

Carleton University
Department of Political Science
Fall 2026

PSCI 6200F
GENDER AND DIVERSITY
Tuesday 11.35 a.m. – 2:25 p.m.
Please confirm location on Carleton Central

Instructor: Gopika Solanki
Office: Loeb C674
Office Hours: Monday 1:00 – 2.00 p.m. or by appointment
Email : Gopika.Solanki@Carleton.ca
Brightspace Link: <https://brightspace.carleton.ca/d2l/home/451901>

COURSE DESCRIPTION

This course explores the importance of queer, trans, and feminist scholarship to the discipline of Political Science and the importance of political analysis to the interdisciplinary study of gender, sex and sexuality systems. The first section poses questions about the very meaning of gender and explores how gender, sex, and sexualities are constructed in various spatiotemporal sites, and what the dynamics of gender inequality are. The second section theorizes the category of gender as constituted from complex intersections with physical, sexual, cultural, racial, religious, national, Indigenous, and other types of ethnic diversity; and raises questions about the meaning of categories and boundaries, and the possibility of feminist solidarity and political action. The third section discusses the centrality of gender in knowledge production and the exclusion of gender from political analysis and invites further analysis of macropolitical processes and political agency of actors through gendered lenses. The section offers an overview of Anglo-American and transnational feminist theories and their criticisms. The course ends with interdisciplinary debates to questions of feminist futures that lie at the core of feminist theoretical and political interventions.

READINGS

All assigned readings are also available on Brightspace. Students are not required to purchase textbooks or other learning materials for this course.

LEARNING OUTCOMES

Students will develop an advanced multidisciplinary understanding of historical and contemporary debates in feminist theory and politics through an engagement with critical and empirical studies

Students will be able to critically compare and assess a range of diverse methodological approaches and apply feminist research methods to their own research

Students will be prepared to write the PhD comprehensive examination and utilize these concepts in their own doctoral research

Students will be able to integrate the principles of EDIR into the sub-field of gender and politics

COURSE REQUIREMENTS AND GRADING CRITERIA

EVALUATION AT A GLANCE

Assignment	Due Date	Weight
Response Papers	Ongoing, first submission by November 3	30
Presentations	Ongoing	10
In-Class Test	November 10	10
Attendance	Ongoing	10
Participation	Ongoing	10
Research Paper Presentation	Dec.1, 8	5
Research Paper	Dec.14	25

Response Papers (30%)

You are expected to hand in two short reading response papers (5-7 pages, double-spaced) on two different weeks during the semester. Each paper is worth 15 percent of the final grade and should be handed in before the material is covered in class. The paper should cover at least three readings, focus on issues related to the particular theme of the week, outline various theoretical positions, compare points of agreement or tension, and respond critically to the discussion. You should hand in your first paper on or before November 3.

Grading Criteria: You will be graded on your ability to grasp the main arguments, tensions, and interconnections in the literature and on the clarity of the writing.

Presentations (10%)

You are expected to give two presentations on different class dates. Presentations must be scheduled on dates different from the due dates of the response paper. You will sign up for the date of your presentations in the first class. Each presentation should not be longer than 15 minutes and should cover at least three readings. The presentation should present an exposition

and analysis of the content and provide criticism or reflection points. Your presentation should identify key themes, arguments, and positions within the readings. You may also discuss how the readings relate to each other and/or to other approaches and themes discussed in the course.

Grading Criteria: You will be graded on demonstrated understanding of the central ideas, strength of the argument and analysis, organization and clarity of delivery.

Attendance and Participation (20%)

You are expected to attend and participate actively in all class discussions and complete the readings for each week. Together, class participation and attendance are worth 20 percent of the final grade. You will be evaluated on the frequency and quality of participation.

Grading Criteria: Substantive engagement in class discussion includes questions and comments that reflect genuine intellectual engagement with the material's underlying claims and implications. You are expected to connect individual readings to broader theoretical frameworks of the week and of the seminar in general.

In-Class Test (10%)

As part of exam preparation for the comprehensive exams, one in-class test will be held during the course, taking up the first hour of class time. Students will choose one of two available questions to answer. Preparation beforehand is essential since the readings will not be available during the test.

Grading Criteria: You are expected to demonstrate comprehension of core subject matter, apply concepts appropriately to questions, provide clear answers, and integrate classroom discussions and course materials where appropriate.

Presentation to Class of Research in Progress (5%)

You are required to present the outline of your research paper to the class. These presentations will take place in the final three weeks of the class. Your presentation should be 7 minutes long. It should include the key research question, literature review, and an outline of how you plan to develop your paper.

Research Paper (25%)

You are required to write a 15–16-page research paper worth 25 percent of the final grade. Topics may include any issue relevant to the course; you are encouraged to select your topic in consultation with the instructor. Your paper should explore a research question and articulate an argument. You should use appropriate sources, methods, and evidence in the development of the project. Papers are expected to be handed in no later than December 14. Late papers and essays will be penalized by 2.5 marks per day. Late papers will only be exempted from penalty if supported by a medical certificate or other documentary evidence.

Grading Criteria: You will be graded on the clarity of the research question, the use of appropriate methods and evidence in the development of the argument, the internal logical consistency of the paper, and the clarity of written expression (including writing style and citations).

AI Policy

AI use in this course:

You may use AI tools for basic word processing functions, including grammar and spell checking (e.g. Grammarly, Microsoft Word Editor, Copilot). You may use AI tools to assist with citation formatting and bibliography generation. However, you are responsible for verifying the accuracy, completeness, and authenticity of all references. You are responsible for any fabricated, inaccurate, or unverifiable citations included in submitted work. Use of other AI tools via website, app, or any other access, is not permitted in this class. Representing work created by AI as your own is plagiarism.

Documenting AI use:

It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult your instructor.

Why have I adopted this policy?

This policy ensures that your own voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by you while allowing basic support to enhance clarity, correctness, layout and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without the support of AI.

Limitations:

1. You may not use AI to structure an essay or generate presentation outlines.
2. You may not use generative AI to develop or write your response papers.
3. You may not use AI tools to develop or write your research papers or arguments contained therein.

As our understanding of the uses of GenAI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of GenAI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

Notes:

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

1. A student must complete both halves of the core course, with a B+ standing or higher, to be eligible to write the scheduled August comprehensive examination.
2. Eligibility to write the comprehensive examination will be determined by the Graduate Administrator and Graduate Supervisor by the end of May.
3. 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.
4. 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.

COURSE SCHEDULE

September 15

Introduction and Overview

I. Analytical Significance of Gender

September 22

Constructions of Gender, Sex, Sexuality: Individual and Systemic Approaches

Gheaus, Anca. 2023. Feminism without “Gender Identity”. *Politics, Philosophy & Economics* 22 (1): 31-54.

Cohen, Cathy J. 1997. “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?” *GLQ: A Journal of Lesbian and Gay Studies* 3 (4): 437–65.

Bettcher, Talia Mae. 2014. “Trapped in the Wrong Theory: Rethinking Trans Oppression and Resistance.” *Signs* 39 (2): 383–406.

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

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

Najmabadi, Afsaneh. 2005. *Women with Mustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity*. Berkeley: University of California Press. [pp. 11–25; 132–155] Skim.

Recommended Readings

Barlow, Tani. 2022. *In the Event of Women*. Durham: Duke University Press.

Byrne, Alex. 2020. “Are Women Adult Human Females?” *Philosophical Studies* 177: 3783–3803.

Jackson, Peter. 2003. “Performative Genders, Perverse Desires: A Bio-History of Thailand’s Same-Sex and Transgender Cultures.” *Intersections* 9(9).

Leo, Brooklyn. 2020. “The Colonial/Modern [Cis]gender System and Trans World Traveling” *Hypatia* 35(3): 454–474.

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

Oyequmi, Oyeronke. 1997. *The Invention of Women: Making an African Sense of Western Gender Discourses*. Minneapolis: University of Minnesota Press. Chapters 1, 5. Skim.

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

Rubin, Gayle. *Deviations : A Gayle Rubin Reader*. Durham, NC: Duke University Press, 2011.

Stoljar, Nathalie. 1995. "Essence, Identity, and the Concept of Woman", *Philosophical Topics* 3(2): 262–293.

II. Gender, Difference, and Diversity

September 29

Gender and Axes of Difference

Coulthard, Glen Sean. 2014. *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis: University of Minnesota Press, 2014. Chapter 6.

Simpson, Audra. 2014. *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham, NC: Duke University Press. Chapters 6, 7.

Simpson, Leanne Betasamosake. 2017. *As We Have Always Done: Indigenous Freedom through Radical Resistance*. Minneapolis: University of Minnesota Press. Chapters 7, 8.

Yuval-Davis, Nira. *Gender and Nation*. London: Sage. Chapter 1.

Chatterjee, Partha. 1990. "The Nationalist Resolution of the Women's Question." In Kumkum Sangari and Sudesh Vaid, Eds., *Recasting Women: Essays in Indian Colonial History* (233–253). Delhi: Kali for Women.

Puar, J K. 2017. *Terrorist Assemblages: Homonationalism in Queer Times*. Durham and London: Duke University Press. Introduction, Conclusion.

Recommended Readings

Barker, Joanne. 2017. "Introduction: Critically Sovereign." In *Critically Sovereign: Indigenous Gender, Sexuality, and Feminist Studies* edited by Joanne Barker. Durham, NC: Duke University Press.

Byrd, Jodi A. 2020. "What's Normative Got to Do with It?: Toward Indigenous Queer Relationality." *Social Text* 38(4): 105.

Driskill, Qwo-Li. 2016. *Asegi Stories Cherokee Queer and Two-Spirit Memory*. 1st ed. Tucson: The University of Arizona Press.

Hall, Lisa Kahaleole. 2009. "Navigating Our Own 'Sea of Islands': Remapping a Theoretical Space for Hawaiian Women and Indigenous Feminism." *Wicazo Sa Review* 24 (2): 15–38.

Green, Joyce. 2007. *Making Space for Indigenous Feminism*. London: Zed.

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

Smith, Andrea. 2008. *Native Americans and the Christian Right: The Gendered Politics of Unlikely Alliances*. By Andrea Smith. Durham, NC: Duke University Press.

Ty P. Kāwika Tengan. 2009. *Native Men Remade: Gender and Nation in Contemporary Hawaii*. Durham, NC: Duke University Press.

Tallie, T.J. 2019. *Queering Colonial Natal: Indigeneity and the Violence of Belonging in Southern Africa*. Minneapolis, Minnesota: University of Minnesota Press. Chapter 1.

Yuval-Davis, Nira. 2011. *The Politics of Belonging. Intersectional Analysis*. London: Sage.

October 6

Gender and Axes of Difference

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

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

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

Snorton, C. Riley. 2017. *Black on Both Sides: A Racial History of Trans Identity*. Minneapolis: University of Minnesota Press. 17-97.

Schalk, Sami and Jina B. Kim. 2020. "Integrating Race, Transforming Feminist Disability Studies" *Signs* 46(1): 31-55.

McRuer, Robert. 2006. "Introduction: Compulsory Able-Bodiedness and Queer/Disabled Existence" from *Crip Theory*. NYU Press. 1-32.

Garland-Thomson, Rosemary. 2002. Integrating Disability, Transforming Feminist Theory. *NWSA Journal* 1-32.

Recommended Readings

Bey, Marquis. 2022. *Black Trans Feminism*. London: Duke University Press.

Collins, Patricia. 1990. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. Boston: Unwin Hyman.

Day, Iyko. 2015. "Being or Nothingness: Indigeneity, Antiracism, and Settler Colonial Critique." *Critical Ethnic Studies*, 1 (2): 102–121.

Donaldson, Elizabeth. 2002. "The Corpus of the Madwoman: Toward a Feminist Disability Studies Theory of Embodiment and Mental Illness." *NWSA Journal* 14 (3): 99-119.

Erevelles, Nirmala. 2011. *Disability and Difference in Global Contexts: Enabling a Transformative Body Politic*. Palgrave Macmillan.

Ferguson, Roderick A. 2004. *Aberrations in Black: Toward a Queer of Color Critique*. Minneapolis: University of Minnesota Press.

Haslanger, Sally. 2000. Gender and race: (What) are they? (What) do we want them to be? *Noûs* 34 (1): 31–55.

Kim, Eunjung. 2017. "Introduction: Folded Time and the Presence of Disability" from *Curative Violence: Rehabilitating Disability, Gender, and Sexuality in Modern Korea*. Duke University Press: North Carolina.

Taylor, Ashley. 2015. "The Discourse of Pathology: Reproducing the Able Mind through Bodies of Color." *Hypatia* 30 (1): 181-98.

Wendell, Susan. 2006. "Toward a Feminist Theory of Disability" in *The Disability Studies Reader*. 2nd edition. Ed Lennard Davis. Routledge. pp. 243-256.

October 13

Intersectionality, Conceptual Boundary-Crossing, and Transnational Feminisms

Kimberly 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]

Ilmonen, Kaisa. 2020. "Feminist Storytelling and Narratives of Intersectionality." *Signs: Journal of Women in Culture and Society* 45 (2): 347–71.

Bilge, Sirma. 2020. "The Fungibility of Intersectionality: An Afropessimist Reading." *Ethnic and Racial Studies* 43 (13): 2298–2326.

Soldatic, Karen, and Shaun Grech. 2014. "Transnationalising Disability Studies: Rights, Justice and Impairment." *Disability Studies Quarterly* 34 (2).

Patil, Vrushali. 2013. "From Patriarchy to Intersectionality: A Transnational Feminist Assessment of How Far We've Really Come." *Signs: Journal of Women in Culture and Society* 38 (4): 847–67.

Evren Savci. 2021. *Queer in Translation: Sexual Politics under Neoliberal Islam*. Durham: Duke University Press. Chapters 2-24; chapter 3 skim.

Recommended Readings

Anzaldúa, Gloria. 1987. *Borderlands/La Frontera: The New Mestiza*. San Francisco: Spinsters/Aunt Lute.

Carastathis, Anna. 2016. *Intersectionality: Origins, Contestations, Horizons*. Lincoln: University of Nebraska Press.

Patricia Hill Collins. 2019. *Intersectionality as Critical Social Theory*. Durham, NC: Duke University Press.

Kaplan, Caren, and Inderpal Grewal. 1994. "Transnational Feminist Cultural Studies: Beyond the Marxism/Poststructuralism/Feminism Divides." *Positions* 2 (2): 430–445.

Hancock, Ange-Marie. 2007. "Intersectionality as a Normative and Empirical Paradigm." *Politics and Gender* 3(2): 248-254.

Lepinard, Elinore. 2014. "Doing Intersectionality." *Gender and Society* 28(6): 877-930.

Nash, Jennifer. 2019. *Black Feminism Reimagined: After Intersectionality*. Durham: Duke University Press. Introduction, Chapter 4.

Puar, Jasbir. 2012. "I Would Rather be a Cyborg than a Goddess: Becoming-Intersectional in Assemblage Theory." *PhiloSOPHIA* 2(1): 49-66.

Swarr, Amanda Lock, and Richa Nagar. 2010. *Critical Transnational Feminist Praxis*. Albany: State University of New York Press.

Velez, Emma D. 2019. "Decolonial Feminism at the Intersection: A Critical Reflection on the Relationship Between Decolonial Feminism and Intersectionality." *Journal of Speculative Philosophy* 33 (3):390–406.

Young, Iris Marion. 1997. *Intersecting Voices: Dilemmas of Gender, Political Philosophy and Policy*. New Jersey: Princeton University Press. [pp. 12–37]

III Feminist Ontologies and Theoretical Approaches

October 20

Liberal Feminism; Radical Feminism

Mary Wollstonecraft. 2004. *A Vindication of the Rights of Woman*. Charlottesville, VA: InteLex Corporation. [Introduction; Chapters I, IV]

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

Groenhout, Ruth. 2002. "Essentialist Challenges to Liberal Feminism." *Social Theory and Practice* 28 (1): 51-75.

MacKinnon, Catherine. 1989. *Toward a Feminist Theory of the State*. Boston: Harvard University Press. [pp. 1-13; 123-170]

Durriesmith, David, and Sara Meger. 2020. "Returning to the Root: Radical Feminist Thought and Feminist Theories of International Relations." *Review of International Studies* 46 (3): 357-75.

Rich, Adrienne. 1980. "Compulsory Heterosexuality and Lesbian Existence." *Signs* 5 (4): 631-660.

Recommended Readings

Elliot, Patricia, and Lawrence Lyons. 2017. "Transphobia as Symptom: Fear of the "Unwoman." *Transgender Studies Quarterly* 4 (3-4): 358-83.

Firestone, Shulamith. 1970. *The Dialectic of Sex: The Case for Feminist Revolution*. New York: William Morrow.

Mill, J. S. 2018. *The Subjection of Women*. London: 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*. New York: Oxford University Press.

Okin, Susan Moller. 1989. *Justice, Gender, and the Family*. New York: Basic Books.

Pateman, Carole. 1988. *The Sexual Contract*. Stanford, CA: Stanford University Press.

Vance, Carole. 1993. "More Danger, More Pleasure: A Decade after the Barnard Sexuality Conference." *New York Law School Review* 38: 289-317.

October 27

Fall Break

November 3

Marxist Feminism; Socialist Feminism

Bharracharya, Tithi. 2021. "How Not to Skip Class: Social Reproduction of Labor and the Global Working Class." in Bhattacharya, Tithi, ed. *Social Reproduction Theory: Remapping Class, Recentering Oppression*. 1st ed. London: Pluto Press. pp. 68-93.

Oksala Johanna. 2018. "Feminism, Capitalism, and Ecology." *Hypatia*. 33 (2):216-234.

Ferguson, Susan, and David McNally. 2015. "Precarious Migrants: Gender, Race and the Social Reproduction of a Global Working Class." *Socialist Register* 51.

Mezzadri, Alessandra. 2021. "A Value Theory of Inclusion: Informal Labour, the Homeworker, and the Social Reproduction of Value." *Antipode* 53 (4): 1186–1205.

Bernstein, Elizabeth. 2010. "Bounded Authenticity and Commercialization of Sex." in Parreñas, Rhacel Salazar and Eileen Boris eds. *Intimate Labors: Cultures, Technologies, and the Politics of Care*, Redwood City: Stanford University Press. pp. 148-165.

Nadasen, Premilla. 2024. "Care, Profit, and the Politics of Race." *Labor* 21(4): 75–94.

Recommended Readings

Bakker, Isabella, and Stephen Gill. 2019. "Rethinking Power, Production, and Social Reproduction: Toward Variegated Social Reproduction." *Capital and Class* 43 (4): 503–523.

Ferguson, Ann. 1984. "On Conceiving Motherhood and Sexuality: A Feminist Materialist Approach." In J. Trebilot, Ed., *Mothering: Essays in Feminist Theory* (pp. 153–182). NJ: Rowman and Allenheld.

Ferguson S, McNally D. 2013. "Capital, Labour-power, and Gender-relations: Introduction to the Historical Materialism Edition." In Vogel Lise (ed.) *Marxism and the Oppression of Women*. Chicago: Haymarket Books, pp. 17–40.

Fraser, Nancy. 2016. "Contradictions of Capital and Care." *New Left Review* (100): 99-116.

Hochschild, Arlie R. 2012. *The Managed Heart: Commercialization of Human Feeling*. Updated, with A new preface. Berkeley: University of California Press. Chapters 3,7,9.

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).

Vogel, Lise. 1983. *Marxism and the Oppression of Women: Toward a Unitary Theory*. New Brunswick, NJ: Rutgers University Press.

Young, I. M. 1981. "Beyond the Unhappy Marriage: A Critique of Dual Systems Theory." In *Women and Revolution: A Discussion of the Unhappy Marriage of Marxism and Feminism* edited by L. Sargent, 43–70. Boston: South End Press.

November 10

Feminist Epistemologies and Methodologies

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

Hartsock, Nancy C. M. 1983. "The Feminist Standpoint: Developing the Ground for a Specifically Feminist Historical Materialism." In S. Harding and M. Hintikka, Eds., *Discovering Reality: Feminist Perspectives on Epistemology, Metaphysics, Methodology and Philosophy of Science* (pp. 283–310). Dordrecht, Holland: Reidel/Kluwer.

Hekman, Susan. 2004. "Truth and Method: Feminist Standpoint Theories Revisited." In S. Harding, Ed., *The Feminist Standpoint Theory Reader* (pp. 225–241). New York: Routledge.

Smith, Linda Tuhiwai. 1999. *Decolonizing Methodologies: Research and Indigenous Peoples* London: Zed. Chapters 3,7.

Collins, Patricia H. 2003. "Toward an Afrocentric Feminist Epistemology. Turning Points in Qualitative Research" *Tying Knots in a Handkerchief* pp. 47-72.

Stoler, Laura Ann. *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense*. New Jersey: Princeton University Press. [pp. 17–54]

Recommended Readings

Collins, Patricia. 2003. Toward an Afrocentric Feminist Epistemology. *Turning Points in Qualitative Research: Tying Knots in a Handkerchief* pp. 47-72.

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

Jaggar, Allison. 2004. "Epistemology: The Standpoint of Women." *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies* 55-

Hartsock, Nancy. 1997. "Comment on Hekman's" Truth and method: Feminist standpoint theory revisited": Truth or justice?" *Signs* 22 (2): 367-374.

Hartman, Saidiya. 2008. "Venus in Two Acts." *Small Axe* 26: 1-14.

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

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

Scott, Joan Scott. 1991. "The Evidence of Experience." *Critical Inquiry* 17(4): 773–797.

Valentine, David. 2007. *Imagining Transgender: An Ethnography of a Category*. Durham: Duke University Press. [pp. 14–65; 173–203]

November 17

Care Ethics and Embodiment

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

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

Robinson, Fiona. 2018. Care Ethics and International Relations: Challenging Rationalism in Global Ethics. *International Journal of Care and Caring* 2 (3): 319-332.

Young, Iris Marion. (2005 [1980]). "Throwing Like a Girl: A Phenomenology of Feminine Body Comportment, Motility, and Spatiality." In *On Female Body Experience: 'Throwing Like a Girl' and Other Essays*. Oxford: Oxford University Press. 27-45.

Ahmed, Sara. 2006. "Orientations: Toward a Queer Phenomenology." *GLQ: A Journal of Lesbian and Gay Studies* 12 (4): 543-574.

Flynn, Sarah. 2021. "Corporeality and Critical Disability Studies: Toward an Informed Epistemology of Embodiment." *Disability & Society* 36(4): 636-655.

Recommended Readings

Bordo, Susan. 1993. "Feminism, Foucault and the Politics of the Body." In *Unbearable Weight: Feminism, Western Culture, and the Body*, 165-184. Berkeley: University of California Press.

Grosz, Elizabeth. 1994. *Volatile Bodies: Toward a Corporeal Feminism*. Bloomington: Indiana University Press, 1994.

Held, Virginia. 2006. *The Ethics of Care: Personal, Political, and Global*. Oxford: Oxford University Press.

Kittay, Eva Feder. *Love's Labor: Essays on Women, Equality, and Dependency*. New York: Routledge, 1999.

McNay, Lois. 1999. "Gender, Habitus and the Field: Pierre Bourdieu and the Limits of Reflexivity." *Theory, Culture & Society* 16 (1): 95-117.

Prosser, Jay. 1998. *Second Skins: The Body Narratives of Transsexuality*. New York: Columbia University Press.

Raghuram, Parvathi. 2016. Locating Care Ethics beyond the Global North. *ACME: An International Journal of Critical Geographies* 15 (3): 511–533.

Sevenhuijsen, Selma. *Citizenship and the Ethics of Care: Feminist Considerations on Justice, Morality and Politics*. London: Routledge, 1998.

November 24

Postmodern, Poststructural, and Posthuman Approaches

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

Alcoff, Linda. 1988. Cultural Feminism versus Post-structuralism: The Identity Crisis in Feminist Theory. *Signs* 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.

Åsberg, C, & Rosa Braidotti. Eds. 2018. *A Feminist Companion to the Posthumanities*. Springer. Chapter 1: 'Feminist Posthumanities: An Introduction'.

Puig de la Bellacasa, Maria. 2017. *Matters of Care: Speculative Ethics in More Than Human Worlds*. Minneapolis: University of Minnesota Press. Chapter 4.

Todd, Zoe. 2016. "An Indigenous Feminist's Take on the Ontological Turn: 'Ontology' Is Just Another Word For Colonialism." *Journal of Historical Sociology* 29 (1): 4–22.

Recommended Readings

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.

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

Donovan, Josephine. 1990. *Animal Rights and Feminist Theory*. *Signs*, 15 (2): 350-375.

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

Haraway, Donna J. (2016). *Staying with the Trouble: Making Kin in the Chthulucene*. Durham, NC: Duke University Press.

Ouellette-Dubé, Maude. 2022. *What Are Good Multispecies Relations? An Analysis Through the Concept of Caring Relations*. In Erika Cudworth, Ruth McKie & Di Turgoose (Eds.), *Feminist Animal Studies: Theories, Practices, Politics*. Routledge.

Watts, Vanessa. 2013. "Indigenous Place-Thought and Agency Amongst Humans and Non-Humans (First Woman and Sky Woman Go on a European World Tour!)." *Decolonization: Indigeneity, Education & Society* 2, no. 1: 20-34.

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December 1

Postcolonial and Decolonial Feminisms

Dipesh Chakrabarty. 1992. Provincializing Europe: Postcoloniality and the Critique of History. *Cultural Studies*, 6 (3):337–357.

Leila Abu-Lughod. 2001. "Orientalism and Middle East Feminist Studies." *Feminist Studies* 27 (1): 101–113.

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.

Cusicanqui, Silvia Rivera. "Ch'ixinakax Utxiwa: A Reflection on the Practices and Discourses of Decolonization." *The South Atlantic Quarterly* 111(1): 95–109.

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Recommended Readings

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

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Nnaemeka, Obioma. 2004. "Nego-Feminism: Theorizing, Practicing, and Pruning Africa's Way." *Signs* 29 (2): 357-385.

Sandoval, C. 1998. Mestizaje as method: Feminists-of-color challenge the canon. In S. Trujillo (Ed.), *Living Chicana theory* (pp. 352–370). Third Woman Press.

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Vergès, Françoise. 2021. *A Decolonial Feminism*. London: Pluto Press, 2021.

Wynter, Sylvia. 2003. "Unsettling the Coloniality of Being/Power/Truth/Freedom: Towards the Human, After Man, Its Overrepresentation." *CR: The New Centennial Review* 3 (3): 257-337.

Scott, Joan Scott. 1991. "The Evidence of Experience." *Critical Inquiry* 17(4): 773–797.

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December 8

Critique, Contestations, Futures

Prügl, Elizabeth. 2015. Neoliberalising Feminism. *New Political Economy* 20 (4): 614–631.

Mahmood, Saba. 2005. *Politics of Piety: The Islamic Revival and the Feminist Subject*. Princeton: Princeton University Press. 1-39; 153-188.

Lamble, Sarah. 2026. "Carceral Diagonalism: The Punitive Safety Politics Linking Left and Right Transnational Anti-Gender Mobilizations." *Signs: Journal of Women in Culture and Society* 51 (3): 595–620.

Atanasoski, Neda, and Kalindi Vora. 2019. *Surrogate Humanity: Race, Robots, and the Politics of Technological Futures*. Durham: Duke University Press. Chapter 2.

Tallbear, Kim. 2018. "Beyond the Life/Not-Life Binary: A Feminist-Indigenous Reading of Cryopreservation, Interspecies Thinking, and the New Materialisms." in Radin, Joanna, and Emma Kowal, eds. *Cryopolitics: Frozen Life in a Melting World*. Cambridge, MA: MIT Press. 179-202.

Political Science Course Outline Appendix **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:

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/safety/resources/>

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/>

Good2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic:

<https://walkincounselling.com>

Academic consideration for medical or other extenuating circumstances:

Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University. Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy: 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, please contact Equity and Inclusive Communities (EIC) at equity@carleton.ca or by calling (613) 520-5622 to speak to an Equity Advisor.

Religious obligation: 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](#).

Academic Accommodations for Students with Disabilities:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at

613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

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

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 will be provided to students who compete or perform at the national or international level. Write to me 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.

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

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.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

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.

ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

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:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, 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 that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

RESOURCES (613-520-2600, phone ext.)	
Department of Political Science (2777)	B640
Loeb	
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 th floor
Library	
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501
Nideyinàn	
Career Services (6611)	401 Tory