

Feminist Political Thought 2: From Radical to Postmodern

Section A: Headline Information	
Module title	Feminist Political Thought 2: From Radical to Postmodern
Module NFQ level (only if an NFQ level can be demonstrated)	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 2'
Semester (semester1/semester2 if applicable)	2
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 3 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						63 (Directed and self-directed)	38 (Presentation prep, and review writing)		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 Radical and Socialist feminism and traces the rise of postmodern versions of feminism. 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 Radical, Socialist and Postmodern feminist political theory. It develops the learner's critical and analytical skill through the reading and analysis of core texts from these feminist traditions.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to:

	<ol style="list-style-type: none"> 1. Identify and explain concepts such as patriarchy, androgyny, intersectionality. (MIPLO 1, 2) 2. Summarise the main arguments and principles of Radical, Socialist and postmodern feminism. (MIPLO 1, 2, 3) 3. Compare and evaluate two of the 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 20th century Feminist Political Thought: historical overview, definitions and major concepts.</p> <p>Radical Feminism: characteristics of the movement, mode of analysis and responses to women’s subordination, notion of patriarchy. Proposed remedy – activism vs theorising. Assumptions about human nature- biological determinism. Close reading of De Beauvoir’s <i>Second Sex</i> and Millett’s <i>Sexual Politics</i>. Criticisms of Radical feminism.</p> <p>Socialist Feminism: Amalgamation of Radical and Marxist notions. Assumptions of human nature. Analysis of women’s subordination. Reproduction as part of the base structure of society. Assumptions about human nature. Close reading of <i>Beyond the Fragments</i>. Criticisms of Socialist Feminism.</p> <p>Black Feminism and the development of postmodern feminism: Criticisms of traditional mainstream feminism. Influence of different and multiple identity markers on gender. Intersectionality. Close reading of bell hooks’ <i>Ain’t I a Woman?</i> Criticisms of postmodern 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, role of the social in contradistinction to the political, and the importance of different identity markers (e.g. class, race, religion) in the experience of gender. 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</p>

	modules and broaden and deepen knowledge already acquired in the area of moral and political philosophy.
Module Teaching and Learning Strategy	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.
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%), a presentation (20%) and a book review (80%).</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 presentation is based on the book review. It consists of a 10-minute presentation by the learner followed by 10 minutes of questions and feedback from the lecturer and peers. It is both a formative and summative assessment. It happens before the book review is submitted which is treated as a work in progress. The questions and feedback at the end of the presentation should feed into the learner's revision of their book review before their final submission of the piece. This exercise assesses the learner's ability to explain and analyse concepts, argue for a particular view and to respond to questions and critiques of their position. It also assesses the learner's ability to present clearly and coherently to a group. (See Humanities criteria sheet for presentations). (MIMLOs 1, 2, 3, 4)</p> <p>The book review (2,000 – 2,500 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 book review. (MIMLOs 1, 2, 3, 4)</p>
Sample Assessment Materials	<p>Sample review questions:</p> <ul style="list-style-type: none"> (i) What do Radical Feminists mean by the term 'patriarchy'? (ii) How did Kate Millett redefine the word 'political'? (iii) What aspects of Radical Feminism do Socialist Feminists agree with? <p>Sample book review assignment:</p>

	<p>Write a book report on a feminist text. There are some suggestions below. In the report, you will need to provide a summary of the author's writing, a critical analysis of the position held and of the arguments offered to support the position. You will need to answer two questions in this analysis: What reason does the author give or imply as the cause of women's subordination, and what solution does the author offer to solve this subordination? As part of your exploration of these questions, you will need to tease out what assumptions the author is making about human nature.</p> <p>The report must have the following structure:</p> <ol style="list-style-type: none"> I Summary II Analysis <ol style="list-style-type: none"> (i) Cause of women's subordination (ii) Implied solution (iii) Assumptions about human nature (iv) Compatible with which feminist theory? <ul style="list-style-type: none"> • <i>A Room of One's Own</i> (1929) - Virginia Woolf • <i>The Feminine Mystique</i> (1963) - Betty Friedan • <i>The Female Eunuch</i> (1970), Germaine Greer • <i>The Beauty Myth</i> (1990), Naomi Wolf • <i>Gyn/Ecology</i>, (1978), Mary Daly
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: De Beauvoir, <i>Second Sex</i> (New York: Vintage Books, 1952, 1989)</p> <p>hooks, bell, <i>Ain't I a Woman?: Black Women and Feminism</i> (London: Pluto, 1981)</p> <p>Jagger, Alison, <i>Feminist Politics and Human Nature</i> (Maryland: Rowman and Littlefield, 1983)</p> <p>Millett, Kate, <i>Sexual Politics</i> (London: Virago, 1977)</p> <p>Rowbotham, Sheila, Lynne Segal and Hilary Wainwright, <i>Beyond the Fragments: Feminism and the Making of Socialism</i>, 3rd edn (London: Merlin Press, 2013)</p> <p>Other Reading: Bryson, Valerie, <i>Feminist Political Theory: An Introduction</i>, 3rd edn (UK: Palgrave Macmillan, 2016)</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall, white board, computer and projector.</p>