

**PSCI 6200**  
**Theorizing Gender and Diversity**  
Thursdays, 11:35am-2:25pm  
Loeb A602

**Instructor:** Fiona Robinson (she/her)

**Office:** Loeb C663

**Office hours:** By appointment

**e-mail:** [fiona.robinson@carleton.ca](mailto:fiona.robinson@carleton.ca)

**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 on these concepts and ideas 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 and gender theory as they intersect with a range of perspectives, including race, coloniality, indigeneity, ability and sexuality and gender identity. While some weeks will focus on these perspectives/approaches (e.g. race/intersectionality) other weeks we will seek to integrate them into the week’s theme (e.g. epistemology or care). The final weeks of the course will be devoted to student research presentations and comprehensive examination preparation. This an in-person course.

**Learning Outcomes:**

Students who have completed the requirements for this course should:

- have a comprehensive and sophisticated understanding of gender and feminist theory and 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 of these theories as frameworks in their own research and in their wider engagement with the discipline, including in teaching.

**Course Requirements:**

**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 Seminar Participation Tasks:**

**Two seminar presentations:** Each student must make a short (7-10 minute) presentation in two separate weeks (2-11). Each presentation should outline the student's reactions to the readings assigned for that week. These presentations may take the form of commentary, questions, agreements, and/or disagreements, but they should NOT provide a summary of the contents of the readings. Students should also try not to make their comments too specific, but rather to link their ideas to the broader themes being addressed that week. The best presentations will be those that react to the readings in creative, original, thoughtful, and sophisticated ways, reflecting deep engagement with the arguments in the assigned readings. They will also be professional, respectful of differing opinions, well organized and clearly presented. A schedule of presentations will be drafted in Week 1.

**Two discussant commentaries:** In addition, each student must also serve as a discussant twice during weeks 2-11. The student's task is to identify two core issues raised in the presentations that they would like to see discussed by the class as a whole. The best discussants will be those who identify important issues raised in the presentations that are relevant to themes in the assigned readings for the week.

**One research presentation:** In week 12, students will present their work to date on their short research papers (10-12 minutes) and will receive feedback from their peers and the instructor.

**Two Response Papers:** Students must submit to Brightspace two response papers (2000-2500 words), each of which will make up 25% of the final course grade. These papers must react to readings from two distinct weeks in the course (at least three readings from each week must be cited) between weeks 2-11. Students choose the two weeks that they wish to combine, but the two papers cannot cover the same weeks (i.e. four distinct weeks of readings must be covered by the two papers together) and none of the weeks covered can be ones in which the student did a presentation. Each paper should NOT provide a detailed summary of the contents of the readings. Instead, it should develop a central thesis that relates to the student's reactions to the readings. The paper is not a research paper - there is no need to consult any sources beyond the assigned readings. The paper should be written in a traditional essay format with appropriate acknowledgement of sources (proper footnotes, bibliography etc.). **Each paper must be submitted before the class of the most recent of the two weeks being discussed.** The best response papers will be those that react to the readings in creative, original, thoughtful and sophisticated ways.

**Short Research Paper (due December 6<sup>th</sup> at 11:59pm):** (3000-4000 words, excluding notes and bibliography) All students will complete a short research paper that considers a theoretical perspective or key concept from the term in the context of a problem, issue or context of their choice (ideally related to their plans for doctoral research). Students must use at least five (5) readings from the course, and at least five (5) additional readings. These essays should consider the scholarly (and possibly the policy) implications of studying the chosen problem, issue or context from the perspective of the theory or key concept addressed in the course. The essay may be 'exploratory' in nature, but, like any research essay, it should be driven by a research question and should develop an argument.

### **Assessment at a Glance:**

Attendance and Participation (includes weekly participation, reading presentations, discussant comments and research presentation)	30%
2 Response Papers (2 x 25%)	50%
Short Research Paper (due December 6 <sup>th</sup> )	<u>20%</u>
	100%

**Readings:** Most weeks have 5-6 required readings. While reading all the required reading is ideal, I recognize that, sometimes, this will not be possible. In those cases, students should aim to read at least 4 of the required readings. (Some weeks you may be less busy, so you should use this time to ‘catch up’ on reading, if necessary). All course readings are available using the Library’s ARES system of online reserves.

**Late Policy:** It is expected that all papers will be submitted on time.

Response papers: No response papers will be accepted beyond the deadlines noted above.

Short Research Paper: Any research paper submitted after December 6<sup>th</sup>, 11:59pm will be assigned a lateness penalty of 1% of the overall course mark per day. No essays will be accepted one week after the deadline, except under very exceptional circumstances.

### **\*\* IMPORTANT INFORMATION\*\* (please read!)**

All graduate students registered in a PhD core course should be aware of the following guidelines:

- i) Students must complete both halves of the core course, with a B+ standing or higher, to be eligible to write the scheduled August comprehensive examination.
- ii) Eligibility to write the comprehensive examination will be determined by the Graduate Administrator and Graduate Supervisor by the end of May.
- iii) Students must complete the Fall core course and submit all outstanding work by the end of the Fall term. In the case of extenuating circumstances an extension may be granted by the course instructor, but all outstanding work must be completed by January 15. In these instances, a student will be awarded an "F" until a change of grade is submitted. Students may be deregistered from the second half of the core course if this condition is not met.
- iv) Students seeking accommodations for the final comprehensive exam in August must inform the Graduate Administrator and seek formal accommodation for the exam through the Paul Menton Centre by end of May.

### **Weekly Topics and Readings**

#### **Week 1 September 5**

**Introductions, Assigning Presentations, Discussion of Course content**

(no readings)

## **Week 2 September 12**

### **Thinking about 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:***

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 3 September 19**

### **Understanding Women's Oppression: Liberal and Marxist Perspectives**

**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).

Groenhout, R. E. (2002). Essentialist challenges to liberal feminism. *Social Theory and Practice*, 28(1), 51-75.

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

Haslanger, S. (2000). Gender and Race:(What) Are They? (What) Do We Want Them To Be? *NOÛS*, 34(1), 31-55.

Ferguson, Sue; Bhattacharya, Tithi and Farris, Sara R., 2021. Social Reproduction Feminisms. In: Bev Skeggs; Sara R. Farris; Alberto Toscano and Svenja Bromberg, eds. *The Sage Handbook of Marxism*. London: SAGE Publications, pp. 45-67.

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.

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

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

**Week 4 September 26**

**Knowing, Knowledge and Difference: Feminist Standpoint Epistemology and Beyond**

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

**Required:**

Haraway, D. (1988). The Science Question in Feminism. *Feminist Studies*, 14(3), 575-599.

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*, pp. .

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.

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.

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.

Narayan, U. (1988). Working together across difference: Some considerations on emotions and political practice. *Hypatia*, 3(2), 31-47.

**Week 5 October 3**

**Troubling Women, Gender and the Human: Poststructuralism, Posthumanism and Feminist Theory**

**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:**

Williams, F. (2002). Postmodernism, feminism and the question of difference, in Nigel Parton, ed., *Social theory, social change and social work* (pp. 61-76). London: Routledge.

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

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.

Shildrick, M. (1996). Posthumanism and the monstrous body. *Body & Society*, 2(1), 1-15.

Åsberg, C., & Braidotti, R. (Eds.). (2018). *A feminist companion to the posthumanities*. Springer. Chapter 1: ‘Feminist Posthumanities: An Introduction’.

**Recommended:**

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

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

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

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.

## **Week 6 October 10**

### **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), pp.

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



Gheaus, A. (2023). Feminism without “gender identity”. *Politics, Philosophy & Economics*, 22(1), 31-54.

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.

**Week 7 October 17**

**Race, Black Feminism 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 vol.(issue)*,139–167.

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

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.

Collins, P. H. (2020). Intersectionality as critical inquiry. *Companion to feminist studies*, 105-128.

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.

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.

Nash, J. C. (2018). *Black feminism reimagined: After intersectionality*. Duke University Press.

Nash, J. C. (2010). On Difficulty: Intersectionality as Feminist Labor. *S&F Online*, 8(3).

Puar, J. K. (2012). "I would rather be a cyborg than a goddess": Becoming-Intersectional in Assemblage Theory. *philoSOPHIA*, 2(1), 49-66.

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

Kendall, Mikki (2020) *Hood Feminism: Notes from the Women that a Movement Forgot*. New York: Penguin.

**\*\* October 21 - 25, Fall Reading Week – no classes \*\***

**Week 8 October 31**  
**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).

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

Ladner, Kiera L. “Gendering decolonisation, decolonising gender.” *Australian Indigenous Law Review* 13, no. 1 (2009): 62-77.

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

**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.

Thobani, Sunera. “Sovereignty, Culture, Rights: The Racial Politics of Gendered Violence in Canada.” *Borderlands* 14, no.1 (2015): 1-26.

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).

Pictou, Sherry. “Decolonizing decolonization: An Indigenous feminist perspective on the Recognition and Right Framework.” *The South Atlantic Quarterly*, 119, no.2 (2020): 371-391

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

Udel, Lisa J. “Revision & Resistance: The Politics of Native Women’s Motherwork.” *Frontiers: A Journal of Women Studies*, 22:2, 2001. 43-62.

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 7**

### **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* (pp. 1–17; 207–230). NY: Routledge.

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.

Ahmed, Sara. 2000. *Strange Encounters: Embodied Others in Postcoloniality* (pp. 161-181). London: Routledge.

Lugones, M. (2007). Heterosexualism and the colonial/modern gender system. *Hypatia*, 22(1), 186-219.

Abu-Lughod, L. (2001). " Orientalism" and Middle East Feminist Studies, *Feminist Theory Reader* (pp. 148-154). Routledge.

**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.

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

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.

Lewis, R. (2002). Feminism and orientalism. *Feminist Theory*, 3(2), 211-219.

Ling, L. H. M. (2007). Said's exile: strategic insights for postcolonial feminists. *Millennium*, 36(1), 135-145.

**Week 10 November 14  
Care Ethics and Care Work**

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

**Required:**

Carol Gilligan. 1982. *In a Different Voice: Psychological Theory and Women's Development*. Mass: Harvard University Press. 2<sup>nd</sup> edition. Letter to readers and Chapter 3 'Concepts of Self and Morality'.

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

Robinson, F. (2018). Care ethics and international relations: Challenging rationalism in global ethics. *International Journal of Care and Caring*, 2(3), 319-332.

Sophie Bourgault, Maggie Fitzgerald and Fiona Robinson (2024) Introduction. in *Decentering Epistemology and Challenging Privilege: Critical Care Ethics Perspectives*. Rutgers University Press.

Andrea Doucet, Eva Jewell, and Vanessa Watts (2024), Indigenous and Feminist Ecological Reflections on Feminist Care Ethics: Encounters of Care, Absence, Punctures, and Offerings. in Sophie Bourgault, Maggie Fitzgerald and Fiona Robinson, eds., *Decentering Epistemology and Challenging Privilege: Critical Care Ethics Perspectives*. Rutgers University Press, ch. or pp.

**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 vol.(issue), pp.*

FitzGerald, M. (2020), 'Aging, Disability and Long-Term Care Policy: Towards a Critical Care Ethics Approach', in Aubrecht, K., Kelly, C., & Rice, C. (Eds.). (2020). *The aging-disability nexus*. Vancouver: UBC Press.

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 11 November 21**

### **Embodiment, Ability, Ableism, Disability**

**Seminar Themes:** bodies and embodiment in feminist/critical theory; able-ism and disability theory; queer/disability studies, disability and feminist care ethics.

#### ***Required:***

Meekosha, H., & Shuttleworth, R. (2009). What's so ‘critical’ about critical disability studies? *Australian Journal of Human Rights*, 15(1), 47-75.

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

Schalk, S., & Kim, J. B. (2020). Integrating race, transforming feminist disability studies. *Signs: Journal of Women in Culture and Society*, 46(1), 31-55.

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.

Simplican, S. C., Leader, G., Kosciulek, J., & Leahy, M. (2015). Defining social inclusion of people with intellectual and developmental disabilities: An ecological model of social networks and community participation. *Research in developmental disabilities*, 38, 18-29.

#### ***Recommended:***

Soldatic, K., & Grech, S. (2014). Transnationalising disability studies: Rights, justice and impairment. *Disability Studies Quarterly*, 34(2).

Young, I. M. (1980). Throwing like a girl: A phenomenology of feminine body comporment 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.

Goodley, D. (2013). Dis/entangling critical disability studies. *Disability & society*, 28(5), 631-644.

Hughes, B. (2007). Being disabled: Towards a critical social ontology for disability studies. *Disability & Society*, 22(7), 673-684.

Cowing, J. L. (2020). Occupied land is an access issue: Interventions in feminist disability studies and narratives of Indigenous activism. *Journal of Feminist Scholarship*, 17(17), 9-25.

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

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

## **Week 12 November 28 Student Research Presentations**

Students will present their work to date on their research papers (8-10 minutes) and will receive feedback from their peers and the instructor.

## **Week 13 December 5 Complete final papers**

No class meeting; work on final papers (Due December 6<sup>th</sup> @11:59pm)



## Appendix

---

### **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**

Deferred final exams, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The course outline must stipulate any minimum standards for good standing that a student must meet to be entitled to write a deferred final exam.

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](#).

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](http://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).

Permissibility of submitting substantially the same piece of work more than once for academic credit.

If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

### **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 the 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.

---