



**PSCI 3303 A**  
**Feminist Political Theory**  
**Wednesdays, 2:35–5:25pm**  
**Online via Zoom (link on Brightspace)**

**Instructor:** Amanda Roberts (she/her)

**Online Office Hours:** Thursdays, 2:30 pm to 4:30 pm via Zoom on Brightspace

**Email:** [amanda.roberts@carleton.ca](mailto:amanda.roberts@carleton.ca)

### **Course Description**

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This course examines some of the key concepts, approaches, and debates in the feminist political theory. It is an introduction to the ideas, debates, and authors that have influenced and helped shape the field and movements. Together we will visit questions of inclusion and exclusion, how we construct women as a category (and whether such a category is possible or desirable). With an intersectional and anti-oppressive focus, we will challenge conceptualizations of a homogenous category of women with an analysis of gendered and racialized labour, how race is constructed, and feminism's history of exclusion and colonial violence.

Together we will explore multiculturalism, queer and trans\* feminisms, indigenous feminisms, intersectionality, masculinities, and more.

### **Course Format**

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This is a **synchronous** online course. We will meet on Zoom at the scheduled time each week.

This course will be run as a combination between a lecture and a seminar. Each class will begin with a short lecture to highlight key concepts and themes from the readings. The lecture will be followed by a primarily student-led discussion. Students are expected to come to each class prepared to discuss the readings.

**Brightspace & Carleton Email:** Because this is an online course, you are responsible for checking your Carleton Email account and Brightspace regularly (~2 times per week) for updates.

**Office Hours:** I will hold office hours **online** via Zoom (link on Brightspace) every **Thursday from 2:30 to 4:30pm**. Office hours are a time for students to meet with me to discuss any questions, or to get extra help or clarification. If my set office hours do not work for you, please do not hesitate to make an appointment and we will meet at a time that better suits your schedule.

## **Learning Outcomes**

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By the end of this course, students should be able to:

- Carefully read scholarly articles.
- Summarize some of the key debates in feminist political thought.
- Critique and analyze scholarly articles as well as mainstream media.
- Describe key concepts as they have evolved throughout feminist theory.
- Develop an argument and use academic sources to substantiate it.
- Compose thoughtful questions to stimulate class discussion.
- Apply learned concepts to case studies and scenarios in politics and culture.

## **Required Texts**

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There are **no required texts for you to purchase** for this class. All readings will be available on Brightspace via MacOdrum Library's electronic reserves system (ARES) or on the course Brightspace page itself. You can find the link on the course Brightspace page.

## **Course Assignments**

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<b>Assignment</b>	<b>Due Date</b>	<b>% of Final Grade</b>
<b>Class Discussion Questions</b>	Rotating weekly – signup on Brightspace	10%
<b>Participation in Class Discussions</b>	Weekly, ongoing	10%
<b>Critical Review</b>	January 31	15%
<b>Research Paper Consultation (optional) *</b>	March 6 & 7 – signup on Brightspace	2% (bonus, optional)
<b>Research Paper Outline</b>	March 13	15%
<b>Research Paper</b>	April 10	25%
<b>Take Home Exam</b>	Formally Scheduled during exam period	25%

### **Class Discussion Questions (10%) – Rotating Weekly, sign up for a week on Brightspace**

Each week of class, at least one student will be responsible for preparing 1-2 questions based on the week's readings to stimulate class discussion. Depending on time and how many students sign up for a given week, students should be prepared to present at least one question. Discussion

questions should be posted on Brightspace in the week's **before** the class. Students are to sign up for their preferred week with the link on Brightspace.

### **Participation in Class Discussions (10%) – Weekly, ongoing**

Participation in class discussions is an important element of this course as it gives you an opportunity to engage with the readings and lecture material critically. It also gives us the opportunity to learn from one another. You will get out of this class as much as you put into it. Students are expected to attend class having completed the mandatory readings, prepare questions or comments, and contribute actively and respectfully to the discussion with their classmates.

I understand that, for some students, participating in class can seem daunting. If this is the case for you, my suggestion is to spend 10 minutes before class writing out one point/question/comment to share with the group. In addition to this suggestion, all students are welcome to post a response to the questions that their peers and instructor post weekly, and this will count towards participation.

### **Critical Review (15%) – due January 31**

You will be asked to choose an assigned reading from the syllabus that we have covered so far to write a 4-page (minimum 3 pages, maximum 5 pages, double spaced, standard margins) critical review. A critical review consists of a short introduction, a summary of the article's main arguments and important points, your analysis of the arguments (tell me what its strengths and weaknesses are), and a brief conclusion. This paper will be graded based on content as well as presentation (grammar, citations, etc) and is to be submitted via Brightspace. Grades and comments will be returned to you there as well.

### **Research Paper Consultations (2% bonus, optional) – March 6 and 7**

There will be no class held on March 8<sup>th</sup>. Students have the option of attending a (virtual) research paper consultation with the course instructor. These consultations will be held in lieu of regular class on March 8<sup>th</sup>, and during office hours on March 9<sup>th</sup>. Please bring any ideas, questions, or concerns to this consultation, and your instructor can help you work through them and suggest possible areas of research. There is no assigned reading. Instead, students are encouraged to use this time to continue working on their research paper outlines.

### **Research Paper Outline (15%) – due March 13**

For the final essay, you will be asked to choose a TV show, movie, book, or other piece of media from pop culture as your "case study" and analyze your chosen case using concepts from feminist theory. Your final paper will be 15 pages (minimum 14 pages, maximum 16 pages, double spaced, standard margins) but your outline should be approximately 3 pages.

The final paper outline is the "skeleton" of your essay. It is an opportunity for you to get started on planning your topic, thesis, and arguments, and get some feedback to help shape the final project. Your outline must contain: your chosen TV show/movie/book/etc, the feminist concepts and books/articles you plan to use, your thesis (which argues for a particular interpretation), and the key points that will make up your body paragraphs. You are encouraged to use course

readings as a starting point, and conduct additional research on your theoretical concepts of choice. Additional instructions and template will be posted on Brightspace closer to the due date. The outline will be graded primarily based on content and citations.

### **Research Paper (25%) – due April 10**

For the final draft based on your research paper outline, you will use the feedback from your outline to modify and/or refine your argument for the final project. Your final essay **must contain a thesis that argues for a particular position**. Additional instructions will be posted on Brightspace and reviewed in class closer to the due date. This paper will be graded based on content as well as presentation (grammar, citations, etc) and is to be submitted via Brightspace. Grades and comments will be returned to you there as well.

### **Take-Home Exam (25%) – Formally scheduled during exam period**

In this take-home examination, you will be asked to answer a series of short answer questions – some of which will be comparative in nature – and essay questions on the key themes and readings covered in the course. More information, including due date and other instructions, will be posted on Brightspace.

### **Course Policies**

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**Compassionate Pedagogy:** With the goal of creating an inclusive learning environment, I practice compassionate pedagogy. Personal and family challenges, health issues, and global issues do not cease to affect us simply because we are in university. I give my students the benefit of the doubt and offer flexible solutions wherever possible and within the University's policies. I offer as much availability as I can to meet outside of class to discuss course content or challenges that arise. I encourage my students to take responsibility for their own learning by proposing their own solutions to these challenges and offer support and suggestions where necessary.

**Course Content & Student Safety:** Research shows that students learn best in an environment where they feel safe, and my goal is for us to create such an environment. However, the nature of a course on feminist theory requires us to analyze, understand the source of, and confront various types of oppression (ie. sexism, racism, homophobia, transphobia, etc). This may cause discomfort to those who have experienced these forms of prejudice. During class discussions, students are expected to critique the idea, not the person expressing it.

**Carleton Email Accounts:** When communicating with your instructor and TA(s), you **must** use your Carleton Email account. Please put the course code (PSCI 3303) in the subject line of the email. I check my email during regular business hours, and you can expect a reply from me within two business days.

**Questions:** Please reserve email for personal questions (questions regarding your specific situation). If you have a question about course content or logistics/administration, chances are your classmates may have the same question and may find my answer useful. Please use the "Ask Your Instructor" discussion forum on Brightspace for these kinds of general questions.

**Late Papers & Extensions:** Please contact me **as soon as possible** if you are experiencing a (physical or mental) health-related problem and require accommodations for coursework. Extensions will be handled on a case-by-case basis. Late papers will be penalized by **3% per day including weekends** unless you have contacted me in advance with a legitimate reason for being late. Without an extension, late assignments will not be accepted more than **seven days** after the original deadline.

### Course Schedule & Readings

Wk #	Date	Theme, Readings, Notes
1	January 10	Introduction Required reading: <ul style="list-style-type: none"> <li>• Syllabus</li> </ul>
2	January 17	Canon Fodder: Feminist Theory and Political Theory <ul style="list-style-type: none"> <li>• Weiss, Penny A. “The Politics of the Canon: Gatekeepers and Gate-Crashers.” In <i>Canon Fodder: Historical Women Political Thinkers</i>, 3–29. Pennsylvania: Pennsylvania State University Press, 2009.</li> <li>• Wollestonecraft, Mary. Vindication of the Rights of Women. Dedication &amp; Introduction. (~10 pages)</li> <li>• Total: ~35 pages</li> </ul>
3	January 24	Conceptualizing Gender I: Feminist Theory on Labour <ul style="list-style-type: none"> <li>• Kuhn, Annette, and Annmarie Wolpe. “Feminism and materialism.” In <i>Feminism and Materialism Women and Modes of Production</i>, 1-10. Taylor and Francis, 2013.</li> <li>• Parreñas, Rhacel Salazar. “The International Division of Reproductive Labor.” In <i>Servants of Globalization: Women, Migration, and Domestic Work</i>, 28–52. Stanford, California: Stanford University Press, 2001.</li> <li>• Total: ~34 pages</li> </ul>
4	January 31	Conceptualizing Gender II: Women as a Category? <b>**Critical Review (15%) due</b> <ul style="list-style-type: none"> <li>• Butler, Judith. “Subjects of Sex/Gender/Desire.” In <i>Gender Trouble</i>, 1–33. New York: Routledge, 1999.</li> <li>• Young, Iris Marion. “Gender as Seriality: Thinking about Women as a Social Collective.” <i>Signs</i> 19, no. 3 (Spring 1994): 713–738.</li> <li>• Total: ~57 pages</li> </ul>
5	February 7	Constructing Difference: Race <ul style="list-style-type: none"> <li>• hooks, bell. “Racism: Naming What Hurts,” in <i>Writing Beyond Race</i>, 9–25. New York: Routledge, 2013.</li> <li>• Lorde, Audre. “The Master’s Tools Will Never Dismantle the Master’s House,” in <i>Sister Outsider</i>, 110–114.</li> </ul>

		<p>Trumansburg: Crossing Press, 1984.</p> <ul style="list-style-type: none"> <li>• Coates, Ta-Nehisi. “The First White President.” <i>The Atlantic</i>, October 2017.  <a href="https://www.theatlantic.com/magazine/archive/2017/10/the-first-white-president-ta-nehisi-coates/537909/">https://www.theatlantic.com/magazine/archive/2017/10/the-first-white-president-ta-nehisi-coates/537909/</a> (~29 pages)</li> <li>• Total: ~49 pages</li> </ul>
6	February 14	<p>Intersectionality</p> <ul style="list-style-type: none"> <li>• Truth, Sojourner. “Ain’t I A Woman?” Transcribed by Marius Robinson, 1851. <i>The Sojourner Truth Project</i>.  <a href="https://www.thesojournertruthproject.com/compare-the-speeches/">https://www.thesojournertruthproject.com/compare-the-speeches/</a>.</li> <li>• Crenshaw, Kimberlé W. “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics.” <i>University of Chicago Legal Forum</i>: 139 (1989): 139–167.</li> <li>• Garry, Ann. “Intersectionality, Metaphors, and the Multiplicity of Gender.” <i>Hypatia</i> 26 no. 4 (Fall 2011): 826–850.</li> <li>• Total: ~55 pages</li> </ul>
7	February 21	<i>Reading Week/Winter Break</i>
8	February 28	<p>Indigeneity, Settler Colonialism, Native Feminisms</p> <ul style="list-style-type: none"> <li>• Coulthard, Glen. “Subjects of Empire: Indigenous Peoples and the Politics of Recognition in Canada.” <i>Contemporary Political Theory</i> 6 no. 4 (2007): 437–460.</li> <li>• Simpson, Audra. “The State is a Man: Theresa Spence, Loretta Saunders and the Gender of Settler Sovereignty.” <i>Theory &amp; Event</i> 19 no. 4 (2016).</li> <li>• Total: ~40 pages</li> </ul>
9	March 6–7	<p>Research Paper Consultations (optional, bonus)</p> <ul style="list-style-type: none"> <li>• Students are encouraged to sign up for a brief virtual consultation with the instructor either during regular class hours on March 6 or March 7.</li> <li>• There are no assigned readings for this week. Please use this time to work on your Research Paper Outline.</li> </ul>
10	March 13	<p>Postcolonial and Decolonial Feminisms</p> <p><b>** Research Paper Outline (15%) due</b></p> <ul style="list-style-type: none"> <li>• Mohanty, Chandra Talpade. “Under Western Eyes: Feminist Scholarship and Colonial Discourses.” in <i>Third World Women and the Politics of Feminism</i>, edited by Chandra Talpade Mohanty, Ann Russo, and Lourdes Torres, 51–75. Bloomington: Indiana University Press, 1991.</li> <li>• McClintock, Anne. “The Lay of the Land: Genealogies of Imperialism.” in <i>Imperial Leather</i>, 1–17. New York:</li> </ul>

		<p>Routledge, 1995.</p> <ul style="list-style-type: none"> <li>• McClintock, Anne. “Soft Soaping an Empire.” In <i>Imperial Leather</i>, 207-230.</li> <li>• Total: ~63 pages</li> </ul>
11	March 20	<p>Feminism and Multiculturalism</p> <ul style="list-style-type: none"> <li>• Okin, Susan Moller. “Feminism and Multiculturalism: Some Tensions.” <i>Ethics</i> 108 no. 4 (1998): 661–684.</li> <li>• Narayan, Uma. “Minds of their Own: Choices, Autonomy, Cultural Practices, and Other Women,” in <i>A Mind of One’s Own: Feminist Essays on Reason and Objectivity</i>, edited by L.M. Antony and C. Witt, 418–432. Cambridge: Westview Press.</li> <li>• Total: ~37 pages</li> </ul>
12	March 27	<p>Queer and Trans* Feminisms</p> <ul style="list-style-type: none"> <li>• Marinucci, Mimi. “Notes Toward a Queer Feminism” in <i>Feminism is Queer: the intimate connection between queer and feminist theory</i>, 139–152. Zed Books, 2016.</li> <li>• Stryker, Susan. “Transgender Feminism: Queering the Woman Question” in <i>Third Wave Feminism: A Critical Exploration</i>, 59–70. Palgrave MacMillan: London, 2007.</li> <li>• Hird, Myra J. “Naturally Queer.” <i>Feminist Theory</i> 5 no. 1 (2004): 85–89.</li> <li>• Total: ~29 pages</li> </ul>
12	April 3	<p>Masculinities</p> <ul style="list-style-type: none"> <li>• Connell, Raewyn. “Masculinities in Global Perspective: Hegemony, Contestation and Changing Structures of Power.” <i>Theory and Society</i> 45 no. 4 (2016): 303–318.</li> <li>• Connell, R.W. and James M. Messerschmidt. “Hegemonic Masculinity: Rethinking the Concept.” <i>Gender and Society</i> 19 no. 6 (December 2005): 829–859.</li> <li>• Total: ~45 pages</li> </ul>
13	April 10	<p>Conclusions &amp; Exam Review  <b>**Research Paper (25%) due</b></p>
	April 28	<p><b>*** Take Home Exam (25%) due</b></p>

## Appendix

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### Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

## **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:

**Academic consideration for medical or other extenuating circumstances:** Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

**Pregnancy accommodation:** 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).



**Religious accommodation:** 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 [click here](#).

**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](mailto: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, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

**Accommodation for student activities:** Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities 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. For more information, please [click here](#).

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

### **Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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](https://carleton.ca/sexual-violence-support).

### **Academic Integrity**

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

### ***Plagiarism***

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

### ***Use of Artificial Intelligence***

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

### ***Procedures in Cases of Suspected Violations***

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course’s instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

## **Intellectual property**

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. The departmental office will not accept assignments submitted in hard copy.

## **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:

<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>	<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>
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

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 Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

## **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/>.

### **Official Course Outline**

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