SYLLABUS
SOCIOLOGY M238, Feminist Theory (the 1980s)
MS 5225
Time: Monday noon-2:50 PM
https://moodle2.sscnet.ucla.edu/course/view/19S-SOCIOLM238-1

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Office hours: Tuesday 1:10-3pm

COURSE STATEMENT

The 1980s is widely understood as a decade marked by backlash against the gains of the 1970s, including by feminist activists. The feminist theory that was produced during this period was shaped by this historical context as well as by the preceding decade of activism. Focusing on some of the most influential feminist theory produced during the 1980s, this course also considers how the key theories and concepts of this period continue to influence contemporary thinking. This class is designed to prepare students to take the gender comprehensive exam and overlaps considerably with the required feminist theory list for that exam. It is inspired by the course that Professor Juliet Williams (Gender Studies) taught in the Winter for 2017, “GS 202: Thinking Sex, Gender, and Sexuality in the 1970s.”

Throughout the quarter, we will ask: Which theories or approaches did gender scholars of the 1980s critique and on what grounds? What alternative approaches, concepts, and analytical tools did they introduce? How did research from the 1980s shape the subsequent trajectory of gender scholarship? Which ideas from this period have endured, and which have been rejected or forgotten?

Evaluation

• WRITTEN WORK
  o 3 memos (40%) on the week’s reading of 2 pages single-spaced in length (posted on the class website), **one of which must be posted on or before week 5**. You must post your memo on the class website discussion board, under the proper heading, by 9pm on the Thursday before class. An excellent memo will provide some summary of the reading, but will also engage critically and present an argument for a particular point of view. Ideally these memos will make others in the class think and will provide a starting point for an interesting debate. Don’t be afraid to be provocative!
  o 6 responses to other people’s postings of one single spaced page in length, **two of which must be posted before week 5** (30%). Please post your responses by noon on the Friday before class. You should respond to at least one memo on weeks
that you yourself have not written a memo. This means that you will be writing something every week.
  o Because of the importance of timeliness to enable exchange among students, there is a strict policy for late postings. A third letter grade will be deducted for work posted more than 15 minutes after the deadlines. A full letter grade will be deducted for every 24 hours a posting is late.

• PRESENTATIONS
  o **Leading class discussions (15%)**: Class participation includes short presentations in several seminars. Every seminar, two to four students will give a short (5-10 minutes) presentation and raise questions for the class and then lead a discussion. Presentations should provide some background information about the author and, if you can, on the text itself. Questions can build upon class memos and responses to memos. Creative presenters may attempt to tie class readings to current events or stage an in-class debate. Be creative and feel free to consult with the professor if you have questions about how to present most effectively. During weeks when a book is assigned, the two presenters should meet ahead of time to discuss the book and how they will coordinate their presentations. During the weeks where several articles are assigned, each presenter will present an article.
  o The presentation portion of the grade will be based on the quality of the presentation, discussion questions, and facilitation of discussion. If you miss class on a day you are presenting, you will lose 15% of your total grade divided by your total number of scheduled presentations.
  o **Class participation (15%)** in discussions led by others. If you miss class, you will lose 1.7 percentage points off of your final grade from this category. (Likewise, if you miss half of class, you will lose 0.8 percentage point).

• Grades will be kept up to date using my.ucla.gradebook.

**Required texts**


**Recommended Text:**


**Weekly Schedule**

**Week 1: April 1, 2019**

1980-1981

*Readings*

*Required:*


*Recommended:*


**Week 2: April 8, 2019**

1982

*Readings*

*Required:*


*Recommended:*

Faludi, “Carol Gilligan: Different Voices or Victorian Echoes?” (Chapter 11), pp. 325-331. In *Backlash*.

Green, Penelope. 2019. “Carefully Smash the Patriarchy: Carol Gilligan, author of the feminist classic ‘In a Different Voice,’ reminds us that we’re all humans.” *The New York Times*. March 18. [https://nyti.ms/2UJ5FM2](https://nyti.ms/2UJ5FM2)

**Week 3: April 15, 2019**

1983

*Readings*

*Required:*


*Recommended:*

Faludi, Chapters 9 and 10. In *Backlash*. 
Week 4: April 22, 2019
1984
Readings
Required:
   Selections TBA.

Week 5: April 29, 2019
1984 continued
Readings
Required:
Recommended:
Faludi, Chapter 14, “Reproductive Rights Under the Backlash: The Invasion of Women’s Bodies,” in *Backlash.*

Week 6: May 6, 2019
1985-1986
Readings
Required:

Week 7: May 13, 2019
1987
Readings
Required:


**Week 8: May 20, 2019**

1988

*Readings*

*Required:*


**Week 9: May 27, 2019**

1989

*Memorial Day: No Class*

*Reading*

*Required:*


**Week 10: June 3, 2019**

1989

*Readings*
