

**FEMINIST THEORY: CHALLENGES TO LEGAL & POLITICAL THOUGHT POL 432,  
2024; LAW334H1S**

**WINTER 2016**

**Thursday 2-4**

**PROFESSOR NEDELSKY**

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For many years feminism has been about more than equality for women. It is about structures of inequality, how they are sustained and how they can be changed. The role of gender in those structures is a particular focus. This course takes up two basic questions: what should we want and how should we get there? There are three focal points for these questions: 1. Gender based violence; 2. The distribution of care work (e.g., child care, household care, elder care, and the work of sustaining relationships); and 3. The representation of gender norms (in media, social norms, self-understanding), and the potential for use of media to transform norms, including those around violence and care. In each case, there is an apparently clear answer to what we want: 1) an end of gender based violence, including, of course, violence against women, 2) a fair distribution of care work without disadvantage to those who do it, 3) forms of representation that foster mutual respect and self-respect. But beneath that apparent simplicity lie many disputed aspirations (even before we get to the also disputed questions of how to implement those aspirations). For example, both violence and representation involve contested questions of sexuality, its relations to dominance, and the optimal scope of freedom in forming and expressing sexual desire. Even the distribution of care work involves deep understandings of gender identity and thus also of sexuality. And the issues go beyond the complex questions of the kind of gender equality we should be seeking. For example, the last set of readings in the violence section addresses the links between social norms that tolerate violence against women and issues of violence and aggression in the context of war. Throughout we will be looking at the ways gender equality is necessary for wider values of justice, non-domination, and security. We will be considering the links between the different focal points of the course: gender based violence, the distribution of care work, and the representation of gender norms. The course is organized around readings that will foster discussion about the core aspirations that should shape both public policy and informal personal, organizational and community based efforts at transformation of norms. As this last sentence suggests, one of the “implementation” questions we will be addressing is what role is there for law in effecting the desired transformations, and in what instances must there be additional or alternative forms of social transformation. Some of the readings contain suggestions for modes of transformation (legal and other), but all the discussions will invite students to imagine the kinds of approaches (legal and other) that could advance our (inevitably contested) goals for gender equality.

The course will use **BLACKBOARD**. Students will need to self-enroll. Make sure to access the joint law and political science site.

## **COURSE REQUIREMENTS:**

**All materials are either posted or linked on the BB site.**

### **ALL STUDENTS**

Class participation, two one page “comments” and “responses,” and selection of material for week 10 or 11, with a short comment (400-600 words) on the selection. (Comments are to be posted by the Wednesday before class at 3:00 PM and responses by 10:00 AM Thursday.

The core of the course will be the discussions of the assigned reading each week. To structure and facilitate an informed discussion, students will be required to write “Comments” on the readings, and “Responses” to other students’ comments (see below).

Students will be organized into 4 groups. For weeks 2-9, each of the students from one of the groups is responsible for posting a 600-800word commentary on the readings. (The groups for each week are listed on the syllabus.) Each of the students from another group will be responsible for a 300-500 word response.

The **COMMENTS** should be your reflections on the reading in light of the ongoing conversation in the course. Thus students are encouraged not only to comment on what they find particularly interesting, important or troubling in the readings, but how this connects to previous readings and to the ongoing dialogue. Students are also encouraged to comment on the possibilities and limitations of seeking legal responses to the issues raised in the readings. Students from one other group are required to post “**RESPONSES**” to one of the comments. Responses are **NOT EVALUATIONS**, **but** your thoughts, reflections, and reactions to the comments. They should be between a half a page and one page. Students should post their intention to respond to a particular comment as soon as they have selected it so that, ideally, each of the “comments” will get a response (as opposed to having a cluster of responses to one comment, and none for the others). **ALL** students should read the comments and responses.

**LATE COMMENTS OR RESPONSES WILL NOT BE ACCEPTED**, but if you are unable to attend class on a day your comment or response is due, you should do the comment or response for the next class in which you do not have an assignment to comment or respond. This way I can incorporate your written submissions into the class discussion, which is harder if you are not there to participate in the conversation. Comments and responses must be done on separate weeks. So if you need **to make up comments and responses, you must do so on different weeks. Send an e-mail to let me know. It is also possible to do a make up comment OR response for the last week, or to do an additional one, with the higher grade counting for the final grade.**

**For Weeks 10 and 11 students will be selecting the material. By February 11 each student should**

**have emailed me with their choice as to which week they will be contributing to. By February 27, students should have formed small groups to cover a particular aspect of the topic, and inform me by email who is in their group, and what the sub-topic is. (See more in the description of Weeks 10 and 11.)**

**Students are encouraged to post relevant material for other weeks as well, especially week 3.**

#### **EVALUATION:**

##### **LAW STUDENTS:**

Two “comments” and “responses,” selection of materials for week 10 or 11 and one short paper (300-600 words) explaining the selection: 9% each, total 27%.

Class participation and “responses”: 13%

Students will receive their “comments” back with very brief remarks and a grade. The responses (which are recorded, but graded only by “check” or “plus”).

#### **PAPER:**

5000-5500 word paper (60%) (Due April 21 10:00 AM).

The paper will focus on 3 or 4 of the readings, connecting them to each other and to the main themes of the course. Students should show how together they contribute to these themes, or develop a particular problem related to these themes, and use the articles to work the problem through, or show how the insights of these articles help us better understand a particular concrete case or problem. If you are using an example not drawn from the course material, be sure you do not spend too much space presenting the example: a maximum of 500-600 words. Use a similar approach to bringing in material outside the assigned reading.

**PAPERS MUST BE SUBMITTED TO TURNITIN.COM. Students must also submit their papers to the Records office with the turnitin number. PLEASE MAKE SURE THE WORD COUNT IS ON THE FRONT PAGE. I prefer WORD documents to PDF because I find them simpler to comment on. If you send me an email after the grades are posted, I will return your paper with comments.**

**BY THE LAST CLASS, STUDENTS SHOULD SUBMIT A PARAGRAPH SUMMARY OF THEIR PAPER TOPIC AND THE TEXTS THEY WILL FOCUS ON, OR AN OUTLINE OF THE PAPER THAT IDENTIFIES THE TEXTS. STUDENTS MAY SUBMIT THIS SUMMARY OR OUTLINE EARLIER, BUT I RECOMMEND THAT IF YOU DO SO YOU AT LEAST SKIM ALL THE MATERIALS SO YOU WILL KNOW WHICH WILL WORK BEST FOR YOUR TOPIC.**

**I WILL BE LEAVING TOWN APRIL 13, SO IF ANYONE IS PETITIONING FOR AN EXTENSION, THEY SHOULD LET ME KNOW. AND STUDENTS WHO WANT TO MEET TO DISCUSS THEIR PAPER SHOULD BOOK APPOINTMENTS TO MEET BEFORE I LEAVE. I will be available by email, but not between April 23 and April 28.**

#### **GRADUATE STUDENTS:**

Two “comments” and “responses,” selection of materials for week 10 or 11 and one short paper

(300-600 words) explaining the selection: 9% each, total 27%.

Class participation and “responses”: 13%

Students will receive their “comments” back with very brief remarks and a grade. The responses (which are recorded, but graded only by “check” or “plus”).

## **PAPER:**

6000-6500 word paper (60%) (Due April 21 10:00 AM).

The paper will focus on 3 or 4 of the readings, connecting them to each other and to the main themes of the course. Students should show how together they contribute to these themes, or develop a particular problem related to these themes, and use the articles to work the problem through, or show how the insights of these articles help us better understand a particular concrete case or problem. If you are using an example not drawn from the course material, be sure you do not spend too much space presenting the example: a maximum of 500-600 words. Use a similar approach to bringing in material outside the assigned reading.

**PAPERS MUST BE SUBMITTED TO TURNITIN.COM. Students must also email me their paper with the turnitin number. PLEASE MAKE SURE THE WORD COUNT IS ON THE FRONT PAGE. I prefer WORD documents to PDF because I find them simpler to comment on. If you send me an email after the grades are posted, I will return your paper with comments.**

**BY THE LAST CLASS, STUDENTS SHOULD SUBMIT A PARAGRAPH SUMMARY OF THEIR PAPER TOPIC AND THE TEXTS THEY WILL FOCUS ON, OR AN OUTLINE OF THE PAPER THAT IDENTIFIES THE TEXTS. STUDENTS MAY SUBMIT THIS SUMMARY OR OUTLINE EARLIER, BUT I RECOMMEND THAT IF YOU DO SO YOU AT LEAST SKIM ALL THE MATERIALS SO YOU WILL KNOW WHICH WILL WORK BEST FOR YOUR TOPIC.**

**I WILL BE LEAVING TOWN THE LAST WEEK OF APRIL, SO IF ANYONE IS PETITIONING FOR AN EXTENSION, THEY SHOULD LET ME KNOW.**

## **UNDERGRADUATES:**

**Two 600 word papers that serve as “comments”, worth 10% each. Even though these papers are short, they should be written with care. You have the option of writing one additional paper, with the top 2 grades counting for the final mark. Selection of materials for week 10 or 11 and one 600 word paper explaining the selection. This may be a group or individual paper, worth 10%. If it is a group paper, everyone in the group gets the same grade. Total: 30%**

**Participation (based on and/or explicitly connected to the reading) and two 1 page responses, worth 20%.**

**PLEASE NOTE THAT YOU ARE AN UNDERGRADUATE ON YOUR PAPERS AND RESPONSES, AS THE GRADING SYSTEM IS DIFFERENT FOR YOU. YOU WILL RECEIVE GRADES ON YOUR RESPONSES AS WELL AS COMMENTS.**

**3300-4300 word paper on three of the readings (and some additional “posts”) and a main theme of the**

**course, DUE APRIL 8. worth 50%**

**PAPERS MUST BE SUBMITTED TO TURNITIN.COM. Students must also email me their paper with the turnitin number. PLEASE MAKE SURE THE WORD COUNT IS ON THE FRONT PAGE. I prefer WORD documents to PDF because I find them simpler to comment on. If you send me an email after the grades are posted, I will return your paper with comments.**

**Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.**

**BY MARCH 23, STUDENTS SHOULD SUBMIT A PARAGRAPH SUMMARY OF THEIR PAPER TOPIC AND THE TEXTS THEY WILL FOCUS ON, OR AN OUTLINE OF THE PAPER WHICH IDENTIFIES THE TEXTS. STUDENTS MAY SUBMIT THIS SUMMARY OR OUTLINE EARLIER, BUT I RECOMMEND THAT IF YOU DO SO YOU AT LEAST SKIM ALL THE MATERIALS SO YOU WILL KNOW WHICH WILL WORK BEST FOR YOUR TOPIC.**

### **Week 1 01/07 Introduction**

Even in supposedly peaceful, well ordered societies like Canada, violence is pervasive. And most of that violence is organized around the categories that structure hierarchy, privilege and discrimination: race, class, gender and gender non-conformity, ethnicity, aboriginal status, religion. The statistics on the daily prevalence of violence against women are part of this broader picture of those vulnerable to violence. Often the markers of disadvantage intersect to create especially vulnerable groups, like women in the sex trade, and aboriginal women in the sex trade. Perhaps part of what makes violence against women an important focus is that it exists, in similar forms, all over the world. [And even the privileges of wealth and class cannot insulate women from the threat of violence.] But the marked failure to protect women against violence in supposedly safe countries like Canada, is part of the wider failure to protect trans people, and aboriginal people, and young men of colour. To say that violence is gendered is not to say that only women suffer it. It is to say that the forms of violence people are subject to is highly shaped by gender, as well as by the other markers.

Gender is a particular powerful lens for thinking about violence not only because it shapes the violence people are subject to, but because the dominant construction of masculinity promotes violence and undermines the value of care. We will be considering the links between these two dimensions of masculinity.

### **Week 2 01/21**

### **Weeks 2-4 Violence**

J. Nedelsky, "Violence Against Women: Challenges to the Liberal State and Relational Feminism," Ch. 5, *Law's Relations: A Relational Theory of Self, Autonomy, and Law*. Link from Oxford Scholarship Online (access via U of T)

Cindy L'Hirondelle. 2003. "Why Women Would Gain from a Guaranteed Livable Income."

"Nothing to Report", Submission of the B.C. CEDAW Group To the United Nations Committee on the Elimination of All Forms of Discrimination against Women. January 2010.

Hudson, Valerie, "But Now Can See: One Academic's Journey to Feminist Security Studies." *Politics & Gender* 7(4) 2011.

Anne-Marie McAlinden, Review of “Sexual Assault and the Justice Gap: A Question of Attitude. By Jennifer Temkin and Barbara Krahe” (Oxford: Hart Publishing, 2008, xi + 257pp. £30.00 pb).

*RECOMMENDED:*

Look ahead to week 5: Cynthia Enloe, *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, Second Edition (University of California Press, 2014), ch. 1, “Gender Makes the World go Round: Where are the Women?”

*RECOMMENDED FOR THOSE WITH RELATIVELY LITTLE BACKGROUND IN FEMINIST THEORY:*

Bryson, V. “Gender and the Politics of time,” Ch. 4, “Women and Men in Feminist Political Thought.”

Comment on Nedelsky reading and brief note on at least 2 other of the short readings. Include in your comment a reflection whether and how your life is constrained or shaped by fear of violence.

**Group 1 comment, group 2 response**

**Week 3 01/28**

The scope of the problem and the problems with law as a solution.

Emily Snyder, Val Napoleon, and John Borrows, “Gender and Violence: Drawing on Indigenous Legal Resources” draft article revised for UBC Law Review

Renée Römken, “Law as a Trojan Horse: Unintended Consequences of Rights-Based Interventions to Support Battered Women.” *Yale Journal of Law and Feminism*, Vol. 13: 265.

Diana Majury, “What Were We Thinking? Reflections on Two Decades of Law Reform on Issues of Violence Against Women.” In Eichler et al., editors, *Feminist Utopias Re-Visioning Our Futures*. Toronto: U of T Press, 2002.

Please look at these SOURCES and use some of them in your comment. We will be drawing on these sources to consider the scope and variety of gendered violence.

Stats Can, “Measuring Violence Against Women. Statistical Trends 2013.

[http://www.transequality.org/Resources/ntds\\_full.pdf](http://www.transequality.org/Resources/ntds_full.pdf)

[http://nwac.ca/files/reports/NWAC\\_Voices%20of%20Our%20Sisters%20In%20Spirit\\_2nd%20Edition\\_March%202009.pdf](http://nwac.ca/files/reports/NWAC_Voices%20of%20Our%20Sisters%20In%20Spirit_2nd%20Edition_March%202009.pdf)

The New Brunswick attitudinal study on violence against women:

<http://www.gnb.ca/0012/violence/PDF/AttitudinalSurvey-e.pdf>

I ENCOURAGE STUDENTS TO EITHER POST OR BRING UP IN CLASS OTHER FORMS OF GENDERED VIOLENCE, SUCH AS “GAMERGATE,” BULLYING,

*RECOMMENDED:*

Katherine P. Luke, “Sexual Violence Prevention and Technologies of Gender among Heavy-Drinking College Women.” *Social Service Review*, Vol. 83, No. 1 (March 2009), pp. 79-109.

Comment can focus on one reading, with brief comments on the others, and drawing on one of the sources.

**Group 2 comment, group 3 response**

**Week 4 02/04** Law as means of restructuring gender relations.

**NOTE MAKE UP CLASS, WEEK 5, ON FEBRUARY 5**

Nedelsky, “Restructuring Relations,” Ch. 8 in *Law’s Relations*.

Last year we used posts on the accusations against Jian Ghomeshi to consider what the story tell us about structures of power and gender relations, the tolerance of violence, and the difficulties of transforming these structures and patterns. I am asking for suggestions for current posting on sexual violence and harassment, including thoughtful commentaries on whether anything has changes over the year. A particular focus might be University procedures with respect to sexual assault and harrassment.

Below are some links to sources. I encourage people to post others:

2014 “Grappling with Ghomeshi: Human Rights, BDSM identification & representation; employment law; edgy kink; sexual assault law”, University of Toronto Press Publishing Blog (Nov. 11). Read it here: <http://utpblog.utpress.utoronto.ca/2014/11/11/grappling-with-ghomeshi/>

<http://www.theguardian.com/commentisfree/2014/nov/01/jian-ghomeshi-i-dated-him> (a personal account but it does get wider)

<http://www.theglobeandmail.com/globe-debate/sorry-we-havent-reached-a-watershed-on-violence-against-women/article21452668/>

<http://penguinrandomhouse.ca/hazlitt/feature/how-predators-get-away-it>

<http://penguinrandomhouse.ca/hazlitt/feature/ghomeshi-paradox>

*RECOMMENDED:*

Anna-Maria Marshall, “Injustice Frames, Legality, and the Everyday Construction of Sexual Harassment.” *Law & Social Inquiry*, Vol. 28, No. 3 (Summer, 2003), pp. 659-689.



349-363. (Not posted on BB).

Comment should focus on “Restructuring Relations”.

### **Group 3 comment, group response**

#### **Week 5 02/05**

Masculinity, war, and violence and non-legal methods of transformation:

Whitworth, “Militarized Masculinities,” in *Critical Security Studies and World Politics*, Ken Booth, ed. (Lynne Reiner, 2005).

Cynthia Enloe, *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, Second Edition (University of California Press, 2014), ch. 1, “Gender Makes the World go Round: Where are the Women?”

Kimberly R. Carter, “The Young and the Restless: the ‘Social Soap’ as an Effective Peacebuilding Mechanism.” (draft article posted on Blackboard).

<https://www.populationmedia.org>

White Ribbon Campaign, Engaging Men and Boys to Reduce and Prevent Gender-Based Violence.

White Ribbon Campaign (2014) Give Love, Get Love: The Involved Fatherhood and Gender Equity Project (on Blackboard)

#### *RECOMMENDED:*

A Conversation with Cynthia Enloe: Feminists Look at Masculinity and the Men Who Wage War. Author(s): Carol Cohn and Cynthia Enloe. Source: *Signs*, Vol. 28, No. 4 (Summer 2003), pp. 1187-1107.

Carol Cohn, “Sex and Death in the Rational World of Defense Intellectuals.” *Signs: Journal of Women in Culture and Society* 1987, vol. 12, no. 4. 687-718.

**The sources below are trying to get at the complex relation between war, violence, and masculinity. They each have something to offer, but also significant limitations.**

Valerie M. Hudson et al, “The Heart of the Matter: The Security of Women and the Security of States.” *International Security*, Volume 33, Number 3, Winter 2008/09, pp. 7-45.

Valerie M. Hudson et al, “Wings of National and International Relations, Part One: Effecting Positive Change Through Top Down Approaches.” Ch. 5, of *Sex and World Peace*. New York: Columbia University Press, 2012. 119-156.

Laura Sjoberg, "Gender, The State and War Redux: Feminist International Relations across the 'Levels of Analysis'". pp 119-122.

Comments may focus either on the nature of the connections between masculinity and violence, or on the non-legal means of transformation, or may combine both.

#### **Group 4 comment, group 1 response**

#### **Week 6 02/11**

##### The Politics and Dilemmas of Care

Jennifer Nedelsky, "Dilemmas of Passion, Privilege, and Isolation: Reflections on Mothering in a White, Middle Class, Nuclear Family." In Julia Hanigsberg and Sara Ruddick, eds., *Mother Troubles: Rethinking Contemporary Maternal Dilemmas* (Boston: Beacon Press, 1999).

Terri Nilliasca, Some Women's Work: Domestic Work, Class, Race, Heteropatriarchy, and the Limits of Legal Reform, *Michigan Journal of Race and Law* 16 (2011) 406

<http://the-toast.net/2015/07/13/emotional-labor/?src=longreads>

#### **READ AT LEAST ONE OF THE RECOMMENDED PIECES AND INCLUDE IT IN YOUR COMMENT**

##### *RECOMMENDED*

Diduck, A. and O'Donovan, K., "Feminism and Families: *Plus Ça Change?*" Ch. 1, *Feminist Perspectives on Family Law*.

Rebecca J. Erickson, "Why Emotion Work Matters: Sex, Gender, and the Division of Household Labor." *Journal of Marriage and Family*, Vol. 67, No. 2 (May, 2005), pp. 337-351.

Mainardi, Pat, "The Politics of Housework." This is a classic from 1970, available on line thanks to the CWLU herstory project, which happens to be a history of the first feminist organization I belonged to.

A. Hochschild, "Love and Gold." For *Women, Power and Justice: A Global Perspective* edited by Luciana Ricciutelli, Toronto: Zed/Innana Books, 2005.

Hanlon, *Masculinities, Care and Equality* (Palgrave MacMillan, 2012), selections on Blackboard for week 11.

Breen and Cooke, "The Persistence of the Gendered Division of Domestic Labour." *European Sociological Review*, Vol. 21, No. 1, 2005. 43-57.

Kittay, E. *Love's Labour*, excerpts, pp. 1-19. (Omit pp. 5-13 unless not much background in

Lindsay, Colin. (2008) *Are Women Spending More Time on Unpaid Domestic Work than Men in Canada?* Statistics Canada Catalogue No. 89-630-X.

**Group 1 comment, group 2 respond**

**READING WEEK:** February 15-19

**Week 7 02/25**

Bryson, V., *Gender and the Politics of Time*, Ch. 1, "Introduction," Ch. 6, "Feminist Politics and Welfare States," and Ch. 10, "The Time(s) we want and the time(s) we've got." See link in BB.

K. Rittich, "Families on the Edge," *North Carolina LR* June 2010, vol. 88 1527-1557.

*HIGHLY RECOMMENDED:*

Bryson, V., "Time Use Studies: A Potentially Feminist Tool." *International Feminist Journal of Politics*, 10:2 June 2008, 135–153.

*RECOMMENDED:*

Goodin, R. et al, *Discretionary Time: A New Measure of Freedom*. Excerpts. Cambridge: Cambridge University Press, 2008.

Duxbury, Higgins and Schroeder. Full report, "Balancing Paid Work and Caregiving Responsibilities: A Closer Look at Family Caregivers in Canada."

Higgins, Duxbury and Lyons. Full report, "Reducing Work–Life Conflict: What Works? What Doesn't?"

**Group 2 comment, group 3 respond**

**Week 8 03/03**

Folbre, Nancy, excerpts. "Chapter Two: Commitments and Capabilities," in *Valuing Children: Rethinking the Economics of the Family*. Cambridge, Mass.: Harvard University Press, 2008. And "Introduction," "Chapter 1: The Eye of the Needle," "Chapter 9: Production and Reproduction," "Chapter 19: Human Capitalism" and "Chapter 20: Beyond Economic Man," in *Greed, Lust and Gender: A History of Economic Ideas*. Oxford: Oxford University Press, 2009.

*RECOMMENDED:*

Maureen Sullivan, "Rozzie and Harriet?: Gender and Family Patterns of Lesbian Coparents." *Gender and Society*, Vol. 10, No. 6 (Dec., 1996), pp. 747-767.

**Group 3 comment, group 4 respond**

**Week 9 03/10**

Nedelsky, Draft Introduction to *Part Time for All*

Evelyn Nakano Glenn, *Forced to Care: Coercion and Caregiving in America* (Harvard University Press, 2010), excerpts on Blackboard

Fraser, Nancy, "After the Family Wage: Gender Equity and the Welfare State." *Political Theory*, Vol. 22, No. 4 (Nov., 1994), pp. 591-618.

*RECOMMENDED:*

Weir, Allison, "The Global Universal Caregiver: Imagining Women's Liberation in the New Millennium." *Constellations Volume 12*, No 3, 2005.

Nedelsky, "The Gendered Division of Household Labor: An Issue of Constitutional Rights." In *Feminist Constitutionalism: Global Perspectives*. Edited by B. Baines, et al. New York: Cambridge University Press.

**Group 4 comment, group 1 respond**

**Week 10 03/17**

Harms of Representation.

Student selected media sources on the harms caused by the way gender is represented in the media. The materials and accompanying comment need to be posted by March 8.

**Possible Sources:**

Miss Representation, a film available on internet and from law library.

Tamara R. Piety, "Onslaught: Commercial Speech and Gender Inequality." 60 *Case W. Res. L. Rev.* 47 2009-2010.

What sexual objectification is and how to do it, with visual examples.

<http://thesocietypages.org/socimages/2012/07/02/sexual-objectification-part-1-what-is-it/>

Geena Davis' foundation and their research findings

<http://www.seejane.org/research/>

American Psychological Association's report on the sexualization of girls

<http://www.apa.org/pi/women/programs/girls/report.aspx>

Piece on image and race. It's a black woman writing about how her male colleagues frequently make comments that treat her as de-feminized.

<http://www.racialicious.com/2008/02/15/not-woman-enough/>

Discussion about Law and Order: SVU, also about media representations of violence against women in general.

<http://www.feminisms.org/4232/you-watch-that-why-we-consume-violence-against-women-as-entertainment/>

Bechdel Test videos

<http://www.feministfrequency.com/2009/12/the-bechdel-test-for-women-in-movies/>

<http://www.feministfrequency.com/2012/02/the-2012-oscars-and-the-bechdel-test/>

Test your implicit assumptions

<https://implicit.harvard.edu/implicit/demo/>

This is one (of many) posts about the show, Law and Order: Special Victim's Unit. It does a good job of briefly summarizing the pros and cons of the show.

<http://www.gender-focus.com/2010/01/02/law-and-order-svu/>

See additional resources lists.

<http://www.miscellanynews.com/2.1577/a-feminist-s-perspective-on-chris-brown-1.2704814#.TWyNY7CLao>

Good summary of the assault and events afterwards (Brown got off basically scot-free, showed no remorse etc.) with a focus on the backlash against Rihanna both by a general victim-blaming/slut-shaming public but also by feminists. See additional resources lists.

## **Week 11 03/24**

**The material the group selects needs to be posted by March 16**

**Transformation of gender norms: care, violence, power hierarchy, body image etc.**

**Everyone should also read:** Hanlon, *Masculinities, Care and Equality* (Palgrave MacMillan, 2012) excerpts on Blackboard

**See sources in Dropbox and Excel spreadsheet (4 tabs on 4 topics)**

**See also link from week 5, <https://www.populationmedia.org>**

You are not limited to these sources, use whatever you find that you find helpful on transforming gender norms.

### **Possible Sources:**

Transformation of representation

Josée Johnston and Judith Taylor. "Feminist Consumerism and Fat Activists: A Comparative Study of Grassroots Activism and the Dove Real Beauty Campaign." *Signs*, Vol. 33, No. 4 (Summer 2008), pp. 941-966.

Other Dove video - <http://www.youtube.com/watch?v=iYhCn0jf46U>

Debate on Slut Walk on The Agenda with Steve Paikin

- <http://www.youtube.com/watch?v=ol-ND8oQREc>

- 35 minutes and includes one of the founders of Slut Walk, Heather Jarvis. She brings up the personal empowerment/choice feminism stuff a lot while one of the critics argues that this ignores the macro reality of institutional misogyny etc.
- [http://www.salon.com/2012/03/11/to\\_reclaim\\_or\\_reject\\_slut/](http://www.salon.com/2012/03/11/to_reclaim_or_reject_slut/)

Police response: the officer apologized, the police put a statement up on their website saying that they had failed because they perpetuated the myth of the slut, and Bill Blair said this was a training failure.

<http://www.cbc.ca/news/canada/toronto/story/2011/04/03/slut-walk-toronto.html> (links works better if you cut and paste)

Slut Walk pictures:

- <http://www.buzzfeed.com/mjs538/the-30-best-signs-at-slutwalk-toronto>
- [http://sfist.com/2011/08/10/photos\\_from\\_san\\_franciscos\\_first\\_sl.php#photo-1](http://sfist.com/2011/08/10/photos_from_san_franciscos_first_sl.php#photo-1)

Pro Slut Walk:

- <http://www.guardian.co.uk/commentisfree/2011/may/09/slutwalk-feminist-activism>
- <http://bigthink.com/focal-point/more-thoughts-on-slutwalk>
- <http://bigthink.com/focal-point/sluts-like-me>
- [http://www.washingtonpost.com/opinions/slutwalks-and-the-future-of-feminism/2011/06/01/AGjB9LIH\\_story.html](http://www.washingtonpost.com/opinions/slutwalks-and-the-future-of-feminism/2011/06/01/AGjB9LIH_story.html)

Anti Slut Walk:

- <http://www.feministfrequency.com/2011/05/link-round-up-feminist-critiques-of-slutwalk/>
- The link has a collection of anti-slut walk pieces

Examples of alternative media: LOOK AT A FEW

Feminist blogs as replacing traditional women's magazines:

- <http://www.racialicious.com/>

A great blog analyzing the intersection between race, feminism, and pop culture.

- <http://feministing.com/>

One of the most well known general feminist blogs.

- <http://thehairpin.com/>
- <http://rookiemag.com/>

An online magazine for teen girls started by a 15 year old girl

Online shows:

- <http://www.awkwardblackgirl.com/season-1/episode-1>

Awkward Black Girl

Blog post on fat acceptance

<http://adiposeactivist.wordpress.com/>

Examples of protests:

American Apparel plus size modeling competition

- [http://campusprogress.org/articles/american apparels plus-sized contest sparks controversy/](http://campusprogress.org/articles/american_apparels_plus-sized_contest_sparks_controversy/)

The pictures (article only includes a few):

- <http://extrawiggleroom.tumblr.com/post/9836727398>
- <http://extrawiggleroom.tumblr.com/post/9836643886>
- <http://extrawiggleroom.tumblr.com/post/9836236472>

Online protests got U.S. department chain J.C. Penney to pull a top for young girls with the words “I’m too pretty to do homework”

[http://www.washingtonpost.com/blogs/blogpost/post/jcpenney-promotes-im-too-pretty-to-do-homework-shirt/2011/08/31/gIQAxFD4rJ\\_blog.html](http://www.washingtonpost.com/blogs/blogpost/post/jcpenney-promotes-im-too-pretty-to-do-homework-shirt/2011/08/31/gIQAxFD4rJ_blog.html)

One of the U.S. Senators advocating for forced transvaginal ultrasounds for women seeking abortion got his facebook page deluged with women giving detailed updates about their vaginas, periods, etc. The reasoning was that since he was so interested in women’s health, he would want to know.

<http://www.themarysue.com/women-leave-vagina-updates-on-facebook/>

\*Target Women

- <http://www.youtube.com/watch?v=qMRDLCR8vAE>

This was her first one. It’s about how yoghurt is marketed as “woman food.”

- <http://www.youtube.com/watch?v=a7vtyheqPVU>

About how men are portrayed as idiots

- <http://www.youtube.com/watch?v=ZqDzKad2Q3M>

About how cleaning products are marketed to women

- <http://www.youtube.com/watch?v=BU1BidE1VSg>

About all the euphemisms used in advertising to talk about female genitalia

## Week 12 03/31

Reflections on how we choose to represent ourselves.

J. Nedelsky, “The Reciprocal Relation of Judgment and Autonomy: Walking in Another’s Shoes and Which Shoes to Walk In.” in *Being Relational: Reflections on Relational Theory and Health Law*. Vancouver: UBC Press, 2012. Skim until you get to the high heels example.

Third-Wave Feminism and the Defense of “Choice” by R. Claire Snyder-Hall

<http://search.proquest.com.myaccess.library.utoronto.ca/docview/615440869/fulltextPDF?accountid=14771>

A sympathetic account of why choice feminism is helpful – inclusive, recognizes difference etc. Choice Feminism and the Fear of Politics by Michael L. Ferguson

<http://search.proquest.com.myaccess.library.utoronto.ca/docview/734374807/fulltext>

[tPDF?accountid=14771](#)

Argues that choice feminism is actually fear of politics masquerading as respect. She argues that feminism is so afraid of excluding and of the historical stereotypes of the radical feminist that it refuses to judge and criticize at all. Part of this is because of enmeshedness in culture and relations; judging sometimes means judging people close to us and sometimes judgment is hard (e.g. criticizing cultural norms.)

*RECOMMENDED:*

Rosalind Gill, "Empowerment/Sexism: Figuring Female Sexual Agency in Contemporary Advertising." *Feminism & Psychology*, 2008. Vol. 18(1): 35–60.

Sharon Lamb and Zoe D. Peterson, "Adolescent Girls' Sexual Empowerment: Two Feminists Explore the Concept." *Sex Roles* (2012) 66:703–712.

\*This is just for me(n): how the regulation of post-feminist lingerie advertising perpetuates woman as object by Dee Amy-Chinn

<http://joc.sagepub.com.myaccess.library.utoronto.ca/content/6/2/155>

This is about how current regulation (in Britain) decides what is too offensive to be advertised. The author contends that the way the regulation is understood disinclines advertising agencies from moving away from the woman as object standard.

<http://jezebel.com/revealing-clothes>

Short article about revealing clothes. Sometimes we want to attract attention and even sexual attention. Is this ok? She quotes one feminist as saying yes as long as you don't call it feminism but the author takes the view that it can be empowering.

<http://www.clutchmagonline.com/2012/06/hey-there-pretty-lady-how-street-harassment-affected-my-body-image-and-how-i-overcame-it/>

A woman describing how she changed her physical appearance (gaining weight, baggy clothes) to try to avoid street harassment. It didn't work and she had to learn to accept herself. Her way of doing that involved losing weight, learning tricks to make her seem thinner, practicing posing for pictures, etc.

<http://www.star-telegram.com/2010/10/06/2526778/colleyville-heritage-girls-give.html>

Teen girls reacting to pressures to look good by going make-up free once a week. It catches on quickly and almost 200 girls sign on.

**Make up or additional comments or responses (but you cannot do both a comment and a response).**