**Shyama Prasad Mukherji College for Women**

**Department of Philosophy**

**Teaching Plan (Aug – Dec 2022)**

**Faculty – Monika Shivhare**

**Teaching plan of Feminism**

**Course and Year:** B.A (hons.) 2nd year

**Semester:** 3rd

**Taught individually or shared:** Individual

**Paper:** Feminism GE

**Faculty:** Monika shivhare

**No. of Classes (per week):** 5 Lecture + 2 Tutorial

**Programme Objective**

BA (Hons) Philosophy programme in Delhi University is an attempt to both introduce and, at the same time, provide an in depth look into one of the most challenging subjects that one can study. It will introduce students to the great philosophers and their ideas and also how one thinks about contemporary problems through the lens of their theories.

**Course Objectives:**

A course in Feminism is needed to sensitise students to a perspective of thought that acts as a filter—a lens through which all subjects must be studied. It seeks to create gender sensitization and develops a wholistic approach towards education. This course addresses the concerns of women in terms of debates on consciousness and soul, analyses their connect with nature and culture; and explains the development of feminist ideologies

**Unit 1-Patriarchy and the Origin of Feminism (5 weeks, 26 Aug - 15 Sep)**

1. The Creation of Patriarchy
2. Feminism: A Movement to End Sexist Oppression

**Prescribed readings:**

1. Lerner, Gerda. “Introduction’ and “The Creation of Patriarchy”. In the Creation of Patriarchy by Gerda Lerner, 3-14 & 212-229. New York: OUP, 1986.
2. Hooks, Bell. “Feminism: A Movement to End Sexist Oppression.” In Feminisms edited by Sandra Kemp and Judith Squires, 22-27. New York: OUP, 2009.

**No. of classes required to complete the unit (Approx.): 23 classes**

**Unit 2 - Feminism and Intersectionality (3 weeks, 16 Sep – 1st Oct)**

1. We Should All Be Feminists

2. Islamic Feminism on the Move

**Prescribed readings:**

1. Adichie, Chimamanda Ngozi. We Should All Be Feminists. London: Fourth Estate, 2014.
2. Badron, Margot. “Islamic Feminism on the Move”. In Feminism in Islam, 323-338. Oxford:

One World, 2009.

**No of classes required to complete the unit (Approx.): 14 classes**

**Unit 3 - Body and Gender (4 weeks, 5th Oct- 30th Oct)**

1. Objectification

2.The self is not gendered

**Prescribed readings:**

1. Nussbaum, Martha C. "Objectification". Philosophy & Public Affairs. 24, no.4(Autumn 1995):

249-291.

1. Ruth Vanita, “The self is not gendered” NWSA journal 2003, vol 15, pp 76-93.

**No of classes required to complete the unit (Approx.): 18 classes**

**Unit 4- Women and Environment (3 weeks, 26 Oct-15 Nov**)

1. Ecofeminism
2. The Gender and the Environmental Debate Lessons from India

**Prescribed readings**

1. Mies Maria and Shiva Vandana. "Ecofeminism." In Feminisms edited by Sandra Kemp and Judith Squires, 497-502. New York: OUP, 2009.
2. Aggarwal, Bina. "The Gender and the Environmental Debate Lessons from India." Feminist Studies, 18, no.1(1992):119-158.

No. of classes required to complete the unit (Approx.): 16 classes

**Additional readings**

1. ' Life' as we have known it: feminism and biology of gender.

Lynda Birke, *science and sensibility, Gender and scientific enquiry*, ed. By Mariana Benjamin, Basil Blackwell, 1991, UK, pp 243 – 264.

1. women, Religion and social change in early Islam by Jane I Smith.

*Women Religion and social change*, edited by Yvonne yazbeck haddad and Ellison banks findly , State university of new York press, 1985, chapter 2, pp 19- 35.

1. Introduction - Is there a feminist method? *Feminism and methodology* edited with an introduction by Sandra Harding, Bloomington: Indiana university press, 1987
2. Simone de Beauvoir, *The Second Sex*, Translated by Constance Borde and Sheila Malovany Chevallier, Vintage books London, 2011, Volume 2.
3. Nivedita Menon, *Seeing like a feminist*, Penguin random house india, 2012

**Methodology of Teaching:**

1. Interactive lectures using examples are delivered.
2. A WhatsApp group is created for regular communication.
3. Text and references books given in the syllabus and recommend reading decided in the meeting held in the department to be followed.
4. Contemporary articles are also being given to the student, related to the topics or Units.
5. Translate the English material to Hindi language for the Hindi medium students in tutorials.
6. Debate, Quiz, discussion, viva voice presentation to be conducted to build the confidence of the students.
7. Movies (LAJJA, PINK…) to be screened.

**Assessment \ Mode of Evaluation**

We evaluate the student’s progress or growth by taking Assessment as a form of tests as viva voice and assignments. Assessment is not only based on texts, suggested articles and course content, it focuses on grades and might reflect classroom component. We try to improve the student’s learning by taking assessment. Tutorials are also important in mode of evaluation. Tutorials are used for clarification of doubts pertaining to concepts taught in lectures, Interactive discussion and written work.

**Tentative date of Tests / assignments:**

1st test - 22nd Sep

2nd test - 5th Oct

Assignment - Till 31 oct

Criteria of Assessment: The students are assessed on comprehension and clarity of concepts based on learning and application.

**Teaching Learning Outcome:**

During the Study of Feminism, Students will gain a clear understanding of the major movements of feminist thought and related areas of the body of knowledge making up the field of Gender, Sexuality & Feminist Studies. This paper provides to the student’s analytical skills to develop valid arguments to counter gender discrimination, sexism and patriarchal dominance. Feminist theory has a social agenda i.e. to initiate transformation in social structures, customs and practices. Thus, the study of Feminism is not only an empowering tool against gender oppression but also against other systems of oppression such as race, class and color.