

Office: 151 McGannon Hall

Office hours: Wednesdays, 11-1 pm or by appointment

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#### CATALOG DESCRIPTION

Feminist Theory: Gender Justice examines the various ways of understanding gender by looking at a

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Throughout the course, we'll also learn about the importance of radical self-care and practice techniques employed by feminist activists. You should be aware that the materials in this course are both explicit and inherently emotive. If at any time during the course you feel overwhelmed by the material, you may step out of class. Please check in with me so that we can strategize how to handle that section of the course.

#### UNIVERSITY CORE CURRICULUM

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school, or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our nine undergraduate

Analyze the cultural-institutional conditions and causes of just and unjust social systems using such concepts as social location, relationships, power, privilege, and vulnerability
Apply such ethical concepts as human dignity, equity, well-being justice, and the common good to critically evaluate both existing social systems and proposals for social change
Envision and articulate systemic social changes and other ways to promote flourishing, well-being, equity, justice, and the dignity of the human person

STUDENT LEARNING OUTCOMES IN RELATION TO THE CORE:

- Explain how different feminist theories have been used to identify and address injustice;
- Apply key feminist theories and concepts to analyze how different axes of oppression and social identities (such as gender, race, ethnicity, class, sexuality, ability, and documentation status) operate to replicate inequality and reinscribe injustice in different social contexts;
- Compare and draw insights from multiple feminist thinkers about the dignity of the human person, and the requirements of equity and justice in a variety of social contexts;
- Reflect on and evaluate written and oral arguments, as well as your own actions and choices, through multiple feminist lenses; and
- Construct persuasive



## BASIC NEEDS AND SECURITY SYLLABUS STATEMENT

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need. In addition, here are some off-campus options:

Food security: St. Louis Food Bank, [stlfoodbank.org](http://stlfoodbank.org)

Domestic violence (includes confidential chat): The National Domestic Violence Hotline, [thehotline.org](http://thehotline.org)

Sexual violence (includes confidential live chat): RAINN, <https://www.rainn.org/resources>

## CLASS SCHEDULE

Week 1 (1/18, 20)

Introduction to course, creating community dialogue

Readings:

1. Mikki Kendall, "Feminism claims to represent all women. So why does it ignore so many of them?" , <https://time.com/5789438/feminism-poverty-gun-violence/>
2. Kimberlé Crenshaw, " <https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait>"
3. Audre Lorde, " The transformation of silence into language and action" from
4. National Black Justice Coalition, Words Matter: Gender Justice Toolkit. <https://nbjc.org/wp-content/uploads/2020/11/Words-Matter-Gender-Bias-Toolkit-2019-vFINAL.pdf>.

Please listen:

5. Luvvie Ajayi Jones, " Get comfortable with being uncomfortable"  
For you, is being " fearless" speaking hard truths? Or actively listening to hard truths?  
Taking space and being visible? Or stepping back and decentering yourself?  
"Everyone's well-being is community business" —what does that mean to you? What do you think it means for our class?

Week 2 (1/23, 1/25, 1/27)

Feminist theory and inclusive anti-racism work

Readings:

1. Audre Lorde, " Age, race, class, and sex: Women redefining difference."
2. Rajah, V., Palmer, J., & Duggan, M. (2022). The personal is political and so is discomfort: Intersectional, anti-racist praxis in feminist criminology.
3. Srivastava, S. (2005). "You're calling me a racist?" The Moral and Emotional Regulation of Antiracism and Feminism. 31(1), 29-62.

Please listen:

1. 'Not Racist' Is Not Enough: Putting In The Work To Be Anti-Racist (NPR).  
<https://www.npr.org/2020/08/24/905515398/not-racist-is-not-enough-putting-in-the-work-to-be-anti->

