

Feminist Political Thought 1: Liberalism and Marxism

Section A: Headline Information	
Module title	Feminist Political Thought 1: Liberalism and Marxism
Module NFQ level (only if an NFQ level can be demonstrated)	7/8
Module number/reference	TBC
Module Co-ordinator	Dr Sarah Otten
Parent programme(s)	BA (Honours) in Arts and Humanities
Stage of parent programme	3/4 Note: This elective module will be offered to both Stage 3 and 4 learners and will run in alternate years with 'Humans and Other Animals 1'
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 2 of the programme or equivalent is required.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Philosophy
Maximum number of learners per module	60
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2
Module-specific physical resources and support required per centre (or instance of the module)	Lecture room, white board, computer and projector.
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 10						65 (Directed and self-directed)	36 (Essay prep., writing and continuous assessment.		125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module introduces learners to the concepts of feminist political philosophy as it has developed in the Western tradition. It focuses on the history and underpinning arguments of Liberal and Marxist feminisms. It develops learners' critical and analytical abilities through reading primary texts. For those taking the philosophy stream, it builds on modules in previous stages, deepening knowledge of core texts in the area of moral and political philosophy and the associated skills of reading, analysis and argument construction. It contributes to the Programme aims of developing learners' critical skills and meets the IPLOs 1, 2, 3, 5, 8.
Module Aims and Objectives	This module aims to provide the learner with an overview of the central issues within the History of Feminist Political Thought, particularly in relation to Liberal and Marxist feminist political theory. It develops the learner's critical and analytical skill through the reading and analysis of core texts from these two feminist traditions.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ul style="list-style-type: none"> 1. Identify and explain concepts such as; feminism, gender vs sex, public and private sphere, historical and ahistorical human nature. (MIPLO 1, 2)

	<ol style="list-style-type: none"> 1. Summarise the main arguments and principles of Liberal and Marxist feminism. (MIPLO 1, 2, 3) 2. Compare and evaluate Liberal and Marxist feminist analyses of the subordination of women. (MIPLO 1, 2, 3, 5, 8) 4. Analyse and critique a particular feminist position. (MIPLO 1, 2, 3, 5, 8)
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<p>Content covered:</p> <p>Introduction to Feminist Political Thought: historical overview, definitions and major concepts.</p> <p>Liberal Feminism: characteristics of Liberal political theory, discriminatory laws and political institutions as the cause of the subordination of women. Proposed remedy. Assumptions about human nature; rational, autonomous, irrelevance of the body. Close reading of Wollstonecraft's <i>Vindication of the Rights of Woman</i> and Mill's <i>The Subordination of Women</i>. Criticisms of Liberal Feminism.</p> <p>Marxist Feminism: characteristics of Marxist political theory, property ownership and capitalism as the cause of the subordination of women. Proposed remedy. Assumptions about human nature: historical and material. Implications. Close reading of Engels' <i>The Origin of the Family, Private Property and the State</i>. Criticisms of Marxist Feminism.</p> <p>The structure of this module allows learners to chronologically understand the development of feminist political thought on concepts such as subordination of women, public and private sphere and the role of gender in power differentials. It develops learners' ability to analyse the implications of theory and structures for the position of women. Learning is delivered weekly in a two-hour lecture over a twelve-week period.</p> <p>This module is offered on a biennial cycle with the Humans and Other Animals module. Thus it will be offered every second year to a combined class of third and fourth years. For those exiting in Stage 3 it will increase their knowledge in the area of moral and political philosophy and the associated analytical and critical skills. For those exiting in Stage 4, it will develop the skills acquired in previous philosophy modules and broaden and deepen knowledge in the area of moral and political philosophy.</p>
Module Teaching and Learning Strategy	<p>The content of this module is delivered in lectures. The lecturer models the skills of exposition, analysis and critique in delivering the content and draws attention to the process. At this higher level, learners contribute to discussion in a structured fashion.</p>

Work-Based Learning and Practice-Placement	N/A
E-Learning	Notes and reading made available to learners on Moodle.
Specifications for Module Staffing Requirements	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
Module Summative and Formative Assessment Strategy	<p>Assessment will be by continuous assessment comprising of review questions (0%) and a written essay (100%).</p> <p>The review questions are a formative form of assessment. Learners are asked to verbally explain a concept from the previous lecture at the beginning of each lecture. (MIMLOs 1, 2)</p> <p>The essay (2,500 – 3,000 words) is both a formative and summative form of assessment. It assesses knowledge, ability to analyse and evaluate, and the ability to form an argument and develops research skills. Each learner receives extensive feedback on their essay. (MIMLOs 1, 2, 3, 5, 8)</p>
Sample Assessment Materials	<p>Sample review questions: What is the 'public sphere'? Why are women frivolous, according to Wollstonecraft? What is the remedy to this situation, according to Wollstonecraft?</p> <p>Sample essay topic: Taking Mill's and Engel's texts, compare their analysis of, and their proposed solutions to the subjection of women. Which do you consider the more important analysis and why?</p> <p>In her introduction to <i>Vindication of the Rights of Woman</i>, Wollstonecraft argues that girls are subjected to 'a false system of education, gathered from books written by men on this subject, who considering females rather as women than human creatures, have been more anxious to make them alluring mistresses, than affectionate wives and rational mothers.' Critically analyse Wollstonecraft's understanding of human nature and explain how this guides her views on the treatment of women.</p>
Reading Lists and Other Information Resources	<p>Essential Reading: Engels, Friedrich, <i>The Origin of the Family, Private Property and the State</i> (London: Penguin, 1972, 2010)</p> <p>Jagger, Alison, <i>Feminist Politics and Human Nature</i> (Maryland: Rowan and Littlefield, 1983)</p> <p>Mill, J.S, <i>The Subjection of Women</i> (Indianapolis: Hackett, 1988)</p>

	<p>Wollstonecraft, Mary, <i>A Vindication of the Rights of Woman</i>, 3rd Rev (London: Penguin, 2004)</p> <p>Other Reading: Tong, Rosemarie, <i>Feminist Thought: A More Comprehensive Introduction</i>, 3rd edn, (Colorado: Westview Press, 2009)</p>
Module Physical Resource Requirements	Lecture hall, white board, computer and projector.

