

**UGS 302 (64550)—First-Year Signature Course-W
FEMINISM NOW**

TTH 11-12:30

MAI 220B

Professor Lisa L. Moore (English and Women's and Gender Studies)

Office hours: TTH 2-3:30 PAR 217 llmoore@mail.utexas.edu

Are you a feminist? Why or why not? In this course, you will learn about the history and principles of feminism as a social movement, an academic discipline, and a political theory, and you will have the opportunity to put your own values into action by creating a community engagement project with a small group of students. Through reading, research, reflection, writing, and action, we will discover the ways that feminism can be put to everyday use as well as be a source of ongoing intellectual challenge. Students can expect to read the classics of feminist theory, meet feminist scholars on campus, and interact with community leaders working on gender issues.

The course has several goals: to offer students the opportunity to read classic and contemporary works of feminist writing; to have students design and execute a community engagement project; and to improve analytical and critical skills through writing, discussion, oral presentation and project design.

Required Texts (available at the University Co-op):

Feminist Theory Reader: Local and Global Perspectives, ed. McCann and Kim
We Don't Need Another Wave: Dispatches from the Next Generation of Feminists, Berger

A Room of One's Own, Woolf

Sister Outsider, Lorde

Film:

The Education of Shelby Knox

Students will have access to the class Blackboard site through UT Direct.

Assignments:

Weekly Online Theory/Practice Journal (2-100 word posts per week), worth 20% of final grade

Reflective Assessment I (5-7 pages) worth 20% of final grade

Oral Presentation (Interview), worth 15% of final grade

Community as Classroom Event, worth 20% of final grade

Reflective Assessment II (5-7 pages), worth 25% of final grade

NOTE: Attendance at Professor Elizabeth Richmond-Garza's University Lecture, "Howl, Howl, Howl! Does Father Always Know Best?" on Wednesday September

16, and at one performance of Shakespeare's *King Lear* (dates below) are required. Our focus will be on the gender and family politics of this classic play.

Note: You **must get a ticket** to see *King Lear* (tickets are \$10 for students). You can view the play Sept. 30 or October 1 or 2 (or Oct. 3 if you want to drive to the Winedale Theater Barn in Round Top, TX, home of Shakespeare at Winedale, a great UT program that I recommend). Tickets are available from the Dean of Undergraduate Studies office at:

<http://www.utexas.edu/cola/depts/english/shakespeare/site/aftls/fall-production/tickets.html>

Fuller descriptions of all assignments are posted on Blackboard.

Grading Policy:

Because participation contributes to the class grade, attendance is strongly encouraged. Final grades will be determined on the basis of the following rubric. Please note: to ensure fairness, all numbers are absolute, and will not be rounded up or down at any stage. Thus a B- will be inclusive of all scores of 80.000 through 83.999. The University does not recognize the grade of A+.

A = 94-100

A- = 90-93

B+ = 87-89

B = 84-86

B- = 80-83

C+ = 77-79

C = 74-76

C- = 70-73

D+ = 67-69

D = 64-66

D- = 60-63

F = 0-60

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259.

There will be no final examination.

SYLLABUS

Week I

Th 8/27: Introductions

Theory/Practice Journal (T/PJ) this week: Choose a definition of feminism from the hooks essay or another source. Write it out and then write about it. What parts of it do you support? What do you disagree with? How do you feel about uttering the sentence, "I am a feminist?"

Week II

T 9/1: read hooks, "Feminism" (ETR 50)

Th 9/3: view *The Education of Shelby Knox* (in class)

T/PJ this week: Use the handout "Beginning an Action Project" to explore an issue you may want to work on for your Action Project. Write a post about what you discovered and attach the worksheet. (Even if you change your topic you will eventually turn in all the worksheets you filled out during this process of identifying a project.)

Week III

T 9/8: read Olson, Jervis, Berger, Valenti in WDNAW (pp. 8-27)

Th 9/10: read Martin, Azzoni, Knox, and Fox in WDNAW (pp. 51-83)

T/PJ prompt: Use the handout "Preparing for an Interview" to identify a possible subject for your upcoming presentation. Write a post about what you discovered and attach the worksheet.

Week IV

T 9/15: UT GEM: Gender and Sexuality Center Director Ixchel Rosal
class meets in Gender and Sexuality Center, SSB 1.302

UT GEM

required University Lecture

Elizabeth Richmond-Garza

Howl, Howl, Howl! Does Father Always Know Best?

Wed. Sept. 16 ACES 2.302 7 p.m.

Th 9/17: read Mitchell (106), Berger (158), Piepzna-Samharazina (166), Rangel (239), Chin (254), all in WDNAW

T/PJ: Write a response to one of the essays from WDNAW we have read. Choose one you loved, hated, didn't understand, or keep thinking about. What did you learn from reading the essay? What questions do you still have after reading it?

Week V

T 9/22: Interview Presentation I (Group I)
Th 9/24: Interview Presentation II (Group II)

UT GEM
Miss Major
San Francisco Transgender Activist
Time and Place TBA

T/PJ: Choice 1: Write short response to each of the presentations you saw in class this week. What did you learn? What questions do you still have? What was memorable? What else? Choice 2: Write a response to the Miss Major event. What did you learn? What questions do you still have? What was memorable? What else?

Week VII

T 9/29: UT GEM: class visit by Actors from the London Stage
Read Act I scenes 1 and 2 of *King Lear* (available on Blackboard)
Be sure to bring printout to class

Th 10/8: Interview Presentation III (Group III)

T/PJ: Write a response to either the Actors visit. What did you learn? What questions do you still have? What was memorable? What else?

Week VIII

T 10/13: Interview Presentation IV (Group IV)

Th 10/15: Reflective Assessment I due in class with copies for peer editors
Read first 50 pages of Room of One's Own

T/PJ: Write a short response to each of the final two Interview Presentations. What did you learn? What questions do you still have? What was memorable? What else?

Week IX

T 10/20: Peer Editing of RA I in class

Th 10/22: RA I (revised) due in class with all drafts, in a manila folder
Make writing feedback appointment with Prof. Moore
Finish discussion of Room

T/PJ: Write a response to your reading of A Room of One's Own. What did you think of the book? What was memorable about it? What did you learn about feminism from reading it? What questions do you still have?

Week X

T 10/27: read de Beauvoir, "Second Sex" (FTR 32), Koedt, "The Myth of the Vaginal Orgasm" (FTR 242) and "No More Miss America" (FTR 80)

Th 10/29: read Martinez, "La Chicana" (FTR 41), Combahee River Collective "Statement" (FTR 164) and Anzaldúa, "La Conciencia" (FTR 179)

T/PJ: Write a response to one of the selections from FTR that we read this week. Choose one you loved, hated, didn't understand, or keep thinking about. What did you learn from reading the essay? How did it affect your understanding of/definition of feminism? What questions do you still have after reading it?

Week XI

T 11/3: UT GEM: Class visit from Gulie Fager, Sexual Health Education Coordinator, University Health Services

Th 11/5: read Lorde, "Poetry is not a Luxury" (SO 36), "Transformation" (SO 40) and "Uses of the Erotic" (53)

T/PJ: Write a response to either Gulie Fager's visit or the Lorde essays we read.

Week XII

T 11/10: read Lorde, and "Open Letter" (SO 66), "Interview" (SO 81) and "Master's Tools" (SO 110)

Th 11/12: CAC event (Group I)

T/PJ: Write a response to one of the readings or to the CAC event.

Week XIV

T 11/17: CAC event (Group II)

Th 11/19: CAC event (Group III)

T/PJ: Write a response to each of the CAC events.

Week XV

T 11/24: CAC event (Group IV)

Th 11/26: Thanksgiving Holiday

No T/PJ due this week.

Circulate copies of Reflective Assessment II to your peer editors via e-mail, no later than midnight Sunday 11/29.

Week XV

T 12/1: Peer editing of Reflective Assessment II

Th 12/3: Reflective Assessment II (revised) due in class, with all drafts

No T/PJ due this week.