This course provides an introduction to contemporary feminist political theories. Throughout the semester, we will examine political and interdisciplinary concepts/issues in relation to feminist theory.

**COURSE GOALS**

The goal of this course is, first, to understand that the evolution of feminism, both in theory and political practice. A second goal is to draw two kinds of connections: (a) between the innovations of feminist theory and broader topics in political theory, and (b) between feminist theory and your daily practice/experience.

**LEARNING OBJECTIVES**

1. Identify the ways in which feminism is and can be articulated,
2. Describe who are the subjects of feminist theory,
3. Understand how we might challenge the centrality of gender in feminist analyses by scrutinizing the way in which race, class, and sexuality affect our gender experiences, and
4. Work on creating a feminist praxis (practice informed by theory) and transform traditional conceptions of social justice.
5. Become critical readers of news about contemporary feminist issues
6. Effectively plan, research, write, revise, and complete a response paper.

To achieve the aforementioned objectives, students will be required to both think and write critically, imaginatively and reflectively about the material dealt with in class. Keeping up to date with the readings and participating respectfully in the class are crucial components of the learning process. To ensure these goals are met the following assignments will be used: (1) Frequent group work will be used to facilitate high levels and varied types of class involvement (Appendix A); (2) Microthemes and Lock & Key assignments will be used to facilitate a close reading of hard texts (Appendix B); (3) Midterm and final exams will test students’ understanding of basic concepts; (4) A response paper will help students develop and sharpen analytic and writing skills (Appendix D).

**DISABILITY SERVICES**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for
Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/.

**Reading Assignments**

You are expected to have prepared the readings by the day for which they are assigned. By "prepared," I mean read them carefully, thought about them, and applied whatever note-taking system works for you. There are reading questions available designed to help you think about the text, and you are to work through these questions before class as part of your preparation. Remember that these readings are not like textbooks; they will probably take you longer than usual to read, and you may need to re-read sections, so plan accordingly.

**Class Participation**

This class may differ from some of your other courses in that it requires a considerable amount of active and sustained participation and engagement. Come to class ready to work actively on your understanding of feminist theory, and on your ability to analyze texts and examine complex issues. Your work for this class will involve both autonomous and collaborative learning. The idea of autonomy stresses your responsibility for your own learning, while collaborative learning stresses your responsibility for teaching and learning from one another.

My responsibility as a teacher is to set up the conditions that encourage this learning and to engage in analytic thinking with you. So this class is not like a theater, where you come and watch me perform. It is more like a lab, where you come in to work with, examine, and enhance the knowledge gained from the readings and from your own experiences.

You will work in participatory learning groups for much of the semester, and you will remain in a particular group for several class periods in a row. (See the instructions for learning group interaction in Appendix A). In addition to small group work, the class as a whole will work together to discuss and analyze issues. I expect everyone to participate in the larger discussions as well, in order to practice and develop your communicative abilities.

You and two partners will also lead the class discussion at least once in the semester. The schedule of presentations will be determined during the first few weeks of the course according to the number of students. You will be given the choice of leading a session that appeals to you or will be assigned randomly to one if that is your preference.

I have a very broad notion of participation; it includes attentive listening, asking questions of one another (including "what do you mean?") , reading relevant passages aloud, helping another person find the right page, explaining why you agree or disagree with what someone else has said, taking detailed notes, and engaging in and facilitating discussion. Everyone must experiment with a variety of forms of participation, rather than always playing the same role.

I understand that some people are nervous about speaking in public, but I still expect you to challenge yourself to do so. For inspiration, let me offer you the words of feminist writer and poet Audre Lorde:

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1 Note that group work is one objective part of your participation grade. If you miss a class and miss the group activity that day you will need to complete the assignment individually or will receive no credit.
"We can learn to work and speak when we are afraid in the same way we have learned to work and speak when we are tired. For we have been socialized to respect fear more than our own needs for language and definition, and while we wait in silence for the final luxury of fearlessness, the weight of that silence will choke us." \(^2\)

Your participation grade will rely on both subjective and objective measures. Subjective measures include my evaluation of your labor in the classroom, including group work and your turn as class leader. Objective measures include attendance, possession of readings, and quality of group work.

**ATTENDANCE**

Your attendance at each class session is required. You are responsible for contributing to our learning in this class, and you can’t do this if you’re not here.

** A sign-in sheet will be passed around at each class session to keep the official attendance record. It is your responsibility to make sure that you sign this sheet each day.**

However, I understand that life is not fully in our control and thus you will have three “free” absences. You will receive one attendance credit for each class you attend (we have 26 scheduled class meetings this semester, including the final examination day). Regardless of the quality of your other participatory activities, attendance credits will operate as a floor for receiving a particular participation grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Attendance Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>At least 23 credits</td>
</tr>
<tr>
<td>A-</td>
<td>At least 22 credits</td>
</tr>
<tr>
<td>B</td>
<td>At least 21 credits</td>
</tr>
<tr>
<td>C</td>
<td>At least 20 credits</td>
</tr>
</tbody>
</table>

Absences will be excused only if: (a) you have a medical or family emergency, AND (b) you meet with another student in the class to replicate the participation that you missed, and affirm to me that you have done so. Excused absences do not count against attendance credit.

**SYLLABUS STATEMENT / REFLECTIVE LEARNING EXERCISE**

Review this syllabus and course books carefully—especially the course policies, procedures, assignments, and expectations—and also reflect on your impressions after our first class meeting. Drawing on these sources of evidence, write one or two paragraphs about how you expect to do in this course. What assignments or activities do you think you will do well on and why? What assignments or activities do you think will be difficult for you and why? What parts of your reading and writing history make you confident about some parts and hesitant about others?

The point of this exercise is to reflect on your own intellectual practice, to assess what you do well and what you need to work on. It is also good initial practice at interpreting texts and examining evidence from your own life, both of which are important to our work in this class. This exercise provides useful information so that I can think about how best to support your intellectual development.

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The statement is due on Carmen Dropbox on **Friday, January 16**. Bring a hard copy to class, and also submit an electronic copy through Carmen Dropbox. These will not be graded.

**FEMINISM BIO / PAPER**

In a brief essay (1 to 1 ½ pages, single-spaced, with a blank line between paragraphs, standard margins and fonts) write a short autobiography of yourself. Trace, if you can, events in your past that have influenced your views of “feminism” and “feminists.” What about your life may have led you to this class? Do you consider yourself a feminist? Why or why not?

This essay is due on **Friday, January 23**. Bring a hard copy to class, and submit a copy through Carmen Dropbox. These will not be graded. We will compile anonymous excerpts for distribution to the class.

**MICROTHEMES**

Instead of having quizzes, you will write six short writing assignments (identified in as Microthemes and Lock & Key) over the course of the semester (they are described in APPENDIX B, and C, respectively). The prompts for the three microthemes and the Lock and Key assignments are already up on Carmen.

Please note that these assignments, together, are worth 20% of your final grade, which means that each assignment contributes significant points on its own. As a consequence, doing well on these assignments and not missing any of them will have a significant impact on your final grade.

**RESPONSE PAPER**

A key ability I want you to work on in this course is the ability to write in a way that is both analytic and imaginative and to put forward original arguments relying on material external to the class assigned readings. I want you to be able to perform clear, thoughtful, and creative analyses of challenging problems and complex thinkers. The final product will be a 2-page essay on one of the substantive topics of the course (immigration, development, democratic transitions, and torture). You can find detailed instructions for this assignment on Appendix C, replicated on the prompt included on Carmen.

All written work in this course must represent original work not previously or simultaneously handed in for credit in another course, unless this is done with the prior approval of all involved.

**ACADEMIC ETHICS/MISCONDUCT**

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info_for_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).”

**YOUR COURSE GRADE WILL BE BASED ON THE FOLLOWING WEIGHTS FOR EACH OF THE ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lock &amp; Key assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Microthemes</td>
<td>10%</td>
</tr>
</tbody>
</table>
YOUR COURSE GRADE WILL BE BASED ON THE FOLLOWING DEFINITIONS AND APPROXIMATE NUMERICAL BREAKDOWN

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Numerical equivalence</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A 93-100 A- 90-92</td>
<td>Highest level of attainment. The A grade states clearly that the student has shown outstanding promise in the topic under study.</td>
</tr>
<tr>
<td>B</td>
<td>B+ 87-89 B 83-86 B- 80-82</td>
<td>Strong performance demonstrating a high level of attainment. The B grade states that the student has shown solid promise in the aspect of the discipline under study.</td>
</tr>
<tr>
<td>C</td>
<td>C+ 77-79 C 73-76 C- 70-72</td>
<td>A totally acceptable performance demonstrating an adequate level of attainment. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.</td>
</tr>
<tr>
<td>D</td>
<td>D+ 67-69 D 60-66</td>
<td>A marginal performance in the required exercises demonstrating a minimal passing level of attainment.</td>
</tr>
<tr>
<td>E</td>
<td>0-59</td>
<td>Failed, unacceptable performance.</td>
</tr>
</tbody>
</table>

REQUIRED READING

(1) Two course books are required:


(2) Readings available on Carmen: All other readings are available on Carmen alphabetically.

I suggest you set up a habit of printing out the Carmen readings one week before the day they are due. This way you can avoid getting in a jam because of printer or downloading problems.

IMPORTANT NOTE

All assignments must be submitted in hard copy and through Carmen Dropbox. In Dropbox, PDFs are strongly preferred to any other file format.

CLASS ETIQUETTE

- You are required to turn off your phone at the start of the class and put it in your backpack. Let me know if you are expecting an important call and need your phone with you.
- You are expected to always bring readings to class for reference.
- Laptops and tablets are allowed in class only for consulting the text and taking notes.
- Know, however, that learning is enhanced by hand writing notes and reading on paper ("The Case for Banning Laptops" and "The Reading Brain in the Digital Age.").
- To compensate restraint, there's a 5-minute texting/phone/email break halfway through class.

### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Readings (Note: readings tested in the weekly quiz have an asterisk)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W, 1/14</td>
<td>1.1</td>
<td>Introduction</td>
<td>Syllabus</td>
</tr>
<tr>
<td>W, 2/4</td>
<td>4.1</td>
<td>Method</td>
<td>Patricia Hill Collins, Preface and Ch. 1 pp. vi-ix and 1-19, ONLY pp. 21-39 of Ch. 2 and Ch. 11 pp. 251-271</td>
</tr>
<tr>
<td>F, 2/20</td>
<td>6.2</td>
<td>On Rape &amp; Consent Lock &amp; Key # 1 Due</td>
<td>MacKinnon, Ch. 9 pp 171-183.</td>
</tr>
<tr>
<td>W, 2/25</td>
<td>7.1</td>
<td>Review Session</td>
<td>Study guide distributed</td>
</tr>
<tr>
<td>F, 2/27</td>
<td>7.2</td>
<td>Midterm Exam</td>
<td>******************************************************************</td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Topic</td>
<td>Assignment</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>W, 3/18</td>
<td>10.1</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>F, 3/20</td>
<td>10.2</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>W, 4/15</td>
<td>14.1</td>
<td>Final Exam</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>F, 4/17</td>
<td>14.2</td>
<td>In Class Work Peer Review</td>
<td>Bring draft of <em>response</em> paper, annotated readings, and your laptop/tablet Submit draft on Carmen by the end of the Session</td>
</tr>
<tr>
<td>W, 4/22</td>
<td>15.1</td>
<td>Writing Day</td>
<td>No Class</td>
</tr>
<tr>
<td>F, 4/24</td>
<td>15.2</td>
<td>Response Paper Due</td>
<td>Upload paper to Carmen Dropbox by time class starts. Class does not meet.</td>
</tr>
</tbody>
</table>

†If you missed this class you missed the group work. You need to complete the assignment and submit it up to a week later or you will receive null credit. The prompt is available on Carmen under Assignments.
Please note that group work is one objective part of your participation grade. If you miss a class and miss the group activity you need to complete the assignment and submit it a week later to receive credit.

The following instructions may seem formal, but these practices contribute to having a lively and engaged class, in which everyone is learning, thinking, and making complex intellectual judgments.

**Participatory learning** is the classroom use of structured small group interaction so that students solve problems together. Considerable research demonstrates that this method works better than traditional lecturing for developing students’ higher-level reasoning capacities, increasing comprehension, and fostering positive relationships. Explaining answers, restating information, and formulating questions in your own words engage critical thinking faculties and embed information and insights in memory.

Participatory learning rests on two main principles: (1) Group interdependence, which means organizing tasks so that members must work together to succeed. We will achieve this by having role differentiation within the group and by having the “class participation” portion of the final grade include group work. (2) Individual accountability, which is achieved through individualized measures of participation and achievement (such as essays, quizzes, and individual participation in class discussion).

There are two kinds of participating learning strategies that we will employ in this class. The first is paired note-taking. When I lecture, we will break periodically for you to explain to each other the main points of the lecture thus far. During these short breaks (5 minutes or so) you will work in pairs to identify significant elements of the lecture, share insights, and clarify any confusion you might have.

The second kind of participatory learning strategy we will use quite frequently is structured learning groups. Learning groups will consist of 4-5 students, and last several class periods. At the beginning of a class period, each group will decide which member will be primarily responsible for each role. The required roles are the following. (1) **Reader**: This person will be responsible for reading aloud the question/project, and for helping the group stay on task (watch the time, etc.). (2) **Encourager**: This person is responsible for encouraging all members to participate, and making sure all participation is shared. (3) **Checker**: This involves checking to make sure that all members of the group can explain the group’s analysis, or how the group arrived at a conclusion. Periodically asking members of the group to summarize or articulate the group’s analysis or conclusion will lead to higher levels of comprehension for everyone. It also provides a pause for participants to ask further questions. (4) **Recorder**: This person is responsible for writing down the group’s analysis in a clear and detailed manner, and for turning this report into me. Once I return the report, the recorder should share it with the other members.

The point of having these explicit roles is to ensure that all group members are contributing to the group’s work. Each day that we meet in groups, you should think about helping with all of these roles. However, you will be primarily responsible for one. You must take a different primary role in each class meeting. You will feel silly and artificial at first, but I want you to make a sincere and consistent effort to perform these roles. When we have larger class discussions, I will call randomly on group members to explain their group’s analysis, share insights, and respond to the reports of other groups. This practice is designed to encourage both group interdependence (you are responsible for one another’s learning) and individual accountability.

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3 The design of learning groups and other assignments is indebted to Susan Bickford’s Feminist Theory course, who adapted them from Active Learning: Cooperation in the College Classroom (1991), David W. Johnson, Roger T. Johnson, and Karl A. Smith. (Edina, MN: Interaction Book Co.).
APPENDIX B: MICROTHEMES

Microthemes have two purposes. Like quizzes, they provide a way for me to assess for class preparation. But in addition (unlike quizzes) they help you clarify your thinking through analytic writing.

Microthemes must be turned in on a HALF SHEET of paper, using standard margins and a font size of 11 or larger, single-spaced. I will give you the assignment for each microtheme the class period before they are due. There are two kinds of microthemes, summary-writing and analytical microthemes. Be sure to read carefully the directions and the criteria of evaluation that follow.

A. Summary-writing microthemes

A summary-writing microtheme has two objectives. One is for you to build analytic reading skills by concisely re-stating the argument of part of the readings. To do this successfully, you must be able to differentiate between the main ideas and less important points of a section of the argument. Then you must condense the argument by linking the main points and omitting the secondary ideas that you can leave behind without losing the sense of the argument. (In other words, make clear the relationship between the points.) The second objective is for you to learn how to follow and accurately give an account of arguments that you may not necessarily agree with. You have to "listen" to the authors you read and explain their arguments in your own words but without misrepresenting their points.

Write your summary as if it were for a reader who has not read the text, although she has heard of it. She has a pretty good vocabulary but will not understand overly technical terms. Make sure to provide page numbers in parentheses for all quotes and paraphrases.

The criteria for a summary are (1) accuracy of content, (2) comprehensiveness and balance (i.e., do you include the central points and omit secondary claims?) (3) clear sentence structure with good transitions, (4) adherence to usual rules of grammar, punctuation, and page citation.

**Although this is not an essay, it should sound polished and the points should flow smoothly if read aloud (in fact, it is always a good idea to read this kind of assignment aloud to yourself as a way of checking your work).**

<table>
<thead>
<tr>
<th>Table B1: Scoring for Summary-writing Microthemes (cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outstanding (20)</strong></td>
</tr>
<tr>
<td><strong>Excellent (18)</strong></td>
</tr>
<tr>
<td><strong>Above Average (16)</strong></td>
</tr>
</tbody>
</table>
Meets Basic Requirements (14) | Must have strength on at least two of the criteria and it should still be good enough to give a reader a fairly clear and accurate overview of the reading.

A summary rates a 14 because it overemphasizes secondary points at the expense of the main argument, is unclear and has problems with sentence structure.

Worthy of Credit (12) | A summary rates 12 because it is weak in all criteria. It would not serve to explain the text to an unfamiliar reader, it may be inaccurate, and is disorganized.

No Credit (0) | Fails to meet any of the criteria for an effective summary.

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B. Thesis-support Microthemes

In a "thesis-support" microtheme, I will ask you a question about the assigned reading and you will write a short composition that supports your answer to the question. To do this successfully, you must be able to support your answer with textual evidence, and guard against the tendency to ignore textual evidence that might undermine your thesis.

The main objectives of this assignment are to develop your skills at a) thinking through complex texts that do not always provide simple answers, and b) writing a focused argument.

**Criteria:** There will often be more than one persuasive answer to the question I ask. Thus the criteria for an analytical microtheme are (1) clarity: do you make your supporting points clear? (2) precision and accuracy: do you draw your supporting points from specific places in the text, using quotation marks and page numbers appropriately, and do you make correct assertions about the text? (3) comprehensiveness and balance: have you identified the textual passages important to this question? (4) organization: do you present your arguments in a coherent order with smooth transitions and grammatical sentences?

<table>
<thead>
<tr>
<th>Table B2: Scoring for Analytical Microthemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding (20)</td>
</tr>
<tr>
<td>Excellent (18)</td>
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<tr>
<td>Above Average (16)</td>
</tr>
<tr>
<td>Rating</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>Meets Basic Requirements (14)</td>
</tr>
<tr>
<td>Worthy of Credit (12)</td>
</tr>
<tr>
<td>No Credit (0)</td>
</tr>
</tbody>
</table>
Appendix C: Lock and Key Assignments

Evaluation criteria

The point of these assignments is for you to clarify some aspects of your understanding of Arendt/Rancière, including what it is that you don’t understand. Obviously, this is not the kind of assignment where there are “right” and “wrong” answers. I will not, then, be grading you on what you do and don’t understand; I will just be evaluating the effort you put into the assignment. I’ll use the following criteria to identify “effort”:

- Care with text: are you accurately quoting what MacKinnon/Butler said? This is a matter of careful reading and proofreading.
- Clarity of form: in explaining your key and your lock, do you use correct grammar and syntax and avoid clichés?
- Thoughtfulness: this is a more subjective criterion than the above two, and I intend to be very generous in attributing thoughtfulness to you! Any effort to explain why you selected the passages you did will count as thoughtfulness.

Lock & Key Assignment #1: MacKinnon and legal blindness to rape

Due 02.20

The general idea

As you do the MacKinnon reading, you should keep track of textual locks and keys. “Locks” are those parts of the text that somehow block your understanding; you can tell they’re important, but you can’t quite understand how or why. “Keys” are their counterparts – passages or incidents in a text that somehow help to explain or clarify what is going on in the writing. Factual questions like, “what the heck is ‘epistemologically’?” don’t count. You’re trying instead to identify passages of significance to the themes of the work. You do NOT have to match “locks” with “keys”; the goal isn’t to find the answer to every question, but to understand what it is you don’t understand (and what you do).

The specific assignment:

For the MacKinnon piece assigned for February 20, type out one key (“this passage conveys something important to me”) and one lock (“this bit seems significant but I don’t get it”). (You may have many locks and keys, but for this assignment choose one of each.) For the key, explain what you learn from it. For the lock, say anything you can about why it’s a lock for you. Again, your key and your lock do not have to have anything to do with one another.

- As always, provide page numbers for the passages you use.
- Make sure to identify which is your key and which is your lock.
- Neither your lock nor your key should be something that MacKinnon says about other theorists unless you can say why you think this is significant. (I don’t want us to get bogged down in trying to figure out theorists we haven’t read.)

You can use a full sheet of paper. It’s fine to single-space, with an extra line between paragraphs.
Lock & Key Assignment #2: Butler and the troubles of Gender
Due 04.03

The general idea:

As you do the Butler reading, you should keep track of textual locks and keys. “Locks” are those parts of the text that somehow block your understanding; you can tell they’re important, but you can’t quite understand how or why. “Keys” are their counterparts – passages or incidents in a text that somehow help to explain or clarify what is going on in the writing. Factual questions like, “who the heck is Robespierre?” don’t count. You’re trying instead to identify passages of significance to the themes of the work. You do NOT have to match “locks” with “keys”; the goal isn’t to find the answer to every question, but to understand what it is you don’t understand (and what you do).

The specific assignment:

For the excerpts (‘a’ and ‘b’) of Judith Butler’s Gender Trouble assigned for November 6, type out one key (“this passage conveys something important to me”) and one lock (“this bit seems significant but I don’t get it”). (You may have many locks and keys, but for this assignment choose one of each.) For the key, explain what you learn from it. For the lock, say anything you can about why it’s a lock for you. Again, your key and your lock do not have to have anything to do with one another.

1. As always, provide page numbers for the passages you use.
2. Make sure to identify which is your key and which is your lock.
3. Neither your lock nor your key should be something that Butler says about other theorists (Nietzsche, Foucault), unless you can say why you think this is significant. (I don’t want us to get bogged down in trying to figure out theorists we haven’t read.)
4. You can use a full sheet of paper. It’s fine to single-space, with an extra line between paragraphs.
As a final assignment, you will write a response paper on one of the human right case studies explored in this course. You will work on this during the last two weeks of the course. Read the whole prompt before starting work on the paper as you’ll find important information about formatting, length, etc. Appendix D outlines the expectations and grading policy.

1. **Pick One Question (Use Syllabus Readings In Respective Topic And 2 External Scholarly Sources)**

1) Methodology (“the broad principles of how to conduct research and how interpretive principles are to be applied,” Collins 2000; 252) and epistemology (the processes whereby we determine what counts as “good knowledge” or truth) figure prominently in MacKinnon and Collins. Both agree that women’s experiences should be the starting place for theory, but each author has different views on how to determine these experiences and how they inform “feminist truth.” Contrast and explore their views. Probe, challenge, or defend what you see as their central methodological and epistemological claims and put forward your own argument about how interpretative method should look like.

2) The intersectionality critique, that is, the fact that legal analysis fragments identity in a way that is at odds with the concrete life of most women is the subject of the article by Kimberly Crenshaw. Use this article to develop an argument about how the essentialist conception of identities has been oppressive and sometimes reinforcing of the paradigms that women were trying to fight and how does intersectionality solve this. Further, evaluate the usefulness and sufficiency of the theorization of voice in Lugones and Spelman (1983) as a response to the problems described by Crenshaw.

3) Sharon Marcus and Catharine McKinnon engage with the topic of rape from different perspectives. While MacKinnon calls her approach one of “Sex Equality,” Marcus positions herself as a poststructuralist. Think through the theoretical assumptions in their work, and draw them out and contrast them in your paper. Do not simply recapitulate their arguments. Are their approaches compatible or contradictory? Make your own theoretical arguments and side with one theorist if contradictions are found. Finally, use your own judgment to put forward an argument that probes, challenges, or supports the central argument of these two theorists.

4) As we have seen in our readings, feminist theorists have problematized the way in which we act over our bodies. Using Bordo and Bartky, write an essay in which you carefully analyze the concept of the slender body. Be sure to clarify how does the pressure toward slenderness relate to the growing incidence of anorexia. Do these two authors coincide in their tracing of the source of this pressure? Are their approaches complementary or sometimes contradictory? Be sure to put forward your own theoretical arguments to back up your position on this issue.

2. **Formatting**

The essay should be two pages long (not including bibliography), 1.5-spaced, with 1-inch margins on both sides and a minimum font size of 11 points (Note: this is not the default setting for most programs). Be sure the pages are numbered in the lower right-hand corner and that your name is on every page.

You can find detailed instructions on how I will evaluate your work in the Appendix D. It is a good idea to read those before starting to write your paper.

Consider taking advantage of the resources at the Writing Center. Before submitting the final version of your paper, look at their proofreader checklist ([http://cstw.osu.edu/files/cstw/handouts/editing.pps](http://cstw.osu.edu/files/cstw/handouts/editing.pps)).
APPENDIX E: GRADING POLICY FOR RESPONSE PAPERS

One of the biggest challenges you will face as a writer is uncertainty about the criteria and measures that will be used to judge the overall quality of your work. I grade essays along five dimensions:

(1) Argument:
- After reading the first paragraph, is the argument clear?
- Is the thesis coherent and precise? Does it make an argument, or mostly summarize?
- Does the thesis suggest a structure for the paper? Is the paper organized according to the thesis?
- Is each paragraph relevant to the argument?
- How much evidence is provided in support of the argument? How good is the evidence?
- Does the argument offer a convincing reading of the texts? Is a counter-argument considered?

(2) Comprehension:
- Is each theorist’s position presented accurately?
- Are all relevant examples used? Do they need to be?
- Are quotations clearly linked to the argument?
- How well are quotations explained? Are quotations unpacked?
- Does the use of the quotation demonstrate understanding of the text?
- Are complexities within the theorist’s arguments addressed? Are they mentioned?

(3) Coherence:
- Does each paragraph develop a single point?
- Does each sentence communicate a complete thought?
- Are thoughts fully explained, or do they sit alone?
- How well is each quotation introduced? Is it placed in relevant context? Is it unpacked?
- Does each paragraph logically follow the preceding one?
- Is the writing choppy? That is, do sentences make sense next to one another?

(4) Writing:
- Has spellchecker been used?
- How many sentences use active voice?
- Does each sentence follow relevant grammatical rules?
- Are there any run-ons or fragments?
- Are words missing from sentences? Does it look like the paper was proofread?
- Do indefinite articles and pronouns have clear antecedents?

(5) Miscellaneous/Technical:
- Did the writer obviously try to fill space (large font, excessive space between lines, etc.)?
- Are the margins 1” on each side?
- Was the paper turned in on time? How many days late was the paper?
- Is the paper the appropriate length?

While I always strive for objectivity in my grading process and certainly take measures to ensure that my reading of your work is as objective as possible, there are no “right” or “wrong” answers when writing an essay. I am not, however, likely to be swayed by your personal position on a topic or the degree to which you “agree” with me, so do not waste time trying to figure out my own opinion or position on a topic. I look for convincing arguments, which may rely on a number of different strategies and kinds of evidence. This all means that grading essays is both an objective and a subjective process.

Please note that not complying with all required deadlines for the essay will result in a deduction, regardless of the quality of the essay.