

FYSM 1611A

‘Are you a Feminist?’ Understanding Feminism in Contemporary Politics

Fridays, 8:30-11:30 (synchronous meetings 10:00-11:30)

This course will be held remotely online

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Office Hours: Tuesdays 2:00-3:00pm
(on Zoom) Thursdays 2:00-3:00pm

Course Description and Objectives:

How do you respond when someone asks you ‘Are you a feminist?’ or ‘What do you think of the #MeToo movement?’ Heightened by the power of social media, the term ‘feminism’ seems to be everywhere. Justin Trudeau has proclaimed that he is a proud feminist. Beyoncé is also a feminist. But are their feminisms the same? What does it mean to be a feminist? How does feminism relate to other ideas and movements in politics? This course will examine the politics of contemporary feminism, using examples from Canada and around the world. Each week we will read and discuss issues related to contemporary feminism through a series of readings – some ‘scholarly’ and some ‘popular’ – that provoke questions about these issues. Throughout the course we will also spend time focusing on practical skills required for academic success.

Learning Outcomes:

Upon completion of this course, students should:

1. Know the meaning and relevance of these **key terms** related to feminist theory and practice: *gender, patriarchy, social construction, performativity, ‘public-private’, ‘waves’ of feminism, intersectionality, hegemonic masculinity, social reproduction, gender-based violence, empowerment, and neoliberalism.*
2. Be able to relate these terms/ideas to **practical issues in feminism**, including women’s care work/unpaid labour, gender-based violence, the #MeToo movement and other feminist movements, women in electoral politics, and gender and international development.
3. Know how to **read scholarly texts effectively** in order to isolate the author’s central argument and to **reflect critically** on those arguments in the light of their own experiences and other work they have read.
4. Be able to **search for and find scholarly works** using a variety of search tools, use those works to **support their arguments** in a research essay; and cite that work using **proper citation style**.

Course Structure:

Normally, this course is run as an in-person, face-to-face seminar. This means that learning takes place primarily through group discussion, rather than through students listening while the professor lectures. In a seminar, we all participate in the discussion every week, and we will all learn (instructor included!).

Due to the need for distance-learning this term, the course will be run somewhat differently. It will involve some 'synchronous' (real-time video conferencing) and some 'asynchronous' (pre-recorded or independent work on your own time). **We will meet as a group every Friday from 10:00am to 11:30am.** This time will be spent in whole class discussions and smaller group work (through online 'break out' sessions). There will be a 10-minute break from approximately 10:40 to 10:50. We will always reconvene as a whole class group for at least the final 20 minutes of the 90-minute session.

- Please note: some weeks I may need to add an extra Zoom session between 9am and 10am, to facilitate guests, peer-review or study-skills sessions. I will be sure to announce this on CULearn and in class well ahead of time.
- In addition, from time to time and if necessary, I may post short, instructor-led videos that will be pre-recorded and uploaded to CULearn for you to watch. These videos would be designed to serve a number of purposes, including situating and contextualizing our learning for the week, highlighting key issues and points for you to consider while doing that week's readings, or imparting practical information to assignments, research and writing.

Requirements and Assessment (at a glance):

1. Attendance and Participation:	10%
2. Reading Response Posts	20%
3. Reading Analysis (due Oct 9)	20%
4. Essay Outline (due Oct 23)	10%
5. Presentation of Essay Outline (Nov 13)	5%
6. Final Essay (due Dec 4)	30%
7. 'Two Things I Learned' (Dec 4)	<u>5%</u>
	100%

1. Attendance and Participation:

This is a seminar course and relies on the active participation of students. Your participation grade will be based on your attendance at these meetings throughout the term, as well as the quality and quantity of your participation in small-group and full-class discussions. Students are expected to have completed the required reading before the seminar and to be prepared to discuss that week's material. To earn an 'A-range' grade for participation, you must have perfect or near perfect attendance at synchronous Zoom sessions, and have made regular, informed contributions to all discussions, and shown yourself to be an active, engaged listener. (* if you are taking this class from a location other than Ottawa that is in a different time zone that makes it difficult for you to attend synchronous Zoom sessions, please let me know as soon as possible).

Marking Rubric: (each item is worth 25% of your attendance and participation grade)

- Regular attendance at synchronous sessions
- Regular and informed contributions to full-class and group discussions
- Demonstrated knowledge of readings
- Active/engaged listening to others and respectful engagement with others' comments

2. Reading Response Posts (Week 2-11 inclusive):

Each week you will post a response to the readings that is guided by the Key Questions listed below. This should be posted in the Forums section of CULearn. You do not have to answer ALL of the questions posed, but you should respond to at least two of the questions each week. You may also add things that you find notable, interesting or controversial in the readings. **The aim is to encourage and incentivize you to read and reflect BEFORE the seminar and to provide you with an opportunity to reflect on what you have read – what you find important, and what you find challenging.** You are encouraged to add questions that you have about the readings, and/or things that you wish to discuss. Each response will be graded out of 4 marks. The total score (/40) will be divided by 2 which will be your score on this portion of the coursework. Responses should be between 200 -250 words. There is no need to provide citations or a bibliography, but you should clearly state the author's name when you are referring to a reading.

To post, go to the 'Reading Response Posts' forum. Title your new discussion topic as follows: 'You first and last name, Week 2 comments'. (So, if I were posting in Week 8, my title would be 'Fiona Robinson, Week 8 comments'). Add your post to the 'Message' section. Do not attach files.

Commentaries will be graded on the basis of:

- **substance** (demonstrated understanding of the arguments in the readings, understanding of the questions posed and ability to respond to those questions; use of critical thinking skills)
- **style** (clarity of writing).

Responses must be posted to the Forum by 11:59pm on the Thursday before the relevant Friday morning seminar.

3. Reading Analysis:

You will do a short, written analysis of one of the readings from the early part of the term. Readings are listed below. Your analysis should be between 300 and 350 words. Your analysis should include:

1. The full reference for the reading (as written below) at the top of your first page.
2. A short (no more than three sentences) summary of the topic of the reading.
3. A short (no more than three sentences) summary of author's central argument.
4. A brief discussion of the significance of the topic and the author's argument for feminist theory/practice.

5. A brief discussion of your own assessment of the author's argument as it relates to your own knowledge and perspective, and what you have learned so far about feminism.

Choose **one** of the following readings for your analysis:

Simone de Beauvoir (1949/2010) *The Second Sex*. New York: Vintage (e-book), pp. 23-26 AND 330-333

Judith Butler (2011) *Gender Trouble*. 'The Compulsory Order of Sex/Gender/Desire' pp. 9-13.

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

4. Essay Outline:

All students are required to submit an essay outline. The outline must include the following:

1. A Working Title
2. A statement of your RESEARCH QUESTION (choose one of the five listed above. You should use the precise wording provided).
3. A statement of your THESIS STATEMENT or central argument. This is your 'response' to the research question(s). The remainder of your paper must be dedicated to demonstrating the validity of your argument.
4. Three points (no more than two sentences each) that you will address in the essay. This will provide the basic structure for your essay that you will fill in when you write the essay.
5. Three scholarly sources that you will use to build your essay. Each source must be listed in a 'Working Bibliography' at the end of the outline. Please use APA Citation Style (see video on CULearn and link below). For each of the three sources you must include a 2-3 sentence ANNOTATION explaining what the reading is about and why it is useful for your essay.

5. Presentation of Essay Outline and Peer Feedback:

During our Week 9 seminar, students will present their essay outlines (3-5 minutes) to their peers (in small groups). We will conduct peer feedback sessions (in break-out groups) to discuss these outlines and provide constructive criticism and feedback. When considering their peers' outlines, students should consider the following:

1. Does the title give a good indication of the content of the essay? Is it clear and thought-provoking?
2. Has the student used the research question as set out by the instructor?
3. Does the thesis statement respond effectively and clearly to the research question? Is it convincing?
4. Has the student provided a good structure for the essay with the three main points?
5. Are the sources used relevant to the topic? Are they from appropriate scholarly journals/books?

- Please note: these sessions will be recorded so that I can watch all presentations. Peer feedback given by members of the class will count towards their general participation grade.

6. Final Essay (due Week 12):

Your **research essay** will address a question related to feminism and politics/the politics of feminism. Your topics should be chosen from the list below. The essay must include a minimum of 5 scholarly sources (academic journal articles, book chapters or books) that are properly cited using in-text citations and a Bibliography). The essay should be 1250-1500 words in length (double-spaced, Times New Roman 12-point font). Please use APA citation style.

<https://library.carleton.ca/sites/default/files/help/Using%20APA%20style%20-%20Final%202017-09-19.pdf>

The essay will be marked according to the following criteria:

- Strength and Clarity of Research Question and Thesis Statement (10%)
- Quality of the Analysis (30%)
- Organization, Structure, Writing Style (30%)
- Relevant sources in Bibliography and used effectively in your analysis, and Correct, Complete and Consistent referencing style (30%)

A ‘research essay’ means that you must do research in order to write the essay. By ‘doing research’ I mean use search engines (such as the Library’s online search tools and Google Scholar) to find books (e-books) and articles (from online scholarly journals) which contain information, ideas and arguments that you will use to write your essay. Your job is to read these works, and synthesize the ideas you find to form an essay with a clear argument and a logical structure. You do not have to come up with ‘new’ ideas; on the contrary, academic work at all levels involves **building on** previously published work (and citing that work so it gets the recognition it deserves). Once you choose your research question (from the five questions below), your next step is to search for sources that can help you to learn about the topic and build your argument. By all means, start with our class readings! (Tip: check the bibliographies of the sources you find for more relevant sources!)

Choose one of the following research questions for your essay:

1. To what extent does feminism remain a viable political project in an age of increasing non-binary gender identity, gender diversity and fluidity? Can we have ‘feminism’ without having a distinct and unified category of ‘women’?
2. Can ‘intersectional feminism’ really be intersectional, or will it necessarily privilege gender oppression over all other kinds (race, class, ability) of oppressions and identities? Does this matter? Why?

3. To what extent are true gender equality and the achievement of feminist goals dependent upon the recognition of (and creation of public policy solutions to) women's unpaid reproductive labour burden and the 'crisis of care' it creates?
4. Has the #MeToo movement been helped or hindered by its celebrity/Hollywood profile? Discuss with reference to class, race and privilege in the context of gender-based violence and the feminist movement.
5. Can women make a greater impact in terms of feminist goals within formal electoral politics or through the broader political landscape of social movements and activism? Use examples to support your argument.

7. 'Two Things I Learned about Feminism'

For our final class, each student must prepare to share (orally) with the rest of the class the two most important or transformative (even life-changing?!) things they learned about feminism. These things must be directly related to the course content. Students will receive 5/5 if they i) attend the seminar, ii) have two specific, carefully-considered things that they share in an articulate and clear manner, iii) listen attentively to others in the class as they share their thoughts.

Code of Conduct

We are here to learn, and to engage in open, constructive dialogue in an atmosphere of tolerance and mutual respect. To facilitate this, this seminar will be run according to five key principles. Many of the topics covered in this course are of a particularly sensitive and potentially inflammatory nature. Students may have very strong views on certain topics, many of which may be informed by personal experiences. Acting in accordance with the following principles will help to ensure that we can all learn in an atmosphere that is safe, open and accepting: **mutual respect; equal voice; informed judgement; attentive listening; inclusiveness.**

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

***All written assignments** (except for weekly response posts) must be submitted via the **CU Learn portal** in advance of the deadline. All assignments are due at 11:59pm on the due date. Please submit only **Word documents (no PDFs please)**.

Late Policy: Late assignments will be penalized at the rate of 1% of the student's final grade in the course. An assignment is considered one day late if it is submitted to CULearn any time up to 23:59 hours after the deadline. Assignments will NOT be accepted more than 7 days after the due date in the absence of documented extenuating circumstances. If you predict that your assignment will be late (you have been sick or your ability to work has been disrupted in some way) it is your obligation to approach me about this as soon as possible (either before or as soon after the deadline as possible).

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf

WEEKLY TOPICS, READINGS and QUESTIONS

Week 1 September 11 Introduction and Welcome!

Instructor Video: Welcome, Introductions, Overview of the Course (watch in advance)

Jane Arscott (2018) 'Time's up for gender injustice: What every woman wants in 2018', *The Conversation*. <https://theconversation.com/times-up-for-gender-injustice-what-every-woman-wants-in-2018-88059>

Please watch Chimamanda Ngozi Adichie's TED talk 'We should all be Feminists') <https://www.youtube.com/watch?v=S6ufvYWTqQ0>
(also if you don't know who she is, please Google her!)

Key Questions:

1. Arscott argues that women's rights are being violated in Canada (and around the world) and that women are now demanding those rights. What kind of rights in particular are being violated, according to Arscott? Why is it important that these violations stop? Why now?
2. Adichie makes her argument for feminism from the perspective of a Nigerian woman. How important is context and identity for feminism? Are the struggles of a black African woman the same as those of white Western woman? What about class and education? How do all these things shape feminism?

Week 2 September 18 Understanding Gender

Simone de Beauvoir (1949/2010) *The Second Sex*. New York: Vintage (e-book), pp. 23-26 AND 330-333
https://www.uberty.org/wp-content/uploads/2015/09/1949_simone-de-beauvoir-the-second-sex.pdf

Judith Butler (2011) *Gender Trouble*. 'The Compulsory Order of Sex/Gender/Desire' pp. 9-13.

Corey Mintz, 'Here's a tip: Let's not dress up service droids as women' *The Globe and Mail*. https://www.theglobeandmail.com/opinion/article-heres-a-tip-lets-not-dress-up-service-droids-as-women/?utm_medium=Newsletter&utm_source=Globe%20Life&utm_type=text&utm_content=GlobeLife&utm_campaign=2019-2-26_16&cu_id=

Key questions:

1. What does de Beauvoir mean when she writes ‘One is not born a woman but rather, becomes a woman’?
2. Butler suggests that the distinction between sex (biological/natural) and gender (social/culturally-constructed) is unintelligible. For her, BOTH are social constructed. For Butler, sexed bodies never exist outside social meanings and how we understand gender shapes how we understand sex. She does not deny that physical bodies exist. But, she takes our understanding of this existence to be a *product* of social conditioning. Gender is thus ‘performative’ – we ‘perform’ gender, and that has various social effects. Does this idea make sense to you? Why or why not?
3. Think carefully about Butler’s argument (it is difficult!). Then consider ‘gender reveal parties’ (watch some videos of these on YouTube). Think about Butler’s claim that sex and gender are ‘performative’ while watching these. Think about the social effects of this.
4. Why do feminists need to think about gender and not just ‘women’?

Week 3 September 25**Visions of Feminism I: Thinking about Equality and Difference******Special Library Orientation Session with Aleksandra Blake, PSCI Subject Specialist, University Library****

Rampton, M. (2015). Four waves of feminism. *Pacific University Oregon*, 25.

<http://gdelaunier.pbworks.com/w/file/attach/134554611/Four%20Waves%20of%20Feminism%20%20Pacific%20University.pdf>

RadFemFatale (2017) ‘Feminism is not about Gender Equality’, *Medium*,

<https://medium.com/@radfemfatale/feminism-is-not-about-gender-equality-efc2ccb1e46b>

Please watch Emma Watson’s speech to the United Nations,

<https://www.youtube.com/watch?v=gkIW9PZBRfk>

Key Questions:

1. Do you think it is useful to understand the feminist movement in terms of ‘waves’?
2. The ‘first wave’ of feminism is sometimes referred to as ‘liberal feminism’, since these women were striving for the same rights and freedoms (the basis of liberalism) as men. Why do you think this kind of feminism led to subsequent waves that took different strategies?
3. Emma Watson says ‘For the record, feminism is the belief that men and women should have equal rights and opportunities’. Do you think this definition is adequate? What is left out here?
4. Read the *Medium* article and try to pinpoint the arguments against Watson’s view. Which do you find more convincing? Why?

Week 4 October 2

Race and Intersectionality**

**** Please watch video on CULearn on APA Citation Style!**

Combahee Rivers Collective. 1979. A Black Feminist Statement. *Off Our Backs*, pp. 210-212.

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

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

Key Questions:

1. After reading 'A Black Feminist Statement', try to explain intersectionality (to someone who has never heard of it) in your own words.
2. hooks claims that she gets frustrated with people who ask her which identity is more important to her (being a woman or being black). Can you empathize or identify with this? Does intersectionality help to solve this problem?
3. Explain intersectionality in your own words (but use the readings to inform your explanation).
4. What role did US Black feminist thought play in the development of the idea of intersectionality?

Week 5 October 9 (reading analysis due today at 11:59pm)

Visions of Feminism II

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

<https://www.independent.co.uk/arts-entertainment/books/news/jk-rowling-transgender-letter-twitter-trans-people-a9559346.html>

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

<https://www.cpac.ca/en/cpac-in-focus/mmiwg/>

Key Questions:

1. Stryker argues that the category 'transgender' is both interesting and important for all kinds of feminism? What is her main point here about why this is the case?
2. What are 'TERFs'? Why are they 'anti-trans'? How could you use Stryker's argument to challenge the TERF philosophy?
3. Why do you think J.K. Rowling's position on trans feminism was so inflammatory this summer?

4. Indigenous feminism focuses on the intersection between ‘colonialism and patriarchy’. What do you understand by the term ‘colonialism’? How did European colonialism differ from the settler colonialism of countries like Canada, the U.S. and Australia?
5. To what extent is ‘white-stream feminism and gender and women's studies’ complicit in on-going practices of settler colonialism in Canada?

Week 6 October 16

Masculinities and Feminism

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

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

<https://www.youtube.com/watch?v=koPmuEyP3a0>

Key Questions:

1. Why study ‘masculinities’ in a course about feminism?
2. What is meant by the term ‘hegemonic masculinity’?
3. Why is it important to think of masculinity as a relational concept?
4. The Gillette commercial seeks to challenge hegemonic masculinity. Is it successful? What is the motivation behind this ad – social change or selling shaving cream?

Week 7 October 23 (essay outlines due today at 11:59pm)

Women’s Work?

Waring, Marilyn. (1999) *Counting for Nothing: What Men Value and What Women are Worth*. Toronto: University of Toronto Press. Chapter 1, pp. 12-17.

Susan Ferguson, ‘Social Reproduction: What’s the Big Deal?’

<https://www.plutobooks.com/blog/social-reproduction-theory-ferguson/>

<https://www.nytimes.com/interactive/2020/03/04/opinion/women-unpaid-labor.html?action=click&module=Opinion&pgtype=Homepage>

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

<https://www.theguardian.com/environment/2020/feb/06/eco-gender-gap-why-saving-planet-seen-womens-work>

Key Questions:

1. Is ‘housework’ (cleaning, cooking) work? Is child care (by parents in the home) work? (Think about your answers carefully. Reflect on what your answer implies about your

- understanding of the nature of work, remuneration (payment for work), etc.). Check out the NYT interactive article. Were you surprised by the valuation of unpaid house work?
2. Can we really understand women's oppression (and thus the strategies of feminism) without thinking about the role of capitalism in their oppression?
 3. Why are some kinds of work 'gendered'? (for example, 'emotional labour' or work on Climate Change?)

****No class October 30th; Fall Reading Week****

Week 8 November 6

Beauty, the Body, Corporations and the Media

Maddox, J. (2019). "Be a badass with a good ass": race, freakery, and postfeminism in the #StrongIsTheNewSkinny beauty myth. *Feminist Media Studies*, 1-22.

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

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

Key Questions:

1. What is a 'beauty myth'? (Find this in the second paragraph of the Maddox article).
2. Do you agree that the 'strong' campaign is little more than a repackaging of traditional gendered (and racialized) beauty norms?
3. How do you feel about corporations (like Dove) addressing norms of beauty in their advertising campaigns?
4. 'Twerking is not feminism'. Discuss.

Week 9 November 13 (essay outline presentations and peer feedback)

#MeToo and Gender-based Violence

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

UN Women

<https://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>

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

Key Questions:

1. When and by whom was #MeToo started? What was its purpose originally?
2. How has me too changed in its new 'Hollywood' incarnation? Whose voices are we now hearing? Does this matter?
3. In the reading it is suggested that #MeToo is a very different kind of activism than the 'Take Back the Night' marches (Google 'Take back the night' to find out more).

4. Gender-based violence is not a 'new' problem for feminists; it has been central to most types of feminism for decades. Is the problem getting better, or worse, in your estimation? Why do you think that is the case?

Week 10 November 20

Gender and Women Political Leaders

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

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

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

Key Questions:

1. Without the help of Google, write down the names and positions of as many women political leaders as you can (past or present). How many did you come up with? Then check this site:
2. How do gender stereotypes affect women's ability to become political leaders, as well as their day-to-day existence once they become political leaders? Try to think of examples that relate to current or past women leaders.
3. The article by Shan-Jan Sarah Liu argues that even when women are brave enough to enter politics, female politicians face a 'paradoxical challenge' that places them in a 'catch-22' situation. What is that challenge? How should they respond to this challenge?
4. What role does the media play in reinforcing or counteracting stereotypes? Again, try to think of examples.
5. Which do you think is a bigger obstacle to women in politics: the culture of politics, or the gendered nature of familial responsibilities?

Week 11 November 27

The Girl Effect? Women's Empowerment and International Development

https://www.youtube.com/watch?v=WlvmE4_KMNw

[Khader, Serene \(2019\) 'Why are Poor Women Poor?', *New York Times*, September 11, 2019. https://www.nytimes.com/2019/09/11/opinion/why-are-poor-women-poor.html](https://www.nytimes.com/2019/09/11/opinion/why-are-poor-women-poor.html)

Mason, C. L. (2019). Buzzwords and fuzzwords: flattening intersectionality in Canadian aid. *Canadian Foreign Policy Journal*, 25(2), 203-219 (especially pages 203-207).

Key Questions:

1. First, watch the YouTube video ('The Girl Effect'). What do you think about this video? Are you inspired or skeptical? Why?

2. The read the NYT op-ed by Serene Khader. What is her main argument? Do you agree with her? Why or why not?
5. Mason criticizes Canada's 'Feminist Foreign Assistance Policy', arguing that its 'flattened' intersectionality imagines *identity* categories as intersecting, rather than systems of domination. What is the difference? Why does this matter?

Week 12 December 4 (Final Essays due today at 11:59pm)

Wrap Up and Student Reflections: 'Two Things I Learned about Feminism'

Academic Accommodations

Requests for Academic Accommodation

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

Pregnancy obligation

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

Religious obligation

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

Academic Accommodations for Students with Disabilities

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

Survivors of Sexual Violence

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

Accommodation for Student Activities

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

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

Plagiarism

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

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

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

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

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to

have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading

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

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

Approval of final grades

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

Carleton E-mail Accounts

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

Carleton Political Science Society

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

<https://www.facebook.com/CarletonPoliticalScienceSociety/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

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