



YEREVAN STATE UNIVERSITY

1 Alex Manoogian, Yerevan 0025, Armenia

CRITICAL CONCEPTS OF GENDER AND FEMINISM

FACULTY OF ROMANCE AND GERMANIC PHILOLOGY

&

CENTER OF GENDER STUDIES AND LEADERSHIP

Academic Year *2014-2015*

Instructor: Ani Kojoyan

Office hours.: Monday-Friday 12:00-14:00; and by appointment

Email: akojoyan@yahoo.com

anikojoyan@gmail.com

Office: 403

Office phone: (+37410) 550301

Course Description

The present course aims to provide familiarity with a wide range of theoretical issues raised by gender and women's studies. The course provides a sufficient basis for an examination and analysis of key concepts, terms and notions, theoretical frameworks, interdisciplinary approaches and methods, as well as critical debates that have formed and developed the academic field and domain of gender studies. Particular attention is given to the emergence of the notion of gender as an academic category of analysis and its application to various domains of knowledge and culture.

The material for the course is chosen carefully in order to be applicable and valid for both international and local contexts.

Topics to be covered will include historical and contemporary /diachronic and synchronic/ instantiations of feminism, the social construction of sex and gender (sex-roles), cultural representations of gender.

The approach applied during the course is intersectional and interdisciplinary.

Learning Outcomes and Course Objectives

Upon successful completion of this course:

- Students will understand and evaluate key concepts and theories about sex, gender, and feminism
- Students will explore a range of writings that contribute to their knowledge of gender and society, will evaluate the different perspectives covered in the course, and will develop an informed, integrated perspective on gender as a conceptual category.
- Students will be able to construct an intelligent and professional talk on historical and contemporary issues of gender and women's studies
- Students will become more critical toward gendered messages that we encounter from various social institutions and contexts, and will create a critical yet respectful forum for discussion and learning on gender studies
- Students will have attempted to produce an essay suitable for use as a writing sample for a conference presentation or for further publication

Requirements, Expectations and Grading

- **Attendance and Participation Policy (2 points)**

Careful and analytical reading of the material is highly encouraged, and active participation in classes is required. Students are expected to come to class having already read the assigned texts, ready to actively participate in discussion about the material with their own questions, thoughts, ideas and attitudes toward the discussed issues. Note, an effective participant is not someone who simply talks frequently, but someone who reliably offers thoughtful insights that help others to learn.

N.B.

Please, be aware that this course includes topics that might be controversial. If you choose to take this class, you are responsible for completing all the reading and written assignment. Remember that you do not have to agree with all of the material presented in this class, but you are required to read, listen, think, and write about the views presented.

- **Midterm Test 1 (4 points)**
- **Midterm Test 2 (4 points)**

- **Final Exam (10 points)**

- *Final Paper*

From the above mentioned final 10 scores, four will be given to the Final Paper (3,500-4,000-word essay), not including notes or bibliography, and its oral Presentation.

Thus, the paper is due at the beginning of the last month of the term. A copy of the final essay, accompanied by a cover sheet certifying that the essay is a student's own work, must be submitted.

The paper should reflect a student's own interests and ideas. This is not a book review or a summary of readings, but a critical analysis of the key questions and ideas raised by scholars relating to that topic. Students may use many of the course readings as sources for the paper, but they may should bring in related other material to support their argument.

Please, note that the writing assignment will be evaluated on content, strength of analysis, organization, and quality of writing.

Formatting work: It is a courtesy to your readers and a requirement of your examiners that your written work should be lucid and presented in a scholarly manner. Those are not incompatible qualities. Display only as much evidence as is essential to substantiate your argument without loss of weight or clarity. Document it in a manner which is concise, consistent, accurate and complete.

There are several sets of conventions and published guides to explain them. None is obligatory, but some are more appropriate than others for literary theses. You should follow one system throughout all the pieces of work submitted at all stages.

The forms given below should meet the needs of most candidates within the course when they present extended written work, but other guides you could consult include:

Butcher, J. *Copy-editing: the Cambridge Handbook for editors, authors, and publishers*. 3rd ed. Cambridge: Cambridge University Press, 1992.

Gibaldi, J. *MLA Handbook for Writers of Research Papers, Theses, and Dissertations*. 6th ed. New York: Modern Language Association of America., 2003.

University of Chicago Press. *A Manual of Style*. 14th ed. Chicago: University of Chicago Press, 1996.

Note, these guides present differing rules and suggestions; you should choose one system and keep to it consistently.

Useful tips for form of submission: The text must be printed, in double spacing, on one side of each sheet. Indented block quotations, footnotes and endnotes, must be in single spacing. Single spacing should also be used for most tables, documentary material and for entries in the bibliography.

Pagination: Each page after the first (by convention left unnumbered) should be numbered, preferably at the top right-hand corner, where numbers are most easily seen.

- **Presentation**

As for the **presentation of the paper**, it will be held during the last two weeks of the term. This should be a 15 minutes talk that will be followed by some questions by the audience. Students are encouraged to use a power-point-type presentation with handouts.

You will be graded on organization and clarity of your presentation, correctness of your representation of the author's views, usefulness of your outline, intellectual engagement (e.g., using your own examples, offering your own criticisms, pointing out unclear passages in the text and providing your own interpretation, pointing out interesting connections between this text and other texts read in this class), and the ability to connect with the rest of us (e.g., by asking us questions or answering our questions, or otherwise inviting us to participate)

Required Books (these are either available online or their photo-copied versions are available at the department and/ or center library.)

Primary:

- Renzetti, Claire. *Women, Men, and Society*. 5th ed. Boston, NY: Pearson, 2003.
- Shaw, Susan. *Women' Voices, Feminist Vision*. 4th ed. McGrawHill, 2009.
- Tlostanova, Madina. *Gender Epistemologies and Eurasian Borderlands* (Comparative Feminist Studies). Palgrave Macmillan, 2010.

Optional:

- Alcoff, Linda. Elizabeth Potter, eds. *Feminist Epistemologies (Thinking Gender)*. NY: Routledge. 1992/ 1993.
- Nanette Funk ed.. *Gender Politics and Post-Communism. Reflections from Eastern Europe and the Former Soviet Union*. Routledge, 1993.
- Ruth, Sheila *Issues in Feminism*. 3rd ed. Mayfield Publishing Company, 1995.

Due DATES and TIMES: The instructor will not accept late assignments unless the student can provide documentation of a medical and/or family emergency.

Academic Dishonesty Policy: Note that university and department have clear policies against any academic dishonesty. This can include plagiarism, as well as cheating (or even an attempt of

cheating) during two midterm tests and a final exam. Plagiarism, including from the class texts, will result in a failing grade in the class. This is a nonnegotiable penalty.

Plagiarism is the copying or paraphrasing of other people's work or ideas into your own work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Collusion is another form of plagiarism involving the un-authorised collaboration of students (or others) on a piece of work.

Cases of suspected plagiarism in assessed work are investigated under the disciplinary regulations concerning conduct in examinations. Intentional or reckless plagiarism may incur severe penalties.

It would be wrong to describe plagiarism as only a minor form of cheating, or as merely a matter of academic etiquette. On the contrary, it is important to understand that plagiarism is **a breach of academic integrity**. It is a principle of intellectual honesty that all members of the academic community should acknowledge their debt to the originators of the ideas, words, and data which form the basis for their own work. Passing off another's work as your own is not only poor scholarship, but also means that you have failed to complete the learning process. Deliberate plagiarism is unethical and can have serious consequences for your future career; it also undermines the standards of your institution and of the degrees it issues.

What forms can plagiarism take?

Verbatim quotation of other people's intellectual work without clear acknowledgement. Quotations must always be identified as such by the use of either quotation marks or indentation, with adequate citation. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else's ideas and language.

Paraphrasing the work of others by altering a few words and changing their order, or by closely following the structure of their argument, is plagiarism because you are deriving your words and ideas from their work without giving due acknowledgement. Even if you include a reference to the original author in your own text you are still creating a misleading impression that the paraphrased wording is entirely your own. It is better to write a brief summary of the author's overall argument in your own words than to paraphrase particular sections of his or her writing. This will ensure you have a genuine grasp of the argument and will avoid the difficulty of paraphrasing without plagiarising.

Cutting and pasting from the Internet. Information derived from the Internet must be adequately referenced and included in the bibliography. It is important to evaluate carefully all material found on the Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.

Collusion. This can involve unauthorised collaboration between students, failure to attribute assistance received, or failure to follow precisely regulations on group work projects. It is your responsibility to ensure that you are entirely clear about the extent of collaboration permitted, and which parts of the work must be your own.

Inaccurate citation. It is important to cite correctly, according to the conventions of your discipline. Additionally, you should not include anything in a footnote or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text (e.g. Bradshaw, D. *Title of Book*, discussed in Wilson, E., *Title of Book* (London, 2004), p. 189).

Professional agencies. You should neither make use of professional agencies in the production of

your work nor submit material which has been written for you. It is vital to your intellectual training and development that you should undertake the research process unaided.

Autoplagiarism. You must not submit work for assessment which you have already submitted (partially or in full) to fulfill the requirements of another degree course or examination.

Feedback

The University, Faculty and your instructor are always glad to receive comments about students' experience of studying at Yerevan State University. Students are asked to fill a termly survey where they can also raise a concern. Students are also welcome to discuss any problems with their lecturer, and they can also bring issues or suggestions. However, if a student does wish to raise a concern or make an appeal against the outcome of assessment, it may be that an informal discussion with the person immediately responsible for the matter that a student wishes to complain about.

Students with a disability

The University is committed to ensuring that disabled students are not treated less favourably than other students, and to providing reasonable adjustment to provision where disabled students might otherwise be at a substantial disadvantage.

N.B.

- Students are highly recommended and encouraged to contribute their ideas and pose questions during class discussion.
- Students are encouraged to express their own views in class, yet they should also will to hear other's perspectives.
- Common courtesy and basic respect for your peers and instructors demand that you turn off cellular phones before class begins and that you leave them turned off until class is over.
- I will answer your emails primarily during my office hours. Outside of office hours and during the week, I will strive to respond to your emails within a 24-hour period. During the week, if I have not responded to your email within 48 hours, please resend the email. Please note that I will not be obligated to respond to emails during the weekend.

Welcome to the course “Critical Concepts of Gender and Feminism” and good luck!

Ani Kojoyan

WEEK 1

• Sex-Roles: Gender as a Concept

key concepts to be covered

- *Studying Gender: Sociological Perspectives on Gender*
- *Sex and Sex-Roles. The Interactions of Nature and Environment.*
- *Gender-Role Variations*
- *Social Constructions of Gender at Other Times, In Other Places. Bones and Stone: The Archeological Record*
- *Genealogy of the Term 'Gender'*

Primary Readings:

1. Claire Renzetti, Daniel Curran (2003). Part 1. Studying Gender: An Overview // *Women, Men, and Society*. 5th ed. Boston, NY: Pearson, (pp. 1-12).
2. Claire Renzetti, Daniel Curran (2003). Part 2. Biology, Sex and Gender: The Interaction of Nature and Environment // *Women, Men, and Society*. 5th ed. Boston, NY: Pearson, (pp. 32-42).

Secondary Readings:

3. Claire Renzetti, Daniel Curran (2003). Part 3. Ancestors and Neighbors // *Women, Men, and Society*. 5th ed. Boston, NY: Pearson, (43-70).
4. Hilary Lips (2005). Chapter 3. Researching Sex and Gender // *Sex and Gender: An Introduction*. 5th ed. McGraw-Hill, (pp.119-124).

NOTE! Critical reading/ discussion of the material is always highly encouraged!

WEEK 2

• Gender as an Organizing Concept

key concepts to be covered

- ❖ *Patriarchy: the System*
- ❖ *Investigating Traditional Feminism*
- ❖ *Men and Masculinity, and the Women*

Primary Readings:

1. Robyn Wiegman (2001). Object Lessons: Men, Masculinity, and the Sign Women // *Signs*. 26/ 2. (pp. 355-380).

Secondary Readings:

2. Allan Johnson (1997). Chapter 4. Patriarchy: The System // *The Gender Knot*. Philadelphia: Temple University Press, (pp. 75-98).

WEEK 3

• Crisis of Representation

key concepts to be covered

- ❖ *Feminist Intersects Epistemology*
- ❖ *Rethinking Standpoint Epistemologies*
- ❖ *Strong Objectivity?*

Primary Readings:

- Linda Alcoff, Elizabeth Potter, eds. (1993). *Feminist Epistemologies (Thinking Gender)*. NY: Routledge:

1. Introduction: When Feminisms Intersect Epistemology
<http://annasampaio.com/uploads/FeministEpistemologies1.PDF>

2. Lorraine Code, "Taking Subjectivity into Account"
<http://annasampaio.com/uploads/FeministEpistemologies2.PDF>

Secondary Readings:

3. Sandra Harding, "Rethinking Standpoint Epistemology: What is Strong Objectivity?"
<https://www.msu.edu/~pennock5/courses/484%20materials/harding-standpoint-strong-objectivity.pdf> /accessed 20-Oct-2013/

WEEK 4

• **Women's Studies: Exploring the Field of Women's Studies**

key concepts to be covered

- ❖ *What Is Women's Studies?*
- ❖ *Men and Women's Studies*
- ❖ *The Goals of Women's Studies*
- ❖ *The Terms and Techniques of Women's Studies*
- ❖ *The Scope and Interdisciplinary Nature of Women's Studies*

Primary Readings:

1. Sheila Ruth (1995). Chapter 1. An Introduction to Women's Studies // *Issues in Feminism*. 3rd edition. Mayfield Publishing Company, (pp.1-15).
2. Susan Shaw (2009). Women's Studies: Perspectives and Practices // *Women's Voices, Feminist Vision*. 4th ed. McGraw-Hill, (pp.1-10).

Secondary Readings:

3. Sheila Ruth (1995). Chapter 1. An Introduction to Women's Studies // *Issues in Feminism*. 3rd edition. Mayfield Publishing Company, (pp. 37-50).

WEEK 5

• Feminism

key concepts to be covered

1. *What is Feminist Theory?*
2. *What is Feminism? Feminist Beliefs and Feminist Movements*
3. *Normative and Descriptive Components. Feminism and the Diversity of Women*
4. *Feminism, Human Rights, and Global Feminism*
5. *Attitudes toward Feminism and Gender*

Primary Readings:

1. Claire Renzetti, Daniel Curran (2003). Part 1. Feminism in Historical Perspective // *Women, Men, and Society*. 5th ed. Boston, NY: Pearson, (pp. 12-22).
2. Sally Haslanger (2003/ 2012). Topics in Feminism // *Stanford Encyclopedia of Philosophy*. /online resource (pp. 1-11).
<http://plato.stanford.edu/entries/feminism-topics/> /accessed 26-Oct-2013/
3. Wendy Kolmar (2010). Part 1. Reading Feminist Theory // *Feminist Theory*. 3rd ed. McGraw-Hill, (pp. 45-50).

Secondary Readings:

4. Pamela Aronson (2003). Feminists or 'Postfeminists'?: Young Women's Attitudes toward Feminism and Gender Relation // *Gender and Society*. Vol. 17/ 6. (pp. 903-922).

WEEK 6

• Feminist Ethics

key concepts to be covered

- ❖ *Traditional Types of Ethical Theories: Traditional Ethics Challenged*
- ❖ *Women's Morality and Aristotelian Virtue Ethics*
- ❖ *Eighteenth- and Nineteenth Century Preludes to Twentieth Century Feminine and Feminist Approaches to Ethics*
- ❖ *The Development of Contemporary Feminist Ethics*
- ❖ *Feminine and Feminist Approaches to Ethics*
- ❖ *Feminist Consciousness and Feminist Approaches to Ethics*

Reading Assignment:

1. Rosemarie Tong (1993). *Feminine and Feminist Ethics*. Wadsworth Publishing Company:
 - Chapter 1. Feminine and Feminist Ethics. A First Approximation (pp. 1-10)
 - Chapter 2. Traditional Types of Ethical Theories: General Definitions (pp. 13-20)
 - Chapter 3. Women's Morality: Precursory Feminine and Feminist Approaches to Ethics (pp. 25-30)
2. Rosemarie Tong (2009). *Feminist Ethics* // *Stanford Encyclopedia of Philosophy*. /online resource (pp. 1-5)/
<http://plato.stanford.edu/entries/feminism-ethics/> /accessed 26-Oct-2013/

WEEK 7

• Feminist Epistemology

key concepts to be covered

- ❖ *Situated Knowers*
- ❖ *Feminist Standpoint Theory*
- ❖ *Feminist Postmodernism*
- ❖ *Feminist Empiricism*
- ❖ *Feminist Science and Its Criticism*
- ❖ *Trends in Feminist Epistemology: Interactions of Standpoint Theory, Postmodernism, and Empiricism*

Primary Readings:

1. Feminist Epistemology and Philosophy of Science // *Stanford Encyclopedia of Philosophy*. 2000/ 2011.
/online resource/
<http://plato.stanford.edu/entries/feminism-epistemology/> /accessed 26-Oct-2013/
2. Wendy Kolmar (2010). Part 1. Epistemology // *Feminist Theory*. 3rd ed. McGraw-Hill, (pp. 34-40).

Secondary Readings:

1. Eduard Donald (2006). Feminist Epistemology // *Encyclopedia of Philosophy*. Vol. 3/ 2. Macmillan Reference USA, (pp. 574-578).
<http://go.galegroup.com.ezproxy1.lib.asu.edu/ps/i.do?action=interpret&id=GALE%7CCX3446800645&v=2.1&u=asuniv&it=r&p=GVRL&sw=w&authCount=1> /accessed 26-Oct-2013/

Week 8

• MIDTERM TEST 1

WEEK 9 *(Final paper topic due)*

1. Patriarchy

key concepts to be covered

2. *The Conceptions of Patriarchy*
3. *The Effects of Patriarchy*
4. *The Male Ideal, Masculism and Patriarchy*
5. *Patriarchy and Oppression*
6. *Women and Patriarchy. Images of Women in Patriarchy*
7. *Stereotypes, Ideals and Images*

Reading Assignment:

1. Renato Rosaldo (1993). Notes toward a Critique of Patriarchy from a Male Position // *Anthropological Quarterly*. Vol. 66/ 2. *Constructing Meaningful Dialogue on Difference: Feminism and Postmodernism in Anthropology and the Academy*. (pp. 81-86).
2. Sheila Ruth (1995). Chapter 2. Dynamics of Patriarchy // *Issues in Feminism*. 3rd ed. Mayfield Publishing Company, (pp. 51-71).

WEEK 10 *(Final paper paragraph due)*

● **Femininity and Masculinity 1**

key concepts to be covered

- ❖ *Femininity and Masculinity: Socially Learned*
- ❖ *Stereotypes. Women: 'Good' and 'Bad'*
- ❖ *Woman as "Other". Simone de Beauvoir*
- ❖ *Feminine Roles in Marriage: from Economic to Social*
- ❖ *Women, Presentation and Culture*
- ❖ *Inscribing Gender on the Body: Bodies, Nature, and Women*

Reading Assignment:

1. Sheila Ruth (1995). *Femininity. Simone De Beauvoir. Women as "Other" // Issues in Feminism. 3rd ed. Mayfield Publishing Company, (pp.101-110).*
2. Susan Shaw (2009). Part 3. *Leaning Gender in a Diverse Society // Women's Voices, Feminist Visions. 4th ed. McGraw-Hill, (pp.131-139).*
3. Susan Shaw (2009). Part 4. *Sex, Power, and Intimacy // Women's Voices, Feminist Visions. 4th ed. McGraw-Hill, (pp.170-178).*
4. Susan Shaw (2009). Part 5. *Inscribing Gender on the Body // Women's Voices, Feminist Visions. 4th ed. McGraw-Hill, (pp. 241-244).*

WEEK 11 (*Bibliography paragraph due*)

• **Masculinity and Femininity 2**

key concepts to be covered

- ❖ *Femininity and Masculinity: Socially Constructed*
- ❖ *Sexualities: Female and Male.*
- ❖ *Social Construction and Politics of Sexuality*
- ❖ *Female-Male Similarities and Differences. Different Contexts, Different Expectations*

Primary Readings:

1. Susan Shaw (2009). Part 3. Learning Gender in a Diverse Society // *Women's Voices, Feminist Visions*. 4th ed. McGraw-Hill, (pp. 131-140)
2. Susan Shaw (2009). Part 5. Inscribing Gender on the Body // *Women's Voices, Feminist Visions*. 4th ed. McGraw-Hill, (pp. 226-240).

Secondary Readings:

3. Kay Palan (1999). Reexamining Masculinity, Femininity, and Gender Identity Scales // *Marketing Letters*. Vol. 10/ 4. (pp. 363-377).

WEEK 12 (*Final paper due*)

• **Intersectionality as Analysis. Intersectional Method**

key concepts to be covered

- ❖ *Intersectional Method*
- ❖ *Intersectional Analysis*
- ❖ *Inetersectionality: Paradigm of Analysis*
- ❖ *Intersectionailty: Class and gender*
- ❖ *Interseccionality: Black Feminism? Broadening Its Frontiers*

Reading Assignment:

1. Bonnie Thornton Dill (2009). Critical Thinking about Inequality: An Emerging Lens // *Emerging Intersections. Race, Class, and Gender in Theory, Policy and Practice*. New Brunswick, NJ: Rutgers University Press. (pp. 1-14).
2. Evelyn Nakano Glenn (2003). Introduction // *Unequal Freedom*. Cambridge University Press. 2003 (pp. 1-6).
3. Maria Kohlman (2006). Intersection Theory: A More Elucidating Paradigm of Quantitative Analysis // *Race, Gender & Class*. Vol. 13. 3/ 4. (pp. 42-52).

WEEK 13 (*Presentations*)

• **Standpoint Theory**

key concepts to be covered

- ❖ *General Characteristics of the Concept 'Standpoint*
- ❖ *Key Claims of Feminist Standpoint Theory*
- ❖ *Situated Knowledge vs. Standpoint Theory*
- ❖ *Redefining the Feminist Standpoint*
- ❖ *Feminist Standpoint vs. Spontaneous Feminist Empirical Epistemologies*

Primary Readings:

1. Dorothy Smith (2005). Women's Standpoint: Embodied Knowing vs. the Rulings Relations // *Feminist and Gender Theories*. (pp. 325-329)
http://www.sagepub.com/upm-data/38628_7.pdf /accessed 26-Oct-2013/
2. Sandra Harding (1993). Rethinking Standpoint Epistemology: What is 'Strong Objectivity'? // *Feminist Epistemology*. Linda Alcoff, ed. Routledge, (pp. 49-59).
3. Susan Hekman (1997). Truth and Method: Feminist Standpoint Theory Revisited // *Signs*. Vol. 22/2. (pp. 341-351).

Secondary Readings:

4. Alison Wylie (2003). Why Standpoint Matters // *Science and Other Cultures. Issues in Philosophies of Science and Technology*. Robert Figueroa, Sandra Harding. eds. Routledge. New York & London, (pp. 27-47).

WEEK 14 *(Presentations)*

• Gender Politics and Post-Communism: Reflections from Eastern Europe

key concepts to be covered

- ❖ *Women and Post-Communism*
- ❖ *Soviet Women at the Crossroads of Perestroika*
- ❖ *The Emergence of a Women's Movement*
- ❖ *Eastern European Male Democracies: A Problem of Unequality*
- ❖ *Feminism East and West*

Primary Readings:

1. Nanette Funk eds. (1993). Introduction: Women and Post-Communism // *Gender Politics and Post-Communism: Reflections From Eastern Europe and the Former Soviet Union*. Routledge: New York, London, (pp. 1-15).
2. Nanette Funk (1993). Feminism East and West // *Gender Politics and Post-Communism: Reflections From Eastern Europe adn the Former Soviet Union*. Nanette Funk (ed.). Routledge: New Yorl, London, (pp. 318-325).
3. Jirina Siklova (1993). Are Women in Central and Eastern Europe Conservative? // *Gender Politics and Post-Communism: Reflections From Eastern Europe adn the Former Soviet Union*. Nanette Funk (ed.). Routledge: New York, London. (pp. 74-80).

Secondary Readings:

4. Zilliah Eistein (1993). Eastern European Male Democracies: A Problem of Unequal Equality // *Gender Politics and Post-Communism: Reflections From Eastern Europe adn the Former Soviet Union*. Nanette Funk (ed.). Routledge: New York, London, (pp. 303-17).

WEEK 15 (Presentations)

• **Global Feminism and Local Issues**

key concepts to be covered

- ❖ *US and European Feminism. Echoes and Reflections in Armenia*
- ❖ *Feminism in Armenia. State and NGO Activism*
- ❖ *Anti-gender moods and anti-feminist groups in Armenia*
- ❖ *Dialogue and Collaboration or Collapse?*
- ❖ *Through Decolonization. Coloniality of Gender in the World of the Secondary Colonial Difference*

Primary Readings:

1. Madina Tlostanova (2010). Part 1. From Third World Feminism to Decolonial Gender Epistemologies // *Gender Epistemologies and Eurasian Borderlands* (Comparative Feminist Studies). Palgrave Macmillan, (pp. 3-13).
2. Alexandra Pittman (2012). Ch. 5-6 // Exploring Women's Rights and Feminist Movement Building in Armenia: Learning from the Past and Strategizing for the Future. DPhil Thesis. (pp. 37-54).

Secondary Readings:

3. Madina Tlostanova (2010). Part II. Coloniality of Gender in the World of the Secondary Colonial Difference (Caucasus and Central Asia) // *Gender Epistemologies and Eurasian Borderlands* (Comparative Feminist Studies). Palgrave Macmillan, (pp. 181-203).
http://media.wix.com/ugd/c5c87c_c87914feeb70cd5db729f306e399d83.pdf
/accessed 26-Oct-2013/

Week 16

- **MIDTERM TEST 2**

- **FINAL EXAM**

Thank you for your collaboration, and good luck with your final exam!