these women sacrificed so that you could have this right.**

Nov. 6: Ida B. Wells-Barnett: Feminism, Race and Lynching

Video: Ida B. Wells

Reading: Crusade for Justice excerpt (BB)

***** Current News Analysis Due in Class*****

Nov. 11 Veterans Day

Nov. 13-18: Simone de Beauvoir and Betty Freidan:

Reading: "The Problem That Has No Name:" (BB) Crow, 1-182

Nov. 20: The Second Wave

Nov. 25: Radical Feminism and Woman's Liberation

Reading Crow 183-198

****Utopia or Document Comparison due today*******

Dec 2: Sonia Johnson: "Going Farther Out of Our Minds"

Reading: Crow 199-300

Dec 4: Evaluation of the Second Wave

Dec. 9: Tying it all together.....

Dec 11: Final Exam

THE STRUGGLE FOR
WOMEN'S RIGHTS

THEORETICAL AND HISTORICAL SOURCES

GEORGE KLOSKO

MARGARET G. KLOS



Prentice Hall Upper Saddle River, New Jersey 07456

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PRE.

In the Introduction to *A Vindication of the Rights of Women* Wollstonecraft begs women's indulgence if she should "treat rational creatures, instead of flattering their *fascinating graces* ... were in a state of perpetual childhood." Until her time, women viewed "as a kind of subordinate beings, and not as part of the species." In her great work, Wollstonecraft makes important strides permanently altering this conception of women throughout the world. As we see in this volume, the struggle to define women's nature was the theoretical plane on which concrete political issues involving women's rights and their place in society were fought out.

In this volume, we present both theoretical and historical bearing on the struggle for women's rights in the United States: Britain. We focus on the right to vote, though earlier sources are bound to this. Because the two greatest theoretical discussions of rights were by British authors, Wollstonecraft and John Stuart Mill, we concentrate on the theoretical side of the conflict in Britain and the greater volume of historical sources for the United States in which the struggle was more protracted. But for each side of the Atlantic sent both theoretical and historical sources, thus allowing the reader exactly how abstract ideas were applied to practical political issues on different sides of the issues.

RADICAL FEMINISM

A Documentary Reader

EDITED BY

Barbara A. Crow



New York University Press

NEW YORK AND LONDON

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