

HH3041: HISTORY OF FEMINISM
Provisional syllabus

NOTE: This syllabus is merely indicative and is subject to change.

Academic Year	2018-2019	Semester	2
Course Coordinator	Jessica Hinchy		
Course Code	HH3041		
Course Title	History of Feminism		
Pre-requisites	None.		
No of AUs	3		
Contact Hours	3 per week (seminar)		

Course Aims

In 'History of Feminism' you will examine the global history of feminist movements since the nineteenth century. Feminist movements have globally played a significant role in redefinitions of citizenship and shifts in gender norms. You will investigate the place of feminist movements in broader social, political and cultural transformations, as well as analyzing various strands of feminist thought, within and outside academia. You will be introduced to various gender history and transnational/global history methodologies and will compare, contrast, and appraise these methodologies. This course will equip you with skills in interpreting primary sources, especially analysing gendered language and images in historical documents. 'History of Feminism' will also develop your capacity to apply your historical research and writing skills outside of an academic context, for a non-specialist audience.

Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) will be able to:

1. Investigate and explain the historical factors which shaped the emergence of global feminist movements; historical shifts in feminist organising and thought; and the impacts of feminism on gender norms, politics, law and citizenship in a variety of geographic and historical contexts.
2. Compare and contrast the major approaches to gender history, as well as different strands of feminist thought, both within and outside academia.
3. Formulate novel and convincing historical arguments through a nuanced analysis of gendered language and images in historical documents.
4. Present historical ideas and evidence, along with inter-disciplinary gender studies research, to non-specialist audiences, including in government, private sector and NGO contexts.

Course Content

The history of feminist movements sheds light on the gender structures of politics and citizenship, while debates about feminism illuminate contestations over gender and sexual norms. This course will use the history of feminism as a springboard to analyse broader questions surrounding

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the political, social and cultural history of gender in the modern world. Since feminists have been at the forefront of questioning political and social norms, this course will examine the intellectual history of feminist thought, as well as the feminist 'uses' of history. It will take a 'transnational' approach, not only comparing feminist movements in various parts of the world, but also examining the international networks forged by feminists and the manner in which transnational connections shaped local and national feminist movements.

The course begins by considering several historiographical questions, in particular, when did feminism 'begin,' what were its main periods or 'waves' and what has constituted 'feminism' historically? We will then investigate the role of transnational connections, imperialism, nationalism, class and race in shaping nineteenth and early twentieth century feminism. The second half of the course examines late twentieth century and twenty-first century feminism, especially the inclusions and exclusions of feminist movements on the basis of class, race, sexuality and other social markers. We will also investigate the role of the internet and social media in shaping recent feminist organizing and thought.

Assessment (includes both continuous and summative assessment)

Component	Weighting
1. Participation in class and online discussion	10%
2. 'Rolling' essay exam	20%
3. Research essay	35%
4. AWARE research report	35%

Assessment Component 1: Participation - 10%:

Participation has two components: 1) in-class discussion; 2) online discussion.

1) In-class discussion will be an important means by which you will learn from your peers and build important skills, including: constructing convincing arguments; analyzing primary and secondary sources; and verbal communication. As such, your contribution to discussion in class will be assessed. It is not enough to merely turn up to class; rather, you will be assessed on the extent to which you participate in and contribute to the class discussion.

2) From week 2-12, you are also required to post one question on the weekly readings to a forum on Blackboard. We will use these questions as a basis for class discussion.

Participation will prepare you for your written assignments since class activities will involve: a) the investigation of historical processes behind the formation of feminist movements (ILO 1); b) comparing and contrasting different gender history approaches and forms of feminist thought (ILO 2); c) analysis of primary sources (ILO 3); and d) thinking about ways of articulating historical ideas to non-specialist audiences (ILO 4).

Assessment Component 2: 'Rolling' Essay Exam- 20%:

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The purpose of this assignment is to prepare you for your research projects by assessing your capacity to: explain the history of feminist movements; compare and contrast the course readings; and analyse and apply key concepts (ILO 1 and 2).

In weeks 3, 6, 9, and 12, the class will be assigned one short essay question, similar to an essay-format exam question. The questions will ask you to draw connections between different readings and between the different weekly themes. You will be required to write a 400-500 word essay in response to the question. The short essays will be marked on: the convincingness of the argument; the examples used to support the argument; the clarity of the structure; and the clarity of expression. The questions will be issued 5 days before the due date, which is 5pm the night before class. The assignment should be uploaded to Turnitin.

Assessment Component 3: Research Essay (2000 words) - 35%:

Component 3 particularly assesses your ability to formulate convincing and novel historical arguments by deploying primary and secondary source evidence (ILO 3). A list of essay questions will be provided and you can either choose one of these questions or develop your own research question. If you write your own research question, please email it to the instructor with an explanation of the topic and scope of the essay, so that you can receive feedback. The essay can examine any aspect of the global history of suffrage, feminism and women's movements. However, there is one exception: your essay should not examine AWARE, Singapore's main women's organization. This is because AWARE is the subject of your second assignment.

The research essay should be a polished piece of writing that demonstrates your skill in critical analysis (ILO 1). The research essay should include interpretation of several primary sources and be based on substantial secondary source research (ILO 3). This evidence should be marshalled to support a strong argument. Good essays will relate the author's argument to the historiography of the subject, that is, the arguments and approaches of other historians to the subject (ILO 2).

Assessment Component 4: AWARE Research Report (2000 words) - 35%:

Whereas Component 3 is a history research essay, Component 4 assesses your capacity to present convincing arguments (based on research) to a non-academic audience. That is, Component 4 will help you to take the research and writing skills from your history education and apply them in private sector, government and NGO contexts.

More specifically, you will write a research report for AWARE, Singapore's main women's organization. This report should be on a topic that is relevant to AWARE's mission to create 'A society where there is true gender equality – where women and men are valued as individuals free to make informed and responsible choices about their lives.' The report should explore a social, economic or political *problem* related to gender inequality and suggest several *solutions*. You can choose your topic/problem, however, it should be pertinent to AWARE's mission, values and current work.

The report should include:

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- a) A succinct introduction briefly outlining the problem of gender inequality that the report examines and summarizing the key findings.
- b) The presentation of your research findings on the problem. This should be broken up into clear sections which examine different dimensions or aspects of the problem. These sections should be organized logically. If relevant, you may include graphs, tables and other visual presentations of data.
- c) A set of recommendations from AWARE to the Singaporean government and/or other stakeholders on solutions to the chosen problem of gender inequality.

For this assignment, you will need to conduct several kinds of research:

- a) You will need to research AWARE’s historical and current agenda, values and forms of organising. This will help you identify a problem of gender inequality relevant to AWARE’s work. Moreover, this research is vital to understand what sort of recommendations AWARE might make to the government or other stakeholders. You thus need to understand the political context of feminist organizing in Singapore and AWARE’s relationship to the Singaporean government and other civil society organisations.
- b) You will also need to conduct research on the identified problem of gender inequality. This research should be interdisciplinary in nature, drawing on history to understand the historical factors that have shaped the problem, as well as other disciplines to understand the current situation. You might draw upon the disciplines of anthropology, sociology, gender studies, geography, economics, psychology or the sciences, depending on what problem of gender inequality you identify.

The research you present in the report should be fully cited in footnotes according to the course style guide. The bibliography should be split into two parts: a) ‘Sources Cited’ (only those works actually cited in the footnotes to the report); b) ‘Background Research’ (the research you did on AWARE’s history and aims and the political context in which it operates). *Only include sources you have actually read.*

This assignment assesses your understanding of the feminist movement in Singapore (LO1); your ability to deploy primary and secondary source historical research (LO3); and your skills in articulating historical and interdisciplinary research and ideas to non-specialist audiences (LO4).

Formative feedback

Verbal feedback will be given on in-class and online discussion (Component 1). Summative group feedback will be given on Component 2: the instructor will provide an example of an excellent response (with the consent of the student, who will remain anonymous) and show to the class why it was a strong response. You will receive individual feedback through written responses to Component 3 and 4.

Planned Weekly Schedule

Week	Topic	Readings/ Activities
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1	Introduction: Gender History	Seminar discussions; compulsory reading for students who have not completed HH2002 (Gender in History): Rose (2010).
2	How to Write a History of Feminism?	Online discussion; seminar discussions; primary source activity; compulsory reading: de Groot (2010); Burton (1992); Gleadle and Thomas (2016).
PART 1: SUFFRAGISM AND FEMINISM, C. 1860-WW2		
3	Empire	Online discussion; seminar discussions; primary source activity; compulsory reading: Grimshaw (2000); Kwon (1998).
4	NO CLASS DUE TO CHINESE NEW YEAR HOLIDAY	
5	Internationalism and Transnational Networks	Online discussion; seminar discussions; primary source activity; compulsory reading: Rupp (1997); Mukherjee (2018).
6	Nationalism	Online discussion; seminar discussions; primary source activity; compulsory reading: Blackburn and Ting (ed., 2013); Baron (2005).
7	Negotiating Exclusions of Race and Class	Online discussion; seminar discussions; primary source activity; compulsory reading: Newman (1999); Edwards (2002). Further reading: Marino (2014); Gilmore (1996); Edwards (2008, chapter 4); Edwards and Roces (ed., 2010); Mayes (2008).
PART 2: GLOBAL FEMINISM IN THE LATE TWENTIETH CENTURY		
8	The 'Second Wave' in Europe and the United States, c. 1960s-1970s	Online discussion; seminar discussions; primary source activity; compulsory reading: Thompson (2002); Bonfiglioli (2018).
9	'Third World Feminism'	Online discussion; seminar discussions; primary source activity; compulsory reading: Loomba and Lukose (ed., 2012); Roces (2012).
10	Sexual and Gender Identity: Lesbian Women, Transwomen and Feminism	Online discussion; seminar discussions; primary source activity; compulsory reading: Whelehan (1995), chapter 4; Jennings (2012).
11	AWARE and Feminism in Singapore	Online discussion; seminar discussions; primary source activity; compulsory reading: Lyons (2004a). Further reading: Lyons (2004b, 2007, 2010).
12	Feminism and Social Media	Online discussion; seminar discussions; primary source activity; compulsory reading: Baer (2016); Tambe (2018).
13	Synthesis	Seminar discussions; peer-to-peer feedback activities on Component 4; no readings.

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related

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announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Absence from class without a valid reason can affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructors

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