

Carleton University
Fall 2019
Department of Political Science

FYSM 1611A
‘Are you a Feminist?’ Understanding Feminism in Contemporary Politics
Wednesdays, 11:35-2:25
Loeb Building A602
Confirm Location on Carleton Central

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Office Hours: Mondays, 10:00-11:20
Wednesdays 10:00-11:20

‘Notice what happens when you substitute curiosity for judgment’

Carol Gilligan, *Joining the Resistance*, 2011

Course Description and Objectives:

How do you respond when someone asks you ‘Are you a feminist?’ or ‘What do you think of the #MeToo movement’? Heightened by the power of social media, the term ‘feminism’ seems to be everywhere. Justin Trudeau has proclaimed that he is a proud feminist. Beyoncé is also a feminist. But are their feminisms the same? What does it mean to be a feminist? How does feminism relate to other ideas and movements in politics? This course will examine the politics of contemporary feminism, using examples from Canada and around the world. Each week we will read and discuss issues related to contemporary feminism through readings from the popular press/social media, as well as scholarly articles on feminist theory and gender studies that complement and provoke questions about these issues. The aim of the course is to provide students with a deeper understanding of the arguments guiding contemporary feminist movements in the context of domestic and international politics today, and with the intellectual tools to make informed judgements and decisions about your own guiding beliefs. Throughout the course we will also spend time focusing on practical skills required for academic success. Seminars will be run according to principles of **mutual respect, equal voice, informed judgement, attentive listening and inclusiveness.**

Course Structure:

This course will be run as a seminar. This means that we will learn through group discussion, rather than through students listening while the professor lectures. In a seminar, we will all participate in the discussion every week, and we will all learn (instructor included!).

With the exception of the first two classes and the last class, all classes will proceed (more or less) according to the following format:

- 30 minutes: Introductory discussion of the week's topics and issues
- 50 minutes: Small group discussion: During this period students will work in small groups on mini-projects related to key issues arising from readings. Students will present the outcomes of their discussions with the rest of the class after the break.
- 15 minutes: BREAK
- 45 minutes: Full group discussion
- 10 minutes: BREAK
- 20 minutes: Reading, Researching and Writing Workshop

Requirements and Assessment:

Weekly Attendance and Participation:	20%
2 in-class quizzes (Sept 25 and Nov 6) (2 x 5%)	10%
Reflection (750-800 words) (due Oct 2)	15%
Essay Outline (due Oct 16)	10%
Final Essay (1250-1500 words) (due Nov 27)	25%
Research Presentation (Nov 27 and Dec 4)	<u>20%</u>
	100%

Attendance and Participation: *This is a seminar course and relies on the active participation of students. For this reason, participation counts for a large portion of your grade.* Attendance at weekly seminars is mandatory. Your participation grade will be based on your attendance at these meetings throughout the term, as well as the quality and quantity of your participation in small-group and full-class discussions. Students are expected to have completed the required reading before the seminar and to arrive prepared to discuss that week's material. To earn an 'A-range' grade for participation, you must have perfect or near perfect attendance, and have made regular, informed contributions to all discussions, and shown yourself to be an active, engaged listener. If you must miss a seminar for a legitimate reason, please inform me as soon as possible (preferably before the seminar). **Unless required for special accommodations, the use of electronic devices in class is strongly discouraged. This is not because I have a problem with electronic devices, but because I am seeking to foster attentive, respectful listening. Please see me if you have a special reason why you need to use your phone/laptop in class.**

2 in-class quizzes (Weeks 4 and 9): There will be two short quizzes written in class (Weeks 4 and 9). These quizzes will be on key ideas covered in readings and discussed in seminars. If you read the required readings, attend classes regularly and listen carefully, you should be fully prepared for these quizzes. Questions could be on any material from the beginning of the course up to the day of the quiz (but each one will concentrate on the weeks directly leading up to the quiz). Quizzes will be written by hand on hard copies and submitted upon completion. There will be NO MAKE-UP QUIZZES. If you miss a quiz due to a legitimate absence, the 5 marks will be transferred to your final essay or presentation.

Reflection on Gender in Advertising (due Week 5): For this assignment you will do an analysis of the way that gender operates in advertising. You can use a TV commercial or a print ad from a magazine. The ad can be one that reinforces traditional stereotypes, or one that seeks to counter those stereotypes. The aim is to encourage you to ‘see’ gender as it operates at an everyday level and to consider the political implications of this. The analysis should be approximately 750-800 words and make use of some of the feminist concepts and theories that we have discussed in class. This is not a research essay; however, you are strongly encouraged to use academic sources and/or sources from popular media – newspapers, magazines, blogs or other websites. Any sources used must be cited in the text and in a Bibliography. The reflection will be marked according to the following criteria:

- a) Choice of commercial/advertisement
- b) Grasp of ideas, concepts and theories
- c) Ability to analyze critically and creatively
- d) Ability to construct an argument and sustain it throughout the reflection
- e) Writing style – fluidity, organization, grammar, syntax, spelling

Essay Outline (due Week 7): All students must submit an outline for their research essay. The outline must include the following:

- i) Working Title
- ii) Research Question
- iii) Working argument/thesis statement
- iv) Outline of the 3 key sections of your paper (one short paragraph per section).
- v) Working Bibliography (at least 5 scholarly sources).

Final Essay (due Week 12): Your research essay will address a topic of your choice related to feminism and politics/the politics of feminism. This essay may address a contemporary topic related to feminism, but it must make explicit use of feminist theory in its analysis. The essay must include a minimum of 5 scholarly sources (academic journal articles, book chapters or books) that are properly cited using in-text citations and a Bibliography). The essay should be 1250-1500 words in length (double-spaced, Times New Roman 12-point font). The essay will be marked according to the following criteria:

1. Strength and Clarity of Research Question and Thesis Statement
2. Quality of the Analysis
3. Organization, Structure, Writing Style
4. Evidence of Research, and Adequate, Correct and Complete referencing of sources.

Presentation (Weeks 12 and 13): In the final two classes, students will present their essay research. Each student will then have 10 minutes (maximum) to make a short presentation. You may choose the format and style of your presentation; most students will choose to deliver their presentations orally; in this case, the talk must also be accompanied by a visual and or creative aid – a power point presentation, a poster, short video, a paper handout, art work, etc. If you choose to record a podcast or a video, or write short story or piece of poetry, you are still required to ‘present’ these to the class – through some discussion of the context, inspiration,

difficulties encountered, etc. All students will receive a mark out of 100 from their peers, based on the following criteria:

- a) Preparedness /20
- b) Content /20
- c) Organization /20
- d) Creativity /20
- e) Presentation Style /20

This will form half of the presentation mark. The other half will be the mark from the instructor (using the same criteria).

Code of Conduct

We are here to learn, and to engage in open, constructive dialogue in an atmosphere of tolerance and mutual respect. To facilitate this, this seminar will be run according to five key principles. Students whose behavior is not in accordance with these principles will be warned and may be asked to leave the classroom. Many of the topics covered in this course are of a particular sensitive and potentially inflammatory nature. Students may have very strong views on certain topics, many of which may be informed by personal experiences. Acting in accordance with the following principles will help to ensure that we can all learn in an atmosphere that is safe, open and accepting.

- 1. mutual respect**
- 2. equal voice**
- 3. informed judgement**
- 4. attentive listening**
- 5. inclusiveness**

Learning Workshop Topics

A small portion of time in each class (except weeks 1 and 12) will be devoted to an interactive 'learning workshop'. This will be a time for students to discuss any difficulties or challenges they are experiencing with their academic work – in this class or others. In addition, the professor will address a number of topics that often pose challenges for students, especially in their first year.

All **readings** are available through the library's **ARES system of online reserves**. No textbooks are required for this course.

All written work must be submitted via the **CU Learn portal** in advance of the deadline. Please submit only Word documents (no PDFs please).

WEEKLY TOPICS AND READINGS

Week 1 September 4

Introduction

Welcome, Introductions, Overview of the Course

(together we will watch and discuss two TED talks: Chimamanda Ngozi Adichie's TED talk 'We should all be Feminists' and a TEDx talk by Betsy Cairo entitled 'Why I am not a Feminist')

<https://www.youtube.com/watch?v=S6ufvYWTqQ0>

<https://www.youtube.com/watch?v=H50eCfpquBI>

Learning Workshop:

- How to find the readings and how to read academic work
- First-year Connections and Mentoring at Carleton <https://carleton.ca/mentoring/>

Week 2 September 11

Understanding Gender and Feminism

Scholarly Works:

Simone de Beauvoir (1949/2010) *The Second Sex*. New York: Vintage (e-book) 'Introduction'.

https://www.uberty.org/wp-content/uploads/2015/09/1949_simone-de-beauvoir-the-second-sex.pdf

bell hooks (1984) 'Feminism: A Movement to End Sexist Oppression' in Carole R. McCann and Seung-kyung Kim, eds., (2010), *Feminist Theory Reader*, 2nd edition. London: Routledge. (Chapter 6, pp. 51-57).

Debates and Issues:

Canadian Women's Foundation: 'Facts about the Gender Wage Gap in Canada'

<https://www.canadianwomen.org/the-facts/the-wage-gap/>

Corey Mintz, 'Here's a tip: Let's not dress up service droids as women' *The Globe and Mail*.

https://www.theglobeandmail.com/opinion/article-heres-a-tip-lets-not-dress-up-service-droids-as-women/?utm_medium=Newsletter&utm_source=Globe%20Life&utm_type=text&utm_content=GlobeLife&utm_campaign=2019-2-26_16&cu_id=

Learning Workshop:

'Participating in the Conversation'

Week 3 September 18

Feminist, Queer and Transgender Theory

**** Presentation from Carleton Centre for Student Academic Support today at 1:30pm****

Scholarly Works:

'Introduction', in Richardson, D., McLaughlin, J., & Casey, M. E. (Eds.). (2006). *Intersections between feminist and queer theory*. Basingstoke: Palgrave Macmillan.

Stryker S. (2007) 'Transgender Feminism'. In: Gillis S., Howie G., Munford R. (eds) *Third Wave Feminism*. Palgrave Macmillan, London

Debates and Issues:

Maria Bucur (2018) 'The attack on transgender people is part of a bigger plan to reverse gender justice'

[Maria Bucur — November 6, 2018](#)

Judith Butler (2019) 'The Backlash against 'Gender Ideology' must Stop', *New Statesman*, January 29.

https://www.newstatesman.com/2019/01/judith-butler-backlash-against-gender-ideology-must-stop?fbclid=IwAR27RnlQK-RzN8o2gZWYH2nhcXPwGNTaHVmXTWxK_46rcU9AeZEKfioqgA

Learning Workshop:

- Presentation from the Carleton Centre for Student Academic Support

Week 4 September 25 (quiz #1)

Thinking about Race, Intersectionality and Imperialism

Scholarly Works:

Anthias, F., & Yuval-Davis, N. (1983). Contextualising feminism: gender, ethnic and class divisions. *Feminist Review*, 15, 62–75.

Jaggar, A. M. (2005). "Saving Amina": Global justice for women and intercultural dialogue. *Ethics & International Affairs*, 19(3), 55-75.

Debates and Issues:

<https://www.dissentmagazine.org/article/women-black-lives-matter-interview-marcia-chatelain>

<https://www.theguardian.com/commentisfree/2017/aug/07/canada-international-aid-feminist-women-afghanistan>

Learning Workshop:

- Fieldtrip to the Library! Physical and Virtual Tour. 1:15pm – 2:25 (Attendance will be taken at the beginning of the class, at the beginning of the tour, and at the end of the tour).

**Week 5 October 2 (Reflection due today before 11pm via CU learn)
Masculinities**

Scholarly Works:

R.W. Connell (2005) 'The Social Organization of Masculinity' in Carole R. McCann and Seungkyung Kim, eds., (2010), *Feminist Theory Reader*, 2nd edition. London: Routledge. (Chapter 22, pp. 232-244).

Taylor, J., Johnston, J., & Whitehead, K. (2016). A Corporation in Feminist Clothing? Young Women Discuss the Dove 'Real Beauty' Campaign. *Critical Sociology*, 42(1), 123–144.

Debates and Issues:

<https://www.nbcnews.com/think/opinion/boys-are-internalizing-toxic-masculinity-habits-way-too-early-ncna814316?icid=related>

<https://www.theguardian.com/world/2019/jan/15/gillette-metoo-ad-on-toxic-masculinity-cuts-deep-with-mens-rights-activists>

Learning Workshop:

- 'The Essay: Posing the Question, Outlining the Puzzle'

**Week 6 October 9
Lean In? The Rise of Neoliberal Feminism**

Scholarly Works:

Catherine A. Rottenburg (2018) *The Rise of Neoliberal Feminism*. Oxford: Oxford University Press. Introduction.

Debates and Issues:

Ivanka Trump (2019) 'Empower Women to Foster Freedom', *Wall Street Journal*, February 6.
<https://www.wsj.com/articles/empower-women-to-foster-freedom-11549497789>

Schwarz, Madeline (2013). 'Kicking Back, Not Leaning In', *Dissent*.
<https://www.dissentmagazine.org/article/kicking-back-not-leaning-in>

Learning Workshop:

- 'Researching your question'

**Week 7 October 16th (essay outline due today before 11pm via CU learn)
'Grab em by the *****' – #MeToo and Gender-based Violence**

Scholarly Works:

Russo, N. F., & Pirlott, A. (2006). Gender-based violence. *Annals of the New York Academy of sciences*, 1087(1), 178-205.

Zarkov, D., & Davis, K. (2018) 'Ambiguities and dilemmas around# Metoo:# forhow long and# whereto?' *European Journal of Women's Studies*, 25(1): 3-9.

Debates and Issues:

<https://www.foreignaffairs.com/articles/2018-03-06/how-metoo-became-global-movement>

https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Executive_Summary.pdf

Learning Workshop:

- Mid-term Course Reflection

****No class October 23rd , Fall Reading Week****

Week 8 October 30th

Feminist Ethics: The Ethics of Care and Caregiving

Scholarly Works:

Tronto, Joan C. (1993) *Moral Boundaries: A Political Argument for an Ethic of Care*. New York: Routledge. Chapter 3, 'Is Morality Gendered?' and Chapter 5, 'An Ethic of Care'.

Debates and Issues:

<https://www.harpersbazaar.com/culture/features/a12063822/emotional-labor-gender-equality/>

<https://ethicsofcare.org/new-feminism-age-trump/>

Learning Workshop:

- 'How to Write: Planning, Writing, Editing and Proofreading'

Week 9 November 6 (Quiz # 2)

Women Leaders in Formal Politics: What does Gender have to do with it?

Scholarly Works:

Mona Lena Krook and Diana Z. O'Brien (2012) 'All the President's Men? The Appointment of Female Cabinet Ministers Worldwide', *The Journal of Politics*, 74(3): 840-855

Liu, S. J. S. (2019) 'Cracking Gender Stereotypes? Challenges Women Political Leaders Face'. *Political Insight*, 10(1), 12-15.

Debates and Issues:

<https://foreignpolicy.com/gt-essay/the-kindness-quotient-jacinda-ardern-new-zealand/>

<https://www.nytimes.com/2019/03/30/opinion/women-leadership-jacinda-ardern.html>

<https://www.nytimes.com/2019/04/15/world/canada/trudeau-jody-wilson-raybould-feminism.html>

Learning Workshop:

- 'Notes and Bibliography: How to Cite Others' Work'

Week 10 November 13

Celebrity Feminism

Scholarly Works:

Keller, J., & Ringrose, J. (2015). 'But then feminism goes out the window!': exploring teenage girls' critical response to celebrity feminism. *Celebrity studies*, 6(1), 132-135.

Weidhase, N. (2015). 'Beyoncé feminism and the contestation of the black feminist body. *Celebrity Studies*, 6(1), 128-131.

Debates and Issues:

<https://www.bellhooksinstitute.com/blog/2016/5/9/moving-beyond-pain>

<https://www.eyony.com/news/bell-hooks-lemonade-beyonce/>

Week 11 November 20

Feminist Solidarity? Women's movements in Transnational Perspective

Scholarly Works:

Parashar, S. (2016). 'Is transnational feminist solidarity possible?', *Handbook on Gender in World Politics*. Edward Elgar Publishing.

Debates and Issues:

Susskind, Yufit, 'Looking Past Borders: Transnational Politics Offer Solutions for Women's Health'

<https://www.madre.org/press-publications/article/looking-past-borders-transnational-politics-offer-solutions-womens-health>

Learning Workshop: Wellness at Carleton

https://students.carleton.ca/wellness/?utm_source=Web&utm_medium=Pillar_Home-More&utm_campaign=Service_Pillars-Wellness

Week 12 November 27 (Essays due today)

Presentations

Week 13 December 4

Presentations and End of Term Celebration!

Academic Accommodations

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day’s date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society

"The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

The course outline posted to the Political Science website is the official course outline.