Tamar Malloy
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Office Hours: T 4-5, Th 1-2

Feminist Political Thought
PS 1622, Fall 2018
T/Th 2:30-3:45, 252 Cathedral of Learning

Course Description

This course will trace the history and theoretical development of feminist political thought, primarily in the United States. While you are by no means required to identify as a feminist, support feminism, or agree with the theorists we read (indeed, it would be impossible to completely agree with all of them), this course does require you to seriously engage the questions of power, identity, equality, and political ideals and practice.

In seeking answers, we will proceed in three parts. First, we will look to the historical role of women in political thought, beginning prior to the development of what we now think of as Western feminism and continuing through to the end of World War II. From that point onwards we will take a thematic approach to contemporary feminist political thought. The second section of the course addresses debates about identity and inclusion within feminist movements with particular attention to sex and gender, sexuality, race, and nationality. The final portion of the course will focus on feminist activism and feminist analyses of the state, especially with regard to citizenship, political representation, and the structure and limitations of legal rights and public policy.

Course Meetings

You are expected to come to class prepared to engage, meaning that you have read the required texts thoughtfully and are prepared to discuss them in depth. I will begin class with a brief lecture situating the topic and highlighting themes from our reading. Then we will move to discussion, which may be centered around a set of questions, a case study (which I will provide and explain unless otherwise noted), or other shared point of reference (such as readings from earlier in the semester or a movie clip).

If you find that you have questions or discover points of confusion as you engage with the readings before class, I strongly encourage you to come to office hours or be in touch via email before our course meeting so that I can integrate the answer to your question into my lecture. While ensuring that all students fully understand the material we're covering is always a priority, our limited time together should be primarily focused on analysis and discussion.

Classroom Expectations

- **Complete all assigned reading before class**. It is difficult, if not impossible, to make substantive contributions to discussion without completing all reading.
- **Be on time**. Lateness is disruptive and missing class time will impede your ability to participate in class and succeed on written assignments. Every three instances of coming to class late or leaving early will count as an absence.
- **No electronics**. Devices can easily become a distraction to you and those around you, and if you are texting, writing e-mails, chatting with friends, checking the score, shopping, etc. – or watching someone else do those things – you are not truly present in class. Every three unauthorized uses of personal electronics is equivalent to one absence. I will not necessarily notify you before making this deduction. If you need to be able to check your phone during class – for instance, if you have a sick loved one or are responsible for childcare – please see me.
- **No food in the classroom**. Eat before or after you come to class. The noise and smells associated with eating can be distracting and some foods may induce allergic reactions in your peers. If you need to eat during class for medical reasons please see me. If you bring a drink, please make sure it is in a container that is covered and quiet.
- **Be respectful of your fellow students**. Differences in opinion and background provide an opportunity for intellectual growth. We all stand to benefit from being aware of and welcoming these differences. If you are uncomfortable with something that happens in class, please let me know. Confrontational behavior and aggressive language will not be tolerated and may result in your being asked to leave class and marked absent.

Course Policies

Academic Integrity: Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, from the February 1974 Senate Committee on Tenure and Academic Freedom reported to the Senate Council, will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz or exam will be imposed. View the complete policy at www.cfo.pitt.edu/policies/policy/02/02-03-02.html.

Accessibility: I am happy to work with you to meet accessibility needs. If you need accommodations for our class meetings, office hours, or assignments, please get in touch with me ASAP.

Students should be aware that physical and learning disabilities, chronic physical illness, chronic mental health issues (such as depression, PTSD, eating disorders, etc.), and many temporary conditions (such as pregnancy, broken bones, concussions, etc.) are legally protected disabilities and entitle you to accommodations. If you are or become affected during the semester you can contact Disability Resources and Services at studentaffairs.pitt.edu/drs, drsrecep@pitt.edu, or (412) 648-7890 to learn about registration and accommodations.

Attendance: You have two "free" unexcused absences over the course of the semester, which can be used for any reason and which you do not need to explain to me. After that, each unexcused absence will result in an additional 5% deduction from your final course grade (e.g. a 90 becomes an 85.5 after a third unexcused absence and an 81 after a fourth).

Absences will only be excused if authorized by DRS, by the University of Pittsburgh, or with documentation of an urgent, unforeseeable medical or family emergency (e.g. emergency hospitalization, death of a parent, unexpected illness in children or adults for whom you are primary care-taker). Absences due to foreseeable medical or family circumstances (e.g. attending a wedding, accompanying someone to a medical procedure) will not be excused, nor will academic or professional conflicts (e.g. attending a job interview or career fair).

Students sometimes choose to prioritize other obligations over course attendance for wholly understandable reasons. You may decide that your top priority is to accompany a friend to the doctor, to attend a club meeting or activity, to take a long weekend, to attend an event, to devote time to other coursework, or, for that matter, to spend a nice afternoon having a beer with friends. It is also possible that you may have a cold during the course of the semester, or otherwise feel too unwell to come to class even if you are not seriously ill. Occasions like these are the reason why you have unexcused absences, but are not grounds for additional excused absences.

Email: Feel free to e-mail me with quick questions, questions or topics you'd like us to discuss in class, or to set up a meeting. Longer discussions and all discussions about grades must take place in person. I will respond to e-mails within 48 hours during the week. I will check my e-mail more frequently in the day or two before assignment due dates or exams, but do not wait until the last minute. There is no guarantee that I will receive and be able to respond to last minute requests or questions.

Mandatory Reporting: Most Pitt employees, myself included, are "responsible employees," meaning that we are required to notify Pitt's Title IX Office when we are made aware of "incidents of sexual violence or other sexual misconduct" including rape, sexual assault, sexual exploitation, sexual coercion, "any other form of non-consensual sexual activity (including when an individual is not in a condition to give legal consent)", sexual harassment, relationship violence (including physical, verbal, emotional, and economic abuse in domestic and/or dating relationships), and stalking. When making a Title IX report, we are required to include "all relevant details about the alleged sexual violence shared by the survivor," including your name and any other details.

That is to say: **If you reveal information about a recent or ongoing instance of sexual assault, sexual harassment, relationship violence, or stalking, I am required to report it to the University's Title IX Office. This includes information relayed through in-class comments, emails, discussions in office hours, your written coursework, and any other communication.** This is especially important to note as these topics will come up over the course of the semester. If a report is made, the Title IX office will contact you, offer resources, and ask how you wish to proceed.

See below under "Other Resources" for more information on resources for coping with sexual assault, sexual harassment, relationship violence, or stalking.

Office Hours: You are encouraged to drop in to my office, Posvar 4614, on Tuesdays between 1 and 2 and Thursdays between 4 and 5 if you have questions about course material, class participation, assignments, or anything else related to the course. **You do not need to make an appointment to attend office hours.** If you are not able to come to office hours, please email me or see me after class to set up an appointment.

Syllabus and Course Resources: Assignments, readings, resources, and grading criteria will all be made available online. Any changes will be announced in class and via email and the most recent versions of all assignments will be available online. You are responsible for checking emails and the course website to stay up to date.

Other Resources: Courses that touch on gender, sexuality, and other aspects of identity involve discussions that may raise issues that are difficult for students. Some students – particularly, but not only, those many students who have histories of abuse, assault, harassment, and other forms of violence, or who experience abuse, assault, harassment, and other forms of violence during the semester – may find that they need additional support during the course of the semester. I **strongly** encourage you to reach out to the following resources, as appropriate, if doing so would support your well-being at any point in the semester.

- **Pitt's Title IX Office:** Can offer resources including no-contact (restraining) orders, emergency housing, and emotional support services and can, at your discretion, initiate an on-campus investigation in response to sexual assault, sexual harassment, relationship violence. **Contact**: https://titleix.pitt.edu (includes an online report form), titleixcoordinator@pitt.edu, and (412) 648-7860.
- **Pitt University Counseling Center**: A range of resources, including individual and group counseling, are available to students with concerns about their well-being. **Contact:** (412) 648-7930 (plus 24/7 General Mental Health Crisis Response at (412) 648-7930 and Sexual Assault Response at (412) 648-7856)), or walk in to the first floor of Nordenberg Hall.
- **SHARE (Sexual Harassment and Assault Response) Office of the University Counseling Center:** Can offer specialized counseling services for students who have experienced sexual assault, harassment, and intimate partner violence, and can refer to off-campus resources. **Contact**: (412) 648-7930 before 5 p.m. or (412) 648-7856 after 5p.m.
- **Student Health Services:** Can provide health services in response to sexual assault and/or relationship violence, including testing for pregnancy and sexual transmitted infections, and can assess, treat, or refer for physical injuries. **Note:** They cannot conduct forensic exams/"rape kits" immediately after an assault. Contact: http://www.studentaffairs.pitt.edu/shs/share/,
- **Magee-Women's Hospital of UPMC:** The emergency department at Magee-Womens Hospital has Sexual Assault Nurse Examiners on-site 24/7 for emergency medical care following sexual assault, including forensic medical exams and evidence collection (also known as "rape kits," these do not commit you to taking action through law enforcement, and can be consented to, or not, in whole or in part), emergency contraception, and Post-Exposure Prophylaxis for STI exposure. **Note**: All services are available to women and men, including women and men of trans experience, as well as non-binary and gender non-conforming people. **Contact:** Go to the emergency room at 300 Halket Street, or call (412) 641-4950 for questions about seeking medical treatment for sexual assault.
- **Pittsburgh Action Against Rape (PAAR):** Through their 24-hour hotline they offer a range of support services including: in-person advocates to go with you to the ER and, if desired, throughout criminal and/or institutional proceedings; counseling; wellness services including trauma-informed creative spaces; self-defense trainings; transportation assistance; emergency aid; and assistance with decision-making and resources. **Contact**: (866) END-RAPE (363-7273)
- **Persad Center:** Offers resources for the LGBTQ+ community including counseling, legal services, medical care, HIV/AIDS support, intimate partner abuse programs, and support for gender transitions. **Contact:** https://persadcenter.org, (412) 441-9786
- **Resolve Crisis Services:** This 24-hour hotline offers crisis counseling, support, and referrals for crises that "can be anything from feeling lonely and needing to talk, to feeling overwhelmed with life," as well as acute crises. **Contact:** (888) 7-YOU-CAN (796-8226)

Grading and Assignments:

Grading: The grading scale for this course is as follows:

Letter	Number	GPA
A+	97-100	4.0
A	94-96	4.0
A-	90-93	3.75
B+	87-89	3.25
B	84-86	3.0
B-	80-83	2.75
C+	77-89	2.25

Letter	Number	GPA
C	74-76	2.0
C-	70-73	1.75
D+	67-69	1.25
D	64-66	1.0
D-	60-63	.75
F	<60	0

Assignments

All course assignments are designed to give you an opportunity to demonstrate your familiarity with course material, your analytical skills, and the strength of your writing. More details about each assignment will be posted to CourseWeb and discussed in class at least two weeks before the relevant due date.

The core components of your grade are as follows:

Attendance and Participation – 30% – You will receive a participation grade of 0, 1, 2, 3, or 4 points for each class meeting, as follows:

0: Absent
1: Present but disruptive (whispering, interrupting, leaving class frequently)
2: Present but inattentive (using electronics, napping, doing other work)
3: Present and attentive (in class, awake, listening actively, taking notes, etc.)
4: Actively engaged (asking and answering questions, engaged in discussion, etc.)

Over the course of the semester we have 27 substantive class meetings, for a total of up to 108 points.

You have two “free” unexcused absences over the course of the semester, which can be used for any reason and which you do not need to explain. You will not receive any penalty and, because participation grades are calculated out of 108 points, can still receive a 100 in participation with those first two absences. After that, each unexcused absence will result in a 5% deduction from your final course grade.

Response Papers – 30% (10% each) – Due October 2, November 6, and December 4 – At the end of each unit you will write a 2-page response paper. Each paper will be analytical, and must draw from at least two of the readings from that unit in order to elucidate a central theme or question. Guidelines for these papers will be posted and discussed in class before the first paper is due.

Policy or Program Proposal – 30% – Over the course of the semester you will articulate a problem related to gender inequality and provide a proposal to address it. You will have a great deal of latitude in choosing your policy topic, but must make clear and tight connections to course readings. We will discuss guidelines for what constitutes an excellent paper as the semester progresses. This assignment will be graded in two parts:

Problem Statement – 5% – Due October 30 – A 2-page explanation of the issue or problem you will address. This serves primarily as a check-in, to make sure that your project is set up for success: feasible, concrete, clear, supported by credible sources, and related to course material.

Policy or Program Proposal Paper – 25% – Due November 27 – A 6-8 page paper articulating the problem with more specificity, proposing a policy or program to address the problem, and explaining why you believe that program will be effective and what it will accomplish.

Final Exam – 10% -- Tuesday December 11th, 8am – A cumulative exam given during our assigned exam slot, consisting of short answer questions. Details and sample questions will be provided in advance.

When submitting assignments, bear the following in mind:

- **Late assignments are not accepted** unless authorized by Disability Resources and Services or another university official. If you have exceptional circumstances that you believe may merit an exception to this policy, see me ASAP, preferably before the assignment is due.
- **Electronically submitted assignments are not accepted** unless I have given explicit permission in writing. If submitting an assignment electronically, you must email a PDF before the deadline and should not consider it turned in until you have received a confirmation email from me.
- **There is a 24-hour "cooling off" period after work is returned** before I will engage any appeals or questions about grades. I will delete any emails about grades that I receive during this 24-hour period without response.
- If you want to appeal a grade you must first write one to two paragraphs explaining why you believe the grade should be reconsidered, which you must include when you email me about meeting. If we agree that your work should be re-evaluated, you may receive a higher or lower grade, or your grade may stay the same.

Schedule of Readings

August 28 – Introduction

I. Women in the History of Political Thought

August 30 – No Class Meeting
**** Post 1 question to the CourseWeb Discussion Board by 4pm**
Choose between:

- Anne Phillips, "The Classic Debates" in *Engendering Democracy*. University Park, PA: The Pennsylvania State University Press, 1991.
- "Equal means Equal," dir. Kamala Lopez. Heroica Films, 2016. (streaming on Sundance Now and Amazon Prime, available for purchase on most platforms)

September 4

- Paula Gunn Allen, "Who Is Your Mother? Red Roots of White Feminism" in *The Sacred Hoop*, Boston: Beacon Press, 1992.
- The Iroquois Confederacy, Constitution of the Iroquois Nation
- A Coppie of the Liberties of the Massachusetts Colonie in New England, 1641.

September 6

- "Declaration of Sentiments and Resolutions." Women's Right Convention, Seneca Falls, NY, 1848.
- Elizabeth Cady Stanton, et al. "Petition for Universal Suffrage." 29 January 1866.
- "Proceedings of the first anniversary of the American Equal Rights Association." Church of the Puritans, 9-10 May 1867.
    - Lucretia Mott, Susan B. Anthony, and Henry B. Blackwell, "Call for the First Anniversary of the American Equal Rights Association."
    - Susan B. Anthony, "Secretary's Report"
    - Address of Elizabeth Cady Stanton
    - Address of Reverend Samuel J. May
    - Address of Col. Moss
    - Address of Abby Kelley Foster
    - Address of Sojourner Truth
    - Letter from Lucy Stone
- National Woman Suffrage Association, "Declaration of Rights of the Women of the United States." 4 July 1876.

September 11

- Ida B. Wells-Barnett, "Lynching for Anything or Nothing" and "History of Some Cases of Rape" in *The Red Record: Tabulated Statistics and Alleged Causes of Lynching in the United States*," 1895.

September 13

- Evelyn Brooks Higginbotham, “The Coming of Age of the Black Baptist Sisterhood” in *Righteous Discontent: The Women’s Movement in the Black Baptist Church, 1880-1920*. Cambridge: Harvard University Press, 1993.

September 18

- “The Life and Times of Rosie the Riveter,” dir. Connie Field. Clarity Films, 1980. (link on CourseWeb)

Recommended: Pauli Murray and Mary O. Eastwood, “Jane Crow and the Law: Sex Discrimination and Title VII,” 34 George Washington Law Review 232 (1965-1966)

September 20

- Betty Friedan, “The Problem that Has No Name” and “The Crisis in Woman’s Identity” from *The Feminine Mystique,* 1963

September 25

- Simone DeBeauvoir, “The Independent Woman,” in *The Second Sex*, trans. Constance Borde and Sheila Malovany-Chevallier. New York: Vintage Books, 2009.
- Gloria Steinem, “Words and Change” from *Outrageous Acts and Everyday Rebellions*. New York: Holt, Rinehart, and Winston, 1983.

II. Whose Feminism?

September 27

- N.O. Body, excerpts from *Memoirs of a Man’s Maiden Years*. Philadelphia: University of Pennsylvania Press, 2006 (orig. 1907).
- Anne Fausto-Sterling, “Dueling Dualisms” and “Should There Only Be Two Sexes?” in *Sexing the Body.* New York: Basic Books, 2000.

Recommended: Elizabeth Reis, “Cutting the Gordian Knot: Gonads, Marriage, and Surgery in the 1920s and 1930s” in *Bodies in Doubt: An American History of Intersex*

October 2

**** Response Paper #1 Due in Class**

- Michel Foucault, “The Body of the Condemned” in *Discipline & Punish: The Birth of the Prison*, trans. Alan Sheridan. New York: Vintage Book, 1995, pp. 16-30.
- Dean Spade, “Administrating Gender” from *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of the Law*. Durham, NC: Duke University Press, 2015.

October 4

- Judith Butler, excerpts from “Subjects of Sex/Gender/Desire,” “Subversive Bodily Acts,” and “From Parody to Politics” in *Gender Trouble*. New York: Routledge, 1990.
- “Paris is Burning,” dir. Jennie Livingston, 1991. (on reserve, streaming on Netflix)

Recommended:

- 1999 Preface to *Gender Trouble*
- “Kiki,” dir. Sara Jordenö and Twiggy Pucci Garçon (available at Hillman, streaming on Hulu, available for purchase on most platforms)

October 9

- Adrienne Rich, “Compulsory Heterosexuality and Lesbian Existence,” *Journal of Women’s History*, Vol. 15, No. 3 (Autumn 2003) 11-48. (orig. 1980)
- Cheryl Clarke, “Lesbianism: An Act of Resistance” in *This Bridge Called My Back: Writings by Radical Women of Color*, eds. Cherríe Moraga and Gloria Anzaldúa. Watertown, MA: Persephone Press, 1981.

Recommended: Lillian Faderman, “A Parallel Revolution: Lesbian Feminists,” in *The Gay Revolution: The Story of the Struggle*. New York: Simon & Schuster, 2015.

October 11

- Audre Lorde, “Uses of the Erotic: The Erotic as Power,” from *Sister Outsider*. Freedom, CA: The Crossing Press, 1984.
- Lili Loofbourow, “The female price of male pleasure.” *The Week*, January 25, 2018.
- Robert Jensen, “Choices, his and hers: A Brief Overview of the Pornography Industry” and “Pornography: What is sexuality for?” from *Getting Off: Pornography and the End of Masculinity*. Boston: South End Press, 2007

Recommended:

- Rebecca Traister, “Why Sex That’s Consensual Can Still Be Bad. And Why We’re Not Talking About It.” *The Cut*, October 20, 2015.
- Gail Dines, “Growing Up Female in a Porn Culture” in *Pornland: How Porn Has Hijacked Our Sexuality*. Boston: Beacon Press, 2010.
- bell hooks, “Selling Hot Pussy: Representations of Black Female Sexuality in the Cultural Marketplace” in *Black Looks: Race and Representation.* Boston: South End Press, 1992.

October 16 – No Class, Fall Break

October 18

- Mitsuye Yamada, “Invisibility is an Unnatural Disaster: Reflections of an Asian American Woman,” in *This Bridge Called My Back: Writings by Radical Women of Color*, eds. Cherríe Moraga and Gloria Anzaldúa. Watertown, MA: Persephone Press, 1981.
- Gloria Anzaldúa, “*Movimientos de rebeldía y las culturas que traicionan*,” “How to Tame a Wild Tongue” and “*La conciencia de la mestiza:* Towards a New Consciousness” in *Borderlands/La Frontera: The New Mestiza*. San Francisco: Aunt Lute Books, 1987.
- Patricia Hill Collins, “The Social Construction of Black Feminist Thought.” *Signs*, Vol. 1, No. 4 (Summer 1989, 745-773)

October 23

- The Combahee River Collective. “Combahee River Collective Statement,” 1977.
- Audre Lorde, “An Open Letter to Mary Daly” in *Sister Outside.* Freedom, CA: The Crossing Press, 1984.
- Bernice Johnson Reagon. “Coalition Politics: Turning the Century” in *Home Girls, a Black Feminist Anthology*, ed. Barbara Smith. New York: Kitchen Table Press, 1983.

October 25

- Chandra Talpade Mohanty, “Cartographies of Struggle: Third World Women and the Politics of Feminism” in *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. Durham, NC: Duke University Press, 2003.

October 30

**** Policy Proposal Problem Statement Due in Class**

- Lila Abu-Lughod, “Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others.” *American Anthropologist* Vol. 104, No. 3 (2002) 783-790.
- June Jordan, “Report from the Bahamas, 1982.” *Meridians: feminism, race, transnationalism*. Vol. 3, No. 2 (2003), 6-16.

III. Feminism and the State

November 1

- “She’s Beautiful When She’s Angry,” dir. Mary Dore. International Film Circuit, 2014. (available at Hillman, streaming on Netflix)
- “The Punk Singer,” dir. Sini Anderson. Sundance selects, 2013. (link on CourseWeb)

November 6

**** Response Paper #2 Due in Class**

- Nira Yuval-Davis, "Women and the Biological Reproduction of the Nation" from *Gender and Nation*. London: Sage Publications, 1997.
- "From Danger to Dignity: The Fight for Safe Abortion," dir. Dorothy Fadmian, 1995. (link on CourseWeb)
- "Soldiers in the Army of God," dir. Marc Levin and Daphne Pinkerson, 2000. (link on CourseWeb)

November 8

- Uma Narayan, "Towards a Feminist Vision of Citizenship: Rethinking the Implications of Dignity, Political Participation, and Nationality" in *Reconstructing Political Theory: Feminist Perspectives*, eds. Mary Lyndon Shanley and Uma Narayan, University Park, PA: The Pennsylvania State University Press, 1997, 48-67.

November 13

- Elizabeth Kiss, "Alchemy or Fool's Gold? Assessing Feminist Doubts about Rights" in *Reconstructing Political Theory: Feminist Perspectives*, eds. Mary Lyndon Shanley and Uma Narayan, University Park, PA: The Pennsylvania State University Press, 1997, 1-24.

Recommended: Wendy Brown, "Suffering the Paradoxes of Rights" in *Left Legalism/Left Critique*, eds. Wendy Brown and Janet Halley. Durham, NC: Duke University Press, 2002.

November 15

- Kimberlé Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color," *Stanford Law Review*, Vol. 43, No. 6 (July 1991) 1241-1299.

Recommended: Katharine T. Bartlett, "Only Girls Wear Barrettes: Dress and Appearance Standards, Community Norms, and Workplace Equality," *Harvard Law Review*, Vol. 92, No. 8 (August 1994), 2541-2582.

November 20

- Anne Schneider and Helen Ingram, "Social Construction of Target Populations: Implications for Politics and Policy," *The American Political Science Review*, Volume 87, No. 2 (June 1993) 334-347
- Linda Burnham, "Welfare Reform, Family Hardship, and Women of Color," *The ANNALS of the American Academy of Political and Social Science*, Volume 577, No. 38 (2001) 38-48.

November 22 – No Class, Thanksgiving

November 27
****Policy Analysis Paper Due In Class**

- Jane Mansbridge, "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes,'" *The Journal of Politics*, Vol. 61, No. 3 (August 1999) 628-657.
- Symposium on "Critical Perspectives on Gender and Politics," *Politics & Gender*, Vol. 2, No. 1 (2006) 101-128.
    - Lisa Baldez, "The Pros and Cons of Gender Quota Laws: What Happens When You Kick Men Out and Let Women In?"
    - Mona Lena Krook, "Gender Quotas, Norms, and Politics"

November 29
Case Study TBD based on student interest

December 4
**** Response Paper #3 Due in Class**
Case Study TBD based on student interest

December 6
Concluding Discussion

- Audre Lorde, "The Transformation of Silence into Language and Action" from *I Am Your Sister: Collected and Unpublished Writings of Audre Lorde*, ed. Rudolph P. Byrd, Johnetta Betsch Cole and Beverly Guy-Sheftall. New York: Oxford University Press, 2009.
- Sara Ahmed, "Conclusion 1: A Killjoy Survival Kit" and "Conclusion 2: A Killjoy Manifesto" from *Living a Feminist Life*. Durham, NC: Duke University Press, 2017.

December 11th
**** Final Exam, 8am**