

# PT160 TRANSNATIONAL FEMINISM IS FOR EVERYBODY

Seminar Leader: **Agata Lisiak**

Course Times: Tuesdays & Thursdays, 9:00 – 10:30 am

Email: [a.lisiak@berlin.bard.edu](mailto:a.lisiak@berlin.bard.edu)

Office Hours: Thursdays, 11 am – 1 pm and by appointment

## Course Description

Named after bell hooks' 2000 essay collection *Feminism Is for Everybody*, and with an essential transnational focus, this course offers an introduction to feminism as a political movement to end oppression across differences. Students will discuss, try out, and question various feminist theories and methodologies to critically examine a range of cultural, social, and economic issues across geographical and historical contexts. While acknowledging the importance of one's personal experience in finding feminism and committing to it, this course also invites students to look beyond the personal and to focus on political projects that seek out solidarity-yielding connections. Among other topics, we will discuss the demands of socialist women's rights activists, queer feminist formations in the Global South, theories and practices of reproductive justice, feminist responses to occupation, war, and land grabbing, sex workers' struggles across borders, decolonial feminist interventions, and the connections between gender justice and environmental justice. Bringing together feminist contributions from sociology, philosophy, cultural studies, political science, activism, and more, the course will also serve as an introduction to the work of influential thinkers such as Sara Ahmed, Angela Davis, Silvia Federici, bell hooks, Audre Lorde, Rosa Luxemburg, Chandra Talpade Mohanty, Oyèrónké Oyěwùmí, and Françoise Vergès, among many others. The assignments for this course are designed to acknowledge the importance of process as much as the final outcome, and to carefully probe the opportunities and challenges of collaborative thinking.

## Requirements

### Academic Integrity

Bard College Berlin maintains the highest standards of academic integrity and expects students to adhere to these standards at all times. Instances in which students fail to meet the expected standards of academic integrity will be dealt with under the Code of Student Conduct, Section 14.3 (Academic Misconduct) in the Student Handbook.

### Accommodations

Bard College Berlin is committed to inclusion and providing equal access to all students; we uphold and maintain all aspects of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008, and Section 3 of the German Disability Equality Act of April 27, 2002 (Federal Law Gazette I p. 1468). If you have a disability, or think you may have a disability,

please contact the Disability Accommodation Coordinator, Atticus Kleen, to request an official accommodation ([accommodations@berlin.bard.edu](mailto:accommodations@berlin.bard.edu)).

Requests for accommodations should be made as early as possible to ensure adequate time for coordination and planning. Please note that accommodations are not retroactive and may require advance notice to implement.

If you have already been approved for accommodations with the Disability Accommodation Coordinator, please arrange to meet with me outside of class so that we can develop an implementation plan.

Students may face extenuating circumstances related to various personal or external factors, which impact their academic performance. While these circumstances often do not fall within the legal framework of Disability Accommodations, Bard College Berlin is committed to supporting students experiencing such circumstances. A student needing a short extension or a replacement assignment because of an extenuating circumstance is encouraged to make arrangements directly with instructors if possible. If further support is needed, please visit the [Bard College Berlin Accessibility page](#). Questions about this process can be directed to James Harker ([j.harker@berlin.bard.edu](mailto:j.harker@berlin.bard.edu)) or Maria Anderson-Long ([m.andersonlong@berlin.bard.edu](mailto:m.andersonlong@berlin.bard.edu)).

### **BCB Attendance Policy**

Attendance at all classes is a crucial part of the education offered by Bard College Berlin. To account for minor circumstances, two absences from twice-per-week courses should not affect the participation grade or require documentation. Further unexcused absences as well as tardiness will negatively affect the participation grade. Bard College Berlin may not offer credit for any course in which a student has missed more than 30% of classes, regardless of the reasons for the absences. The full Bard College Berlin attendance policy can be found in the Student Handbook, Section 2.8.

### **Assignments and Assignment Deadlines**

Students are required to complete the following assignments for this course:

**Feminist encounters: a reflection.** This is a five-stage assignment. In the first stage, having read Sara Ahmed's chapter from *Living a Feminist Life* and the introduction to Sophie Lewis' *Enemy Feminisms*, students will be asked to reflect in writing on how they first encountered and/or continue to encounter feminism(s). In the second stage, students will be asked to post 300-word statements on this topic on the padlet. In the third stage, students will read their peers' statements, comment on each other's posts, and consider them in relation to their own. In the fourth stage, students will substantially revise their original statement and expand it to a 1000-word paper, with their peers' padlet comments and statements in mind, and engaging with at least one text assigned for this class. Detailed prompts and deadlines for the individual stages of the assignment will be posted on Google Classroom. Students will present and workshop their feminist encounter drafts in class on **24 September**. In the fifth and final stage, students will revise their papers and submit the final versions by **27 September**. This assignment offers students the opportunity to develop a range of skills, including writing in different formats, engaging critically with peers' work, giving and receiving constructive feedback, self-reflection, engagement with theory, and revising and editing their own work.

**Feminist zine pages.** This is also a multi-stage assignment. Students will first conduct independent research on a feminist movement or initiative of their choice and present it in the form of a page (or several pages) to be included in a collaboratively assembled zine. All contributors will have a chance to present and workshop their drafts in class before submitting their final versions for the joint publication. In addition to the zine, every student will write a 1000-word reflection paper providing more context for their page(s) and engaging critically with engage at least two texts assigned for this course. Detailed prompts and deadlines for the individual stages of the assignment will be shared on Google Classroom. Deadlines: for the page draft outline – **14 October**; the finalized page – **6 November**; the reflection paper – **17 November**. This assignment offers students the opportunity to develop a range of skills, including independent research, time management, creative approaches to presenting research, project management, collaboration, giving and receiving constructive feedback, engaging with theory, and revising and editing their own work.

**Final project/essay.** For their final project, students can choose between a 3000-word academic essay on the topic of their choice related to one of the course's themes or a 'creative component' (video, zine, sound piece, installation, etc.) accompanied by a 1000-word reflection paper. Regardless of the format they choose, students will engage carefully with at least two texts assigned for this course. Students will have the opportunity to workshop their drafts in class and discuss them with me in individual meetings. Students who opt for a 'creative component', will be required to present its final version in class on **9 December**. The final written version of this assignment (both the 3000-word essay and the 1000-word reflection piece) is due by **16 December**.

#### **BCB Policy on Late Submission of Papers**

Essays that are up to 24 hours late can be downgraded up to one full grade (from B+ to C+, for example). Instructors are not obliged to accept essays that are more than 24 hours late. Where a professor agrees to accept a late assignment, it should be submitted by the new deadline agreed upon by both parties. Thereafter, the student will receive a failing grade for the assignment. Grades and comments will be returned to students in a timely fashion. Students are also entitled to make an appointment to discuss essay assignments and feedback during instructors' office hours.

Students receive end-of-semester grades for their seminar work. Students are entitled to make an appointment with an instructor to discuss seminar participation, or may be asked to meet with the instructor at any stage in the semester regarding class progress.

#### **Grade Breakdown**

Seminar preparation and participation - 30% for the semester (15% for weeks 1-7 + 15% for weeks 8-14)

Feminist encounters – 20%

Feminist zine page + reflection – 20%

Final project/paper – 30%

#### **A note on the grading process and rubrics**

All assignments for this course center the importance of process as much as the final outcome. In the first two weeks of the semester, we will discuss expectations and challenges related to grading, and will jointly finalize rubrics for each graded assignment.

\*\*\*\*\* STUDENTS ARE REQUIRED TO PURCHASE A COURSE READER FROM THE LIBRARY \*\*\*\*\*  
ADDITIONAL RESOURCES WILL BE POSTED ON GOOGLE CLASSROOM  
THE SCHEDULE IS SUBJECT TO CHANGE

## Schedule

Week 1

### Feminist Education and Politics, Part 1

Class 1 // 2 September

Introductory session, opening exercises.

Class 2 // 4 September

- Ahmed, Sara. Feminism is sensational. *Living a Feminist Life*. Durham: Duke UP, 2017. 21-42.
- hooks, bell. Consciousness-Raising: Feminist Education for Critical Consciousness. *Feminism Is for Everybody*. Cambridge: South End Press, 2000. 7-12.

Assignment 1a (in class): intro to feminist encounters

Week 2

### Feminist Education and Politics, Part 2

Class 3 // 9 September

- Luxemburg, Rosa. The Proletarian Woman. 1914.
- Lewis, Sophie. Introduction to *Enemy Feminisms*. Chicago: Haymarket Books, 2025.

Assignment 1b: upload a 300-word feminist encounter on the padlet by midnight, 10 September

Class 4 // 11 September

- Simha, Anita and Banu Subramaniam. Phantasms of a feminist ecology: interdisciplinarity across the generations. *Feminist Theory* (2025).
- Dirik, Dilar. Jineolojî: A science of woman and life & Ecology. *The Kurdish Women's Movement*. London: Pluto, 2022.
- Arsanios, Marwa. Micro-Resistances: An interview with Samanta Arango Orozco. *Kohl: A Journal for Body and Gender Research* 8.2 (2022): <https://kohljournal.press/micro-resistances-interview-samanta-arango-orozco> (READ ONLINE).

Assignment 1c: comment on at least three different feminist encounters on the padlet by midnight, 15 September

Class 5 // 13 September (Saturday), an off-campus session on ecofeminism and ecological justice, Spore Initiative (attendance required – this class replaces the session on 28 October). In preparation, please read the texts and watch the videos posted on Google Classroom.

Week 3

**Feminism and Internationalist Politics, Part 1**

Class 6 // 16 September

- hooks, bell. Global Feminism. *Feminism Is for Everybody*. Cambridge: South End, 2000. 44-47.
- Mohanty, Chandra Talpade. Under Western Eyes. *boundary 2* 12.3 (1984): 333-358.

Assignment 1d: expand your feminist encounter drafts to 1000 words and upload them to google classroom by 9 am, 23 September

Class 7 // 18 September

- Gago, Verónica. *Feminist International*. London: Verso, 2020. 1-16.
- Lastesis. *Set Fear on Fire*. London: Verso, 2023. An excerpt.
- Farvardin, Firoozeh. Other Feminisms: A Subversive Gift to the World. *Beyond Molotovs*. Bielefeld: Trascript, 2024. 286-295.

Week 4

**Feminism and Internationalist Politics, Part 2**

Class 8 // 24 September

- In-class workshop (assignment 1e): peer reviewing reflections on feminist encounters

Assignment 1e: having received feedback on your draft, revise your feminist encounter and submit the final version via google classroom by 9 am, 27 September.

Class 9 // 26 September

- Feminist Resistance Against War: A Manifesto. 2022. <https://spectrejournal.com/feminist-resistance-against-war/> (read online)
- The Right to Resist: A Feminist Manifesto from Ukraine. 2022: <https://commons.com.ua/en/right-resist-feminist-manifesto/> (read online)
- Shchurko, Tatsiana. "More and More of Us Need to Become Internationalist": The War in Ukraine, Entangled Imperialisms, and Transnational Feminist Solidarity. *LeftEast* 2022: <https://lefteast.org/internationalism-war-ukraine/>.

Class 10 // on-campus film screening, date TBA (attendance required – this class replaces the session on 30 October)

Week 5

**Social Reproduction and Care Work**

Class 11 // 2 October

- Federici, Silvia. *Wages Against Housework*. 1975.
- Davis, Angela. The Approaching Obsolescence of Housework: A Working-Class Perspective. 1981.

Class 12 // 4 October

- Vergès, Françoise. Capitalocene, Waste, Race, and Gender. *e-flux*. 2019.
- Dutchak, Olga. Social Reproduction in the War on Ukraine. *Rosa Luxemburg Stiftung* 2023: <https://www.rosalux.de/en/news/id/50016/social-reproduction-in-the-war-on-ukraine>

Week 6

**Feminism and Difference**

Class 13 // 7 October

- The Combahee River Collective Statement. 1977.
- Lorde, Audre. Age, Race, Class, and Sex: Women Redefining Difference. *Sister Outsider*. Berkeley: Crossing Press, 2007. 114-123.

Class 14 / 9 October

- Nzegwu, Nkiru. Sisterhood. 1990.
- Oyěwùmí, Oyèrónkẹ́. Introduction: Feminism, Sisterhood, and *Other* Foreign Relations. In: *African Women & Feminism: Reflecting on the Politics of Sisterhood*. Ed. Oyèrónkẹ́ Oyěwùmí. Trenton: Africa World Press, 2003. 1-24.

Week 7

**Feminism and Solidarity**

Class 15 / 14 October

- Abbas, Fatin. Blood Veins. *Berlin Review* 3 (2025): 11-21.
- Weber, Meret. Two Years of War in Sudan. *The Diasporist*. 2025.

Class 16 / 16 October

Presentation of zine pages drafts.

\*\*\*\*\* FALL BREAK \*\*\*\*\*

Week 8 (no classes)

Week 9

**Transnational Feminist Solidarity, Part 1**

Class 17 / 4 November

- Davis, Angela. Women in Egypt: A Personal View. *Women, Culture & Politics*. 1989.
- Salem, Sara. On Transnational Feminist Solidarity: The Case of Angela Davis in Egypt. *Signs* 43.2 (2018): 245-266.

Class 18 / 6 November

- Ihmoud, Sarah. Palestinian feminism: Analytics, praxes and decolonial futures. *Feminist Anthropology* 2022.

Week 10

**Transnational Feminist Solidarity, Part 2**

Class 19 / 11 November

- Jordan, June. Moving Towards Home, 1982.
- Jordan, June. A Response to Adrienne Rich. *The Massachusetts Review* October 10, 1982.
- Hammad, Suheir. author's preface (1996); our mothers and their lives of suffer; broken and beirut. *Born Palestinian, Born Black*. Brooklyn: UpSet Press, 2010.
- Magloire, Marina. Moving Towards Life. *LA Review of Books* August 7, 2024.

Class 20 / 13 November  
Assembling a zine on transnational feminism.

Homework: students pitch their ideas for readings to be discussed in class on 4 December.

Week 11

**Bodies and/in Space**

Class 21 / 18 November

- Hayek, Heba. *Sambac Beneath Unlikely Skies*. London: Hajar Press, 2021. Excerpts.
- Minai, Naveen and Sara Shroff. Yaariyan, Baithak, Gupshup: Queer Feminist Formations and the Global South. *Kohl: A Journal for Body and Gender Research* 5.1 (2019): 31-44.

Class 22 / 20 November  
Guest lecture, details TBA

Week 12

**Bodies and/in States**

Class 23 / 25 November

Workshop: peer review of final project drafts

Class 24 / 27 November

- Camminga, B. Categories and Queues: The Structural Realities of Gender and the South African Asylum System. *TSQ: Transgender Studies Quarterly* 4.1 (2017). 61-77.
- Zanele Muholi catalog excerpts. Tate Modern, 2021. (*not in the reader, shared in class*)

Week 13

**Politics of Interdependence**

Class 25 / 2 December

- Taylor, Astra and Sunaura Taylor. Our Animals, Ourselves: The Socialist Case for Animal Liberation. *Lux* 2021.

Class 26 / 4 December  
*We will read two texts suggested by students and be selected via a poll by 25 November.*

Week 14

**Workshops**

Class 27 / 9 December

Presentation of final projects

Class 28 / 11 December  
Wrap-up session, potluck brunch, closing exercises.