

Carleton University
Department of Political Science
Fall 2020

PSCI 6200
Gender and Diversity
Mondays, 2:30-5:30

This course will be held remotely online

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

Course Description:

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

Learning Outcomes:

Students who have completed the requirements for this course should:

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

Course Requirements

1. **Attendance and participation:** The seminar group will meet online weekly via Zoom. Class length will be flexible and will run anywhere between 1 to 3 hours. Students are

expected to attend all online 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.

2. **Class presentations:** Each student must give **three** in-class presentations of about 15-20 minutes **introducing and responding to** the required readings for a particular class. You will sign up for the date of your presentations in the first class. The class presentation should (a) briefly outline the central ideas (overall argument and main points **ONLY**) of the readings; (b) discuss how the readings relate to each other (and/or to other approaches and themes discussed in the course) by identifying points of agreement and disagreement; (c) present analytical and/or critical reflections on individual readings or the general approach under discussion, and evaluate the overall contribution of the approach to the field; and (d) raise questions about the readings and the approach for class discussion. It is essential that your presentation is not a mere summary of the readings.

Presentations will be marked according to the following criteria:

- Demonstrated understanding of the central ideas in the readings
- Strength of argument and analysis
- Organization of presentation
- Clarity and pace of delivery

3. **Two review essays:** Each student has to write two review essays (2500-3000 words plus bibliography, 12-point font, double-spaced). The review essay must provide a **critical analysis and assessment** of the assigned readings for a given week. It is essential that your review essay develops a **clear argument** about the chosen topic in response to the readings. The approaches chosen for your review essays **may not be the same as the ones chosen for your class presentations**. The review essays are due (e-mailed, Word documents only please) **by 11:59pm on the Thursday following the Monday class when the readings were discussed. Essays should be emailed to me.**

Essays will be marked according to the following criteria:

- Strength and Clarity of Research Question and Thesis Statement
- Quality of the Analysis
- Demonstrated understanding of the Literature
- Organization, Structure, Writing Style
- Relevant sources in Bibliography and used effectively in your analysis, and correct, complete and consistent referencing style

Assessment at a Glance

Attendance and Participation

20%

Reading Presentations (3 x 10%)	30%
2 Review Essays (2 x 25%)	<u>50%</u>
	100%

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

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

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 and Readings

Week 1 September 14

Introduction: Challenging Western Feminism

Required:

Collins, P. H. (1989). The social construction of black feminist thought. *Signs: Journal of women in culture and society*, 14(4), 745-773.

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

Arvin, M., Tuck, E., and A. Morrill (2013) ‘Decolonizing feminism: Challenging connections between settler colonialism and heteropatriarchy’ *Feminist Formations* :8-34.

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

Week 2 September 21

Women and Gender; Equality and Difference; Agents and Structures

Required:

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

Simone de Beauvoir (1949/2010) *The Second Sex*. New York: Vintage (e-book), Introduction to Volume 1(pp. 23-39) AND pages 330-333

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

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

Carole Pateman. 1988. *The Sexual Contract*. Cambridge: Polity Press. [pp. 1–18; 189–208]

Recommended:

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

Okin, S. M. (1994). Political liberalism, justice, and gender. *Ethics*, 105(1), 23-43.

Donner, W. (1993). John Stuart Mill's liberal feminism. *Philosophical Studies*, 69(2-3), 155-166.

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

Phillips, A. (1987). *Feminism and equality*. Basil Blackwell.

Robinson, F. (2003). Human rights and the global politics of resistance: Feminist perspectives. *Review of International Studies*, 29, 161-180.

Week 3 September 28

Constructions of Sex and Gender: Posthumanist and Poststructuralist Approaches

Required:

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

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

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.

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

Recommended:

Barad, Karen. “Posthumanist Performativity: Toward an Understanding of How Matter

Comes to Matter.” *Signs* 28(3): 801–831.

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

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

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.

Week 4 October 5

Gender Identity, Sexuality, Masculinities

Required:

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.

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:

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

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

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.

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

- **October 12, Statutory Holiday, University Closed: NO class**

Week 5 October 19

Race and Intersectionality

Required:

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

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

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

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.

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

Recommended:

bell hooks (1982) *Ain't I a Woman? Black Women and Feminism*. Boston: South End Press. Chapter 5.

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

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

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*.

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

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

Week 6 November 2

Feminism, Standpoint and Historical Materialism

Required:

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

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

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

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

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

Recommended:

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

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

Smith, D. E. (1997). Comment on Hekman's "Truth and Method: Feminist Standpoint Theory Revisited". *Signs: Journal of Women in Culture and Society*, 22(2), 392-398.

Hawkesworth, M. E. (1990). Reply to Hekman. *Signs: Journal of Women in Culture and Society*, 15(2), 420-423.

Collins, P. H. (1997). Comment on Hekman's "Truth and method: Feminist standpoint theory revisited": Where's the power?. *Signs: Journal of Women in Culture and Society*, 22(2), 375-381.

Hekman, S. (1997). Reply to Hartsock, Collins, Harding, and Smith. *Signs: Journal of Women in Culture and Society*, 22(2), 399-402.

Week 7 Beyond Standpoint: Feminist Epistemology II

Required:

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

Sara Ruddick (1989) 'Maternal Thinking as a Feminist Standpoint', in *Maternal Thinking*. Boston: Beacon Press.

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

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

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.

Recommended:

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.

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

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

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

Week 8 November 9

Indigeneity, Settler Colonialism and Native Feminisms

Required:

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

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

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

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

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

Recommended:

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

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 16
Decolonial Theory and Feminisms**

Required:

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

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

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.

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

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

Recommended:

Mohanty, C. T. (2003). "Under western eyes" revisited: Feminist solidarity through anticapitalist struggles. *Signs: Journal of Women in culture and Society*, 28(2), 499-535.

Mohanty, C. T., Russo, A., & Torres, L. (Eds.). (1991). *Third world women and the politics of feminism* (Vol. 632). Indiana University Press.

Mohanty, C. T. (2003). *Feminism without borders: Decolonizing theory, practicing solidarity*. Duke University Press.

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

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

Marchand, M. H. (2009). The Future of Gender and Development after 9/11: insights from postcolonial feminism and transnationalism. *Third World Quarterly*, 30(5), 921-935.

Week 10 November 23

The Ethics of Care

Required:

Carol Gilligan. 1993. *In a Different Voice: Psychological Theory and Women's Development*. Mass: Harvard University Press, 2nd edition, 'Letter to Readers, 1993, Chapters 2 and 3.

Tronto, J. (2017). There is an alternative: homines curans and the limits of neoliberalism. *International Journal of Care and Caring*, 1(1), 27-43.

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

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

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

Recommended:

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.

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

Robinson, F. (2020). Resisting hierarchies through relationality in the ethics of care. *International Journal of Care and Caring* 4(1), 11-23.

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.

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.

Hekman, S. J. (1995). *Moral voices, moral selves: Carol Gilligan and feminist moral theory*. Penn State Press.

Week 11 December 7

Feminist Methods and Political Science

Required:

Joan Scott. The Evidence of Experience. *Critical Inquiry*, Vol. 17, No. 4 (Summer, 1991), pp. 773-797.

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

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

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

Dauphinee, E. (2015). Narrative engagement and the creative practices of international relations. *Reflexivity and International Relations: Positionality, Critique, and Practice*, 44-60.

Recommended:

Brooke Ackerley and Jacqui True. 2008. "Reflexivity in Practice: Power and Ethics in Feminist Research in International Relations." *International Studies Review*, 10(4): 693–707.

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

J. Ann Tickner and Jackie True (2018). "A Century of International Relations Feminism: From World War I Women's Peace Pragmatism to the Women, Peace and Security Agenda." *International Studies Quarterly*, 62(2): 221–233.

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

**Week 12 (Friday) December 11 (classes follow a Monday schedule)
Neoliberalism and Postfeminism**

Required:

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

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

Fraser, N. (2012). Feminism, capitalism, and the cunning of history. *New Left Review*,

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

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

Recommended:

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

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

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

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

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

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

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.