

Carleton University
Department of Political Science
<https://carleton.ca/polisci/>

PSCI 6200
Gender and Diversity
Mondays, 11:35-2:25
Loeb Building, Room A602

Instructor: Fiona Robinson (she/her)

Office hours: On Zoom; by appointment <https://carleton-ca.zoom.us/j/9101523456789>

Course Description:

This course covers a range of theoretical and methodological approaches necessary to study gender and diversity in the context of ‘the political’. While the emphasis is obviously on these theories with respect to the study of politics, a broad understanding of ‘the political’ will be employed, opening up analyses to the broader epistemic, cultural and political-economic landscape of these theories. Furthermore, although the course will focus on feminist theory and gender studies, the aim is to study feminist thought as it grapples with questions of difference, diversity, identity and oppression. We will thus study feminist thought as it intersects with a range of perspectives, including race, coloniality, indigeneity, ability and sexuality and gender identity. While some weeks will focus on these perspectives/approaches (eg. Race/intersectionality) other weeks will seek to integrate them into the week’s theme (eg. epistemology). The penultimate week of the course will be devoted the study of feminist methods and methodologies, and we will conclude by exploring the notion of ‘postfeminism’.

Learning Outcomes:

Students who have completed the requirements for this course should:

- have a comprehensive and sophisticated understanding of gender and feminist theory and ‘the political’ as it intersects with theories of diversity and difference, including those addressing race, coloniality, indigeneity, ethnicity, class, ability, sexuality and gender identity.
- be prepared, with further revision to consolidate learning, to write a doctoral comprehensive examination in the area of Gender and Diversity.
- be able to make use these theories as frameworks in their own research and in their wider engagement with the discipline, including in teaching.

Course Requirements

1. **Attendance and participation:** The seminar group will meet weekly. Students are expected to attend all seminars, read the required texts prior to class meetings, and participate actively and regularly in class discussions. Class participation will be evaluated based on the quality and quantity of contributions to class discussions with greater weight given to quality. Quality contributions to class discussions include questions and comments which demonstrate that you can analytically, interpretatively,

and critically reflect on and engage with the central ideas of the readings under discussion, and that you can make connections between these ideas and other themes or readings in the course.

Specific Participation Tasks:

- 1) **Discussant Role:** Each week, two students will be chosen to be ‘discussants’ for the presentations. These students will provide a thoughtful response to the presentation, focusing on key insights made, points of clarification and elaboration, and questions arising. The aim of this is to have two ‘go-to’ students kick off the post-presentation discussion.
- 2) **Discussion Questions:** Each student is to prepare two (2) discussion questions on the readings for each seminar. Students will pose these questions to the class directly following the presentations and discussant comments; these questions will provide the focus for the remainder of the seminar. Depending on class size, students may work on these questions in small groups (2-3) during part of the class. Following this, groups will communicate points raised as part of the final full-group discussion.
2. **Class presentations:** Each student must give **two** in-class presentations **introducing and analyzing** the required readings for a particular class. You will sign up for the dates of your presentations in the first class. The class presentation should last about 20 minutes and (a) briefly outline the central ideas (overall argument and main points **ONLY**) of the readings; (b) discuss how the readings relate to each other (and/or to other approaches and themes discussed in the course) by identifying points of agreement and disagreement; (c) **present analytical and/or critical reflections on individual readings or the general approach under discussion, and evaluate the overall contribution of the approach to the field;** and (d) pose at least two (2) questions about the readings and the topic for class discussion. (These last two points (c and d) are very important. It is essential that your presentation is not a mere summary of the readings).

Presentations will be marked according to the following criteria:

- Demonstrated understanding of the central ideas in the readings
 - Strength of analysis
 - Organization of presentation
 - Clarity and pace of delivery
3. **Three review essays:** Each student will write three review essays (2500-3000 words not including bibliography, 12-point font, double-spaced). The review essay must provide a ***critical analysis and assessment*** of the assigned readings for a given week. It is essential that your review essay develops a ***clear argument*** about the chosen topic in response to the readings. You should do this by exploring the key tensions and debates arising in the approaches/issues addressed in the readings. The weeks chosen for your review essays **may not be the same as the ones chosen for your class presentations**. You may use sources beyond the reading list but this is not a requirement. The review essays are due (e-mailed, Word documents only please) **by 11:59pm on the Thursday following the Monday class when the readings were discussed. Essays should uploaded to Brightspace.**

Essays will be marked according to the following criteria:

- Strength and clarity of the research question and argument
- Quality of the analysis
- Demonstrated understanding of the literature
- Organization, structure, clarity of written expression
- Relevant sources used effectively in your analysis
- Correct, complete and consistent referencing style

Assessment at a Glance

Attendance and Participation	20%
Reading Presentations (2 x 10%)	20%
3 Review Essays (3 x 20%)	60%
	100%

Readings: All course readings are available using the Library's ARES system of online reserves.

Late Policy: It is expected that review essays will be submitted on time. For minor extensions, please consult the instructor as soon as possible (before the due date and time). Longer extensions (beyond one week) will NOT be granted except in very exceptional circumstances.

Weekly Topics and Readings

Week 1 September 12

Thinking on Diversity and Oppression

Seminar Themes: oppression, diversity and identity; intersectionality; relationships between gender, race and settler colonialism; role of capitalism and class in oppression.

Required:

bell hooks (1984) *Feminism: A Movement to End Sexist Oppression*, Chapter 2, in *Feminist Theory: From Margin to Center*. London: Pluto Press.

Andersen, M. L. (1999). The Fiction of 'Diversity without Oppression'. *Critical ethnicity: Countering the waves of identity politics*, Lanham: Rowman & Littlefield, 5-20.

Dhamoon, R. (2015). A feminist approach to decolonizing anti-racism: Rethinking transnationalism, intersectionality, and settler colonialism. *Feral Feminisms*, 4, 20-37.

Ahmed, S. (2009). Embodying diversity: Problems and paradoxes for Black feminists. *Race Ethnicity and Education*, 12(1), 41-52.

Week 2 September 19

Understanding Women's Oppression

Seminar Themes: the idea of women's rights; the concept of 'gender' and its social construction; ways of understanding justice for women (including the critique of liberal individualism); gender justice and the family; patriarchy and (global) capitalism.

Required:

Mary Wollstonecraft (2004) *A Vindication of the Rights of Woman*. (Introduction; Chapters I, IV).

Simone de Beauvoir (1949/2010) *The Second Sex*. New York: Vintage (e-book), Introduction and pp. 330-333

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

Okin, Susan Moller. (1989) *Justice, Gender and the Family*. Basic Books: Chapter 1 (3-24); Chapter 5 (89-109).

Mies, M. (2014). *Patriarchy and accumulation on a world scale: Women in the international division of labour*. Bloomsbury Publishing 3rd edition. (Introduction and pp. 44-53)

Recommended:

Mill, J. S. (2018). *The subjection of women*. Routledge.

Young, I. M. (1985). Impartiality and the civic public: Some implications of feminist critiques of moral and political theory. *Praxis international*, 5(4), 381-401.

McClain, L. C. (1991). Atomistic man revisited: liberalism, connection, and feminist jurisprudence. *S. Cal. L. Rev.*, 65, 1171.

Nussbaum, M. C. (1999). *Sex and social justice*. Oxford University Press.

O'Hare, U. A. (1999). Realizing human rights for women. *Human Rights Quarterly*, 21(2), 364-402.

MacKinnon, C. A. (1994). Rape, genocide, and women's human rights. *Harv. Women's LJ*, 17, 5.

Bunch, C. (1990). Women's rights as human rights: Toward a re-vision of human rights. *Hum. Rts. Q.*, 12, 486.

Kruks, S. (1992). Gender and subjectivity: Simone de Beauvoir and contemporary feminism. *Signs: Journal of Women in Culture and Society*, 18(1), 89-110.

Butler, J. (1986). Sex and gender in Simone de Beauvoir's Second Sex. *Yale French Studies*, (72), 35-49.

Week 3 September 26

Feminist Epistemology: Standpoint and Beyond

Seminar Themes: possibility of a feminist standpoint epistemology; feminist historical materialism; maternal thinking; non-Western critiques of feminist standpoint

Required:

Hartsock, Nancy (2004) "The Feminist Standpoint: Developing the Ground for a Specifically Feminist Historical Materialism", in Harding, Sandra. *The feminist standpoint theory reader: intellectual and political controversies*, New York: Routledge, pp. 35–54.

Hekman, S. (1997). Truth and method: Feminist standpoint theory revisited. *Signs: Journal of Women in Culture and Society*, 22(2), 341-365.

Ruddick, Sara (1980). Maternal thinking. *Feminist Studies*, 6(2), 342.

Uma Narayan (1989) 'The Project of a Feminist Epistemology: Perspectives from a Nonwestern Feminist', in *Gender/Body/Knowledge: Feminist Reconstructions of Being and Knowing*.

Collins, P. H. (2003). Toward an Afrocentric feminist epistemology. *Turning points in qualitative research: Tying knots in a handkerchief*, 47-72.

Recommended:

Jaggar, A. M. (2004). Epistemology: The Standpoint of Women. *The feminist standpoint theory reader: Intellectual and political controversies*, 55.

Hartsock, N. C. (1997). Comment on Hekman's "Truth and method: Feminist standpoint theory revisited": Truth or justice? *Signs: Journal of women in culture and society*, 22(2), 367-374.

Harding, S. (1997). Comment on Hekman's "truth and method: feminist standpoint theory revisited": whose standpoint needs the regimes of truth and reality?. *Signs: Journal of Women in Culture and Society*, 22(2), 382-391.

Anthias, F., & Yuval-Davis, N. (1983). Contextualizing feminism—gender, ethnic and class divisions. *Feminist review*, 15(1), 62-75.

Sandra Harding. 2004. "Rethinking Standpoint Epistemology: What is 'Strong Objectivity'?" *The Feminist Standpoint Theory Reader* (pp. 127–140). New York: Routledge.

Jaggar, A. M. (1989). Love and knowledge: Emotion in feminist epistemology. *Inquiry*, 32(2), 151-176.

Haraway, D. (2004). Situated knowledges: The science question in feminism and the privilege of partial perspective. *The feminist standpoint theory reader: Intellectual and political controversies*.

Sprague, J., & Hayes, J. (2000). Self-determination and empowerment: A feminist standpoint analysis of talk about disability. *American journal of community psychology*, 28(5), 671-695.

Hartmann, Heidi. "The Unhappy Marriage of Marxism and Feminism: Towards a More Progressive Union." *Capital & Class* 3.2 (1979): 1-33.

Nancy Fraser. 1997. "From Redistribution to Recognition? Dilemmas of Justice in a 'Postsocialist Age'" In N. Fraser. Ed., *Justice Interruptus: Critical Reflections on the "Postsocialist" Condition* (pp. 11–39). NY: Routledge. [pp. 11–39]

Hilary Rose (1983) 'Hand, Brain and Heart: A Feminist Epistemology for the Natural Sciences', *Signs: Journal of Women in Culture and Society*, 9(1): 73-90.

Bernal, D. D. (1998). Using a Chicana feminist epistemology in educational research. *Harvard educational review*, 68(4), 555-583.

Donna Haraway. 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." *Feminist Studies*, 14(3): 575–599.

Week 4 October 3

Posthumanist and Poststructuralist Approaches

Seminar Themes: troubling the concept of 'woman'; discursive and performative notions of gender; sex and gender; gender and subjectivity; culture/nature, human/technology divides; subjectivity and relationality beyond the human; critique of essentialisms and dichotomies.

Required:

Judith Butler. 2006. *Gender Trouble: Feminism and the Subversion of Identity*. NY: Routledge. [pp. 1–44]

Alcoff, L. (1988). Cultural feminism versus post-structuralism: The identity crisis in feminist theory. *Signs: Journal of women in culture and society*, 13(3), 405-436.

Donna Haraway. 2004. "A Manifesto for Cyborgs: Science, Technology, and Socialist Feminism in the 1980s." In *The Haraway Reader* (pp. 7–46). NY: Routledge.

Braidotti, R. (2019). A theoretical framework for the critical posthumanities. *Theory, culture & society*, 36(6), 31-61.

Recommended:

Butler, J. (2011) *Bodies that Matter*. London, Routledge

McNay, L. (2003). Agency, anticipation and indeterminacy in feminist theory. *Feminist Theory*, 4(2), 139-148.

Julia Kristeva, "Woman Can Never Be Defined," in *New French Feminisms*, ed. Elaine Marks and Isabelle de Courtivron (New York: Schocken).

Ahmed, S. (2013). Imaginary Prohibitions: Some Preliminary Remarks on the Founding Gestures of the 'New Materialism'. In *Women, Science, and Technology* (pp. 530-542). Routledge.

Alcoff, L. M. (1997). The politics of postmodern feminism, revisited. *Cultural Critique*, (36), 5-27.

Flax, Jane. 1987. Postmodernism and Gender Relations in Feminist Theory. *Signs*, 12(4): 621–643.

Fraser, N., & Nicholson, L. (1988). Social criticism without philosophy: An encounter between feminism and postmodernism. *Theory, Culture & Society*, 5(2-3), 373-394.

Nicholson, L. (1992). Feminism and the Politics of Postmodernism. *boundary 2*, 19(2), 53-69.

Brown, W. (1997). The impossibility of women's studies. *Differences: A Journal of Cultural Feminist Studies*. 9(3)

Bartky, Sandra Lee, (1997) "Foucault, Femininity and the Modernization of Patriarchal Power" from Katie Conboy, Nadia Medina, and Sarah Stanbury (eds.), *Writing on the body: Female embodiment and feminist theory* pp.129-154, New York: Columbia University Press.

Nicholson, L. (1992). Feminism and the Politics of Postmodernism. *boundary 2*, 19(2), 53-69.

Deveaux, M. (1994). Feminism and empowerment: A critical reading of Foucault. *Feminist studies*, 20(2), 223-247.

Haraway, Donna (2003), *The Companion Species Manifesto: Dogs, People, and Significant Otherness*, Chicago: Prickly Paradigm Press.

Barad, Karen (2007), *Meeting the Universe Halfway: Quantum Physics and the Entanglement of Matter and Meaning*, Durham and London: Duke University Press.

Barad, Karen. "Posthumanist Performativity: Toward an Understanding of How Matter Comes to Matter." *Signs* 28(3): 801–831.

Braidotti, Rosi (2002), *Metamorphoses: Towards a Materialist Theory of Becoming*, Cambridge: Polity Press.

Van der Tuin, I. (2008). Deflationary Logic: Response to Sara Ahmed's Imaginary Prohibitions: Some Preliminary Remarks on the Founding Gestures of the "New Materialism". *European Journal of Women's Studies*, 15(4), 411-416.

**** October 10, Statutory Holiday, University Closed: NO class ****

Week 5 October 17

Gender Identity, Sexuality, Masculinities

Seminar Themes: heteronormativity and power; queer theory and feminist theory; transgender politics; hegemonic forms of masculinity; thinking sexuality transnationally.

Required:

Rich, A. (1980). Compulsory heterosexuality and lesbian existence. *Signs: Journal of women in culture and society*, 5(4), 631-660.

Jagose, Anamarie (1996) Queer Theory, *Australian Humanities Review*, Issue 4, December (extract from *Queer Theory*, University of Melbourne Press, 1996)

MacDonald, E. (1998). Critical identities: rethinking feminism through transgender politics. *Atlantis: Critical Studies in Gender, Culture & Social Justice*, 23(1).

Inderpal Grewal and Caren Kaplan. 2001. "Global Identities: Theorizing Transnational Studies of Sexuality." *GLQ: A Journal of Lesbian and Gay Studies* 7(4): 663–679.

R. W. Connell and James M. Messerschmidt. 2005. "Rethinking Hegemonic Masculinities." *Gender and Society* 19(6): 829–859.

Recommended:

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

Walters, S. D. (1996). From here to queer: Radical feminism, postmodernism, and the lesbian menace (or, why can't a woman be more like a fag?) *Signs: Journal of Women in Culture and Society*, 21(4), 830-869.

Heyes, C. J. (2003). Feminist solidarity after queer theory: The case of transgender. *Signs: Journal of Women in Culture and Society*, 28(4), 1093-1120.

Phelan, S. (1993). (Be) coming out: Lesbian identity and politics. *Signs: Journal of Women in Culture and Society*, 18(4), 765-790.

Weber, C. (2014). From queer to queer IR. *International Studies Review*, 16(4), 596-601.

Raewyn Connell. 2016. "Masculinities in Global Perspective: Hegemony, Contestation, and Changing Structures of Power." *Theory and Society* 45: 303–318.

Weerawardhana, Chamindra (2018) 'Profoundly Decolonizing? Reflections on a Transfeminist Perspective of International Relations', *Meridian: feminism, race, transnationalism*. 16(1): 184-213.

**** October 24-28, Fall Reading Week – no classes ****

Week 6 October 31

Race and Intersectionality

Seminar Themes: relationship between gender and race; 'black feminism'; intersecting forms of oppression; critiques of/rethinking 'intersectionality'.

Required:

Combahee Rivers Collective. 1979. A Black Feminist Statement. *Off Our Backs*, 9(6): 6–8.

Kimberley Crenshaw. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." *Chicago Legal Forum*. [pp. 139–167]

bell hooks (1982) *Ain't I a Woman? Black Women and Feminism*. Boston: South End Press. Chapter 4 'Racism and Feminism'

Carastathis, A., 2013. Basements and intersections. *Hypatia: A Journal of Feminist Philosophy*, 28 (4), 698–715.

Recommended:

hooks, B. (1989). *Talking back: Thinking feminist, thinking black* (Vol. 10). South End Press.

Collins, P. H. (2015). Intersectionality's definitional dilemmas. *Annual Review of Sociology*, 41, pp. 2-11.

Lorde, Audre (1984) "The Master's Tools Will Never Dismantle the Master's House": 110-113 and "Age, Race, Class, and Sex": 114-123. In *Sister Outsider: Essays and Speeches*. Trumansburg, NY: Crossing Press, 1984.

Brah, A., & Phoenix, A. (2004). Ain't I a woman? Revisiting intersectionality. *Journal of international women's studies*, 5(3), 75-86.

Yuval-Davis, Nira. 2006. "Intersectionality and Feminist Politics." *European Journal of Women's Studies* 13(3): 193–209.

Nash, J. C. (2008). Re-thinking Intersectionality. *Feminist Review*, 89, 1–15.

Mills, C. W. (2014). *The racial contract*. Cornell University Press. Introduction

Week 7 November 7

Care

Seminar Themes: an ethic of care and women's psycho-social and moral development; a political ethic of care; care, embodiment and neoliberalism; decentering care through the politics of race.

Required:

Carol Gilligan. 1982. *In a Different Voice: Psychological Theory and Women's Development*. Mass: Harvard University Press. 2nd edition. Letter to readers and Chapter

Joan Tronto (1983). *Moral Boundaries: A Political Argument for an Ethic of Care*. New York: Routledge. Chapter 5.

Hamington, M. (2008). Resources for feminist care ethics in Merleau-Ponty's phenomenology of the body, in Gail Weiss, ed., *Intertwinings: Interdisciplinary encounters with Merleau-Ponty*, SUNY Press: 203-220.

Vaaitinen, T. (2015). The power of the vulnerable body: A new political understanding of care. *International Feminist Journal of Politics*, 17(1), 100-118.

Harris, Christopher P. '(Caring for) the world that must be undone', *Contemporary Political Theory*. 20(4): 890-925

Recommended:

Raghuram, P. (2019). Race and feminist care ethics: intersectionality as method. *Gender, Place & Culture*, 26(5), 613-637.

Hughes, B., McKie, L., Hopkins, D., & Watson, N. (2005). Love's labours lost? Feminism, the disabled people's movement and an ethic of care. *Sociology*, 39(2), 259-275.

Heyes, C. J. (1997). Anti-essentialism in practice: Carol Gilligan and feminist philosophy. *Hypatia*, 12(3), 142-163.

de La Bellacasa, M. P. (2017). *Matters of Care: Speculative ethics in more than human worlds*. Minneapolis: University of Minnesota Press. Introduction.

Bourgault, S. (2016). Attentive listening and care in a neoliberal era: Weilian insights for hurried times. *Ethics and Politics*, 311-77.

Robinson, F. (2015) 'Care Ethics, Political Theory and the Future of Feminism' in Daniel Engster and Maurice Hamington, *Care Ethics and Political Theory*. Oxford: Oxford University Press.

Robinson, F. (2020). Resisting hierarchies through relationality in the ethics of care. *International Journal of Care and Caring*.

Barnes, M., & Brannelly, T. (Eds.). (2015). *Ethics of care: Critical advances in international perspective*. Policy Press.

Pettersen, T. (2008). *Comprehending care: Problems and possibilities in the ethics of care*. Rowman & Littlefield.

Hoppania, H. K., & Vaittinen, T. (2015). A household full of bodies: neoliberalism, care and "the political". *Global Society*, 29(1), 70-88.

FitzGerald, M. (2020) 'Reimagining Government with the Ethics of Care: A Department of Care'. *Ethics and Social Welfare*, 1-18.

FitzGerald, M. (2022) *Care and the Pluriverse: Rethinking Global Ethics*. Bristol: Bristol University Press.

'Critical Exchange: The politics of care', *Contemporary Political Theory*, 20(4).

Week 8 November 14

Indigeneity and Settler Colonialism

Seminar Themes: reading feminism through settler colonialism; gender and the settler colonial state; rethinking freedom and belonging through native/indigenous feminisms.

Required:

Ramirez, R. (2007) Race, Tribal Nation, and Gender: A Native Feminist Approach to Belonging. *Meridians*, 7(2), 22–40.

Simpson, A. (2016). The state is a man: Theresa Spence, Loretta Saunders and the gender of settler sovereignty. *Theory & Event*, 19(4).

Leanne R. Simpson. (2004). Anticolonial Strategies for the Recovery and Maintenance of Indigenous Knowledge. *American Indian Quarterly*, 28(3/4), 373-384.

Arvin, M., Tuck, E., and A. Morrill (2020) 'Decolonizing feminism: Challenging connections between settler colonialism and heteropatriarchy' *Feminist Formations*: 8-34.

Recommended:

Pamela Palmater (2020) *Warrior Life: Indigenous Resistance and Resurgence*. Halifax: Fernwood Publishing.

Weir, A. (2017). Decolonizing feminist freedom: Indigenous relationalities. *Decolonizing feminism: Transnational feminism and globalization*, 257-287.

Glen Coulthard. 2007. "Subjects of Empire: Indigenous Peoples and the 'Politics of Recognition' in Canada." *Contemporary Political Theory*, 6: 437–460.

Knoblock, I., & Kuokkanen, R. (2015). Decolonizing feminism in the North: A conversation with Rauna Kuokkanen. *NORA-Nordic Journal of Feminist and Gender Research*, 23(4), 275-281.

Suzack, Cheryl (2015) 'Indigenous Feminisms in Canada', *NORA: Nordic Journal of Feminism and Gender Research*, 23(4): 261-274.

Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, education & society*, 1(1).

Wrightson, Kelsey "Generative Refusal: Creative Practice and Relational Indigenous Sovereignty". *Borderlands*, 19(2): 157-171.

Aikau, H. K., Arvin, M., Goeman, M., & Morgensen, S. (2015). Indigenous feminisms roundtable. *Frontiers: a Journal of women studies*, 36(3), 84-106.

Altamirano-Jimenez, Isabel. 2020. "Free Mining, Body Land and the Social Reproduction of Indigenous Life." In Dobrowolsky, Alexandra and Fiona Macdonald (eds.), *Turbulent Times, Transformational Possibilities? Gender and Politics, Today and Tomorrow*. Toronto: University Toronto Press.

Altamirano-Jimenez, Isabel. 2011. "Settler Colonialism, Human Rights and Indigenous Women." *Prairie Forum* 36: 105-125.

Barker, Joanne. 2008. "Gender, Sovereignty, Rights: Native Women's Activism against State Inequality and Violence in Canada." *American Quarterly* 60 (2): 259-266.

Barker, Joanne, et al. *Critically Sovereign: Indigenous Gender, Sexuality, and Feminist Studies*. Duke University Press, 2017.

Simpson, Leanne. 2017. *As We Have Always Done: Indigenous Freedom Through Radical Resistance*. Minneapolis: University of Minnesota Press.

Suzack, Cheryl et. al (eds.). 2010. *Indigenous Women and Feminism: Politics, Activism, Culture*. Vancouver: UBC Press.

Week 9 November 21

Decolonial Theory and Feminisms

Seminar Themes: relations between imperial power, economic power, sexuality, race and gender; critique of white, Western feminism; postcolonial and decolonial feminism; feminism and ‘cultural relativism’.

Required:

Anne McClintock. 1995. *Imperial Leather: Race, Gender, and Sexuality in the Colonial Context*. NY: Routledge. [pp. 1–17; 207–230]

Chandra Talpade Mohanty. 1991. “Under Western Eyes: Feminist Scholarship and Colonial Discourses.” In Chandra Talpade Mohanty, Ann Russo & Lourdes Torres, Eds., *Third World Women and the Politics of Feminism* (pp. 51–75). Bloomington: Indiana University Press.

Lugones, Maria. 2010. “Toward a Decolonial Feminism.” *Hypatia* 25(4): 742–759.

Ahmed, Sara. 2000. *Strange Encounters: Embodied Others in Postcoloniality*. London: Routledge. [pp. 161–181].

Recommended:

Spivak, Gayatri. 1988. “Can the Subaltern Speak?” In Cary Nelson and Lawrence Grossberg, Eds., *Marxism and the Interpretation of Cultures* (pp. 271–316). Chicago: University of Illinois Press.

Abu-Lughod, L. (2002). Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others. *American anthropologist*, 104(3), 783–790.

Abu-Lughod, L. (2001). " Orientalism" and Middle East Feminist Studies.

Rajan, R. S., & Park, Y. M. (2000). Postcolonial feminism/postcolonialism and feminism. *A companion to postcolonial studies*, 1.

Chowdhry, G., & Ling, L. H. M. (2010). Race(ing) International Relations: A critical overview of postcolonial feminism in International Relations. In *Oxford Research Encyclopedia of International Studies*.

Agathangelou, A. M., & Turcotte, H. M. (2016). Reworking postcolonial feminisms in the sites of IR. In *Handbook on gender in world politics*. Edward Elgar Publishing.

Khader, S. J. (2018). *Decolonizing universalism: a transnational feminist ethic*. Studies in Feminist Philosophy.

Week 10 November 28

Embodiment, Ability, Ableism, Disability

Seminar Themes: bodies and embodiment in feminist/critical theory; able-ism and disability theory; body weight, gender and the ‘slender’ body; queer/disability studies, disability and feminist care ethics.

Required:

R. Garland-Thomson (2002). Integrating disability, transforming feminist theory. *NWSA journal*, 1-32.

Cindy Lacom. (2002). Revising the Subject: Disability as “Third Dimension” in “Clear Light of Day and You Have Come Back.” *NWSA Journal*, 14(3), 138–154.

McRuer, R. (2006). Compulsory Able-bodiedness and Queer/disabled existence. *The disability studies reader*, 301.

Kelly, C. (2013). Building bridges with accessible care: Disability studies, feminist care scholarship, and beyond. *Hypatia*, 28(4), 784-800.

Bordo, S. (1990). Reading the slender body. Jacobus, M., Keller, E. F., & Shuttleworth, S, eds., *Feminism and philosophy*, 467-488.

Recommended:

Young, I. M. (1980). Throwing like a girl: A phenomenology of feminine body comportment motility and spatiality. *Human studies*, 3(1), 137-156.

Parkins, W. (2000). Protesting like a girl: Embodiment, dissent and feminist agency. *Feminist theory*, 1(1), 59-78.

Suarez-Balcazar, Y., Balcazar, F., Ritzler-Taylor, T., Ali, A., & Hasnain, R. (2013). Race, poverty, and disability: A social justice dilemma. In *Reinventing race, reinventing racism* (pp. 351-370). Brill.

McLaren, M. A. (2012). *Feminism, Foucault, and embodied subjectivity*. Suny Press.

Shakespeare, T. (1996). Disability, identity and difference. *Exploring the divide*, 94-113.

Week 11 December 5

Methodological Approaches to Gender and Diversity

Seminar Themes: how to conduct research on gender and diversity; reflexivity and feminist methodologies; decolonizing feminist research; race and whiteness; epistemic (in)justice.

Required:

Smith, L. T. (2021). *Decolonizing methodologies: Research and indigenous peoples*. Bloomsbury Publishing. Introduction (pp. 1-20).

Ackerly, B. A., & True, J. (2020). *Doing feminist research in political and social science*. 2nd edition. Palgrave Macmillan. Chapter 2: A Feminist Research Ethic Explained.

Stern, M. (2006). Racism, sexism, classism, and much more: reading security-identity in marginalized sites. *Feminist methodologies for international relations*, 174-198.

Aida Hurtado and Abigail Stewart. 2004. "Through the Looking Glass: The Implications of Studying Whiteness for Feminist Methods." In M. Fine, L. Weis, L. P. Pruitt, and A. Burns, Eds., *Off White: Readings on Power, Privilege, and Resistance* (pp. 315–330). New York: Routledge.

Recommended:

Amy Mazur. 1999. "Feminist Comparative Policy: A New Field of Study." *European Journal of Political Research*, 35(4): 483–506.

Mary Hawkesworth. 2010. "From Constitutive Outside to the Politics of Exclusion: Critical Race Theory, Feminist Theory, and Political Theory." *Political Research Quarterly*, 63(3): 686–696.

Georgina Waylen. 2006. "You Still Don't Understand: Why Troubled Engagements Continue between Feminists and (Critical) IPE." *Review of International Studies*, 32(1): 145–164.

Ackerly, B. A., Stern, M., & True, J. (Eds.). (2006). *Feminist methodologies for international relations*. Cambridge University Press.

Agathangelou, Anna. 2017. "From the Colonial to Feminist IR: Feminist IR Studies, the Wider FSS/GPE Research Agenda, and the Questions of Value, Valuations, Security and Violence." *Politics and Gender* 13(4): 739-746.

Tami Jacoby. 2010. "From the Trenches: Dilemmas of Feminist IR Fieldwork." In B. Ackerly, M. Stern, and J. True, Eds., *Feminist Methodologies for International Relations* (pp. 153–173). Cambridge: Cambridge University Press.

Fricker, M. (2017) *Evolving concepts of epistemic injustice*. In: Kidd, I.J., Medina, J. and Pohlhaus Jr, G., (eds.) *Routledge Handbook of Epistemic Injustice*. Routledge Handbooks in Philosophy. Routledge, pp. 53-60.

**Week 12 December 9 (This is a Friday; classes run on a Monday schedule on this date).
Feminism: What Now? and Wrap-Up/Comprehensive Exam Discussion**

Seminar Themes: relationship between feminism, capitalism and neoliberalism; postfeminism?

Required:

Ahmed, S. (2016). Introduction: Bringing Feminist Theory Home. In *Living a Feminist Life* (pp. 1-18). Duke University Press.

Bant-Weiser, S., Gill, R., & Rottenberg, C. (2020). Postfeminism, popular feminism and neoliberal feminism? Sarah Banet-Weiser, Rosalind Gill and Catherine Rottenberg in conversation. *Feminist Theory*, 21(1), 3-24.

Srinivasan, A. (2018). Does anyone have the right to sex?. *London Review of Books*, 40(6), 5-10.

Recommended:

Rottenberg, C. (2014). The rise of neoliberal feminism. *Cultural studies*, 28(3), 418-437.

Fraser, N. (2016). Progressive neoliberalism versus reactionary populism: A choice that feminists should refuse. *NORA-Nordic Journal of Feminist and Gender Research*, 24(4), 281-284.

Funk, N. (2013). Contra Fraser on feminism and neoliberalism. *Hypatia*, 28(1), 179-196.

Wilson, K. (2015). Towards a radical re-appropriation: Gender, development and neoliberal feminism. *Development and Change*, 46(4), 803-832.

Prügl, E. (2017). Neoliberalism with a feminist face: Crafting a new hegemony at the World Bank. *Feminist Economics*, 23(1), 30-53.

Parisi, L. (2020). Canada's New Feminist International Assistance Policy: Business as Usual?. *Foreign Policy Analysis*, 16(2), 163-180.

Chant, S., & Sweetman, C. (2012). Fixing women or fixing the world? 'Smart economics', efficiency approaches, and gender equality in development. *Gender & Development*, 20(3), 517-529.

Gill, R. (2008). Culture and subjectivity in neoliberal and postfeminist times. *Subjectivity*, 25(1), 432-445.

Appendix

Covid-19 Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

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:

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 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 for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must 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. <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.

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.

Plagiarism

Carleton's [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.

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.

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:

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

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.