

## POLS 2600 – INTRODUCTION TO GENDER AND POLITICS



Down with kitchen slavery! You give me a new life. Poster. Shegal G. M. Joint Stock Company AHR. 1931, State Historical Museum 77143/119  
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**Course Instructor:** Kevin Donaldson, PhD. Candidate [kdona@yorku.ca](mailto:kdona@yorku.ca)

**Teaching Assistants:**

Sanjana P. Rahman [spr11@yorku.ca](mailto:spr11@yorku.ca)

Shreya Ghimire [shreya3@yorku.ca](mailto:shreya3@yorku.ca)

**Office Hours:** TAs will post their availability on e-class. Your TAs should be your first point of contact in most situations.

Instructor's office hours will be posted on e-class.

For special requests/accommodations, fix an appointment or send an email for queries to Kevin Donaldson.

**Lecture Time:** 10:00-12:00 pm Friday synchronous over Zoom. Link will be on Eclass

**Tutorials:** Weekly Tutorials in person.

Group 1: Friday 1:30-2:30 pm (Shreya)

Group 2: Friday: 2:30 to 3:30 pm (Sanjana)

Group 3: Friday: 2:30-3:30 pm (Shreya)

Group 4: Friday: 1:30 to 2:30 pm (Sanjana)

**Course Description:**

Who matters in politics? Who gets left out of political debates and discussions? This course provides students who are interested in decolonial, anti-capitalist and anti-racist feminist approaches via a survey of the field's key debates. Our course explores the fundamental questions of power, oppression and how the voices of the oppressed can fight back! Learn how capitalism and colonialism continue to shape our modern world, and how feminism has constantly tried to resist these forces. Learn how to apply feminist critical theory to gender relations, racism and colonialism, policy and policing, the domestic sphere, indigenous sovereignty, and global development.

The aim of the course is to examine the central role gender plays in the shaping, understanding, and evaluation of the political world. This course will explore gender in relation to political issues and themes including power, oppression, racism, democracy, colonialism (settler and post), nationalism, religion, conflict, work, migration, economy, ecology, and policy. The course approaches understandings of gender and politics via two routes: history and a broad survey of topical issues.

There are four key grading components to this course:

- (1) Mid-Term Test – 20%
- (2) Research Essay – 25%
- (3) Tutorials – 25%
- (4) Final Take Home Essay – 30%

Please note that all written submissions of work must be **adequately cited** and submitted on the deadline, to ensure adequate time for grading and comments (refer to Grading, Late Penalty, and Extensions). **The instructor and TAs will use Turnitin to detect plagiarism.** Grades are subject to revision in accordance with Department and Faculty policy.

**Course Textbooks: There is no textbook required for this course.**

**Course Aim:**

As noted in the course description, the aim of the course is to examine the central role gender plays in shaping, understanding, and evaluating the political world. The course will also help students (1) to locate the origins of fundamental categories of analysis in gender studies and their everyday usage, (2) how categories such as gender, sex, race, class, sexuality, etc. inform and mutually constitute one another, and (3) to examine the consequences of the multiple frontiers of gender politics from an intersectional, anti-oppressive, and transnational lens.

**Learning Outcomes:**

This course will contribute to student learning outcomes in the following ways:

1. It will serve as an introduction to one of the main fields of Politics and Political Science.
2. The study of gender and politics will help students to develop and demonstrate an understanding of politics on theoretical, historical, intimate, global, and practical levels.
3. The ability to use a gendered lens and feminist concepts will help students to understand and critically engage with one of the main fields of Political Science, and will also help build awareness of the relative contributions and limitations of other approaches and perspectives.
4. Students will learn how to use a gendered lens to analyze politics, propose solutions to political problems within a specific framework, and identify and use relevant scholarship in Gender and Politics.
5. Students will develop their skills with respect to ethical and democratic engagement with diverse perspectives and points of view, self-directed learning and research, and critical self-reflection.

### **GRADE BREAKDOWN:**

#### **(1) Midterm Oct 11<sup>th</sup> – 20%**

The midterm will consist of short answer questions and one essay. The exam will cover weeks 1-5.

#### **(2) Tutorial Participation – 25%**

Tutorials will be held per week, centred around your readings in the syllabus and online lectures. You must come prepared, ready to engage with both the lecture and the readings assigned for the week. Your respective TAs will also guide you or answer any questions on how to write your essay and prepare for your exams.

#### **(3) Essay – Rough Draft - 5% Final paper - 20% Total 25%**

This research essay will be based on a subject related to course material. Please discuss with your TA if your topic/research question is appropriate. The rough draft is due 4 weeks before the good draft. If you do not submit a rough draft, you will receive a zero on this assignment. Final draft will be marked by the instructor, rough draft will be marked by TAs. Expectations for the Final draft will be higher than the rough draft, but it is expected that the rough draft is as close to a finished product as possible.

The purpose of this assignment is to give you experience in revision and responding to TA's suggestions and recommendations. The essay requires at least 10 academic citations. You are encouraged to cite the readings in your paper, though at least 6 citations must come from original research. You must also include a section of personal reflexivity indicating your positionality and or your personal experience relative to the subject of research. This paper will be 7–10 Pgs in length, 12 pt. Times New Roman Double-Spaced. All written assignments are expected to follow APA 7th Edition with parentheticals.

**Rough Draft due by 11:30pm, 4<sup>th</sup> November**

**Final paper due by 11:30pm, 2nd December**

**(4) Final Exam – 30%**

The Exam will consist of short answer questions and two essays. This Exam will cover the entirety of the course's content.

**Grading, Late Penalty, and Extensions:**

All components of the course will receive letter grades. Late assignments will be subjected to 20% deduction per calendar day if submitted without explanation. **Please contact your TA before the due date if there is a circumstance beyond your control** and work with them to develop a plan to complete your assignment as soon as possible. Please be prepared to provide evidence if necessary.

Regularly backup and keep a copy of your work on an external storage device in the event of a crash. Please keep a copy of all written work, along with notes and drafts, until you have received the final grade for the course. **All written assignments are expected to follow APA 7th Edition with parentheticals, unless otherwise noted.** In all written work, spelling, grammar, style, and organization are crucial. If you have concerns about any of these aspects of university writing: consult a style guide, visit the York Student Academic Success Team, or contact the Instructor.

**Grading Rubric**

<b>Grade</b>	<b>Grade Point</b>	<b>Percent Range</b>	<b>Description</b>
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

## Teaching Assistants and Email Correspondence:

**Your first point of contact must be your TAs**, and if you feel that they cannot assist you, only then contact the instructor. [kdona@yorku.ca](mailto:kdona@yorku.ca)

Your TAs (**please see which group and TA you been allocated**) and their email ids are:

Sanjana P. Rahman [spr11@yorku.ca](mailto:spr11@yorku.ca)  
Shreya Ghimire [shreya3@yorku.ca](mailto:shreya3@yorku.ca)

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**The TAs will announce their office hours in the course announcements section.** If needed, you can contact them separately and book a short meeting as per their convenience, but you must first try to sort out your issues with your TAs preferably over emails. If you have certain accommodation needs, please provide medical evidence, and let your TAs know of them as soon as possible so that your test and assignments needs/resources can be accommodated.

When corresponding over email, please be sure that "Pols 2600" appears somewhere in the subject line, and that you include your first and last name in your closing. While I will typically respond to your email within a day, **please allow 48 hours for a response.** The same applies for your TAs, your first point of contact in any situation. **Please do not expect an immediate or quick reply to your queries if you send an email outside 9 am – 5 pm.**

## Academic Integrity:

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, Respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see York University's academic "checklist" at [https://spark.library.yorku.ca/wp-content/themes/glendonits-spark-20151125/resources/Academic\\_Integrity\\_Checklist.pdf](https://spark.library.yorku.ca/wp-content/themes/glendonits-spark-20151125/resources/Academic_Integrity_Checklist.pdf))

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of

academic integrity. Information on academic integrity is available at <https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/> and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at York University. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university. **The instructors will use “Turnitin” to detect plagiarism for assignments.**

### **Use of AI:**

Students across York are **not authorized to use text-, image-, code-, or video-generating AI tools** when completing their academic work unless explicitly permitted by a specific instructor in a particular course. Otherwise, using AI tools to aid in academic work (in whole or part) that is submitted for credit constitutes one or more breaches under *Senate Policy on Academic Honesty*.

If the instructor or TA's believe that AI has been used, we will investigate and ask for digital records, drafts or other evidence of original work; pursuant to senate regulations.

### **Access, Accessibility and Accommodations:**

York University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Graduate Student Wellness Services. For more information, please visit the Graduate Student Wellness website at: <https://gradstudies.yorku.ca/current-students/wellness-service>

The university encourages students with disabilities to register with Student Accessibility Services to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA). Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. **Accommodations for tests/exams normally require three (3) weeks (21 days) before the scheduled test/exam to arrange.**

### **Student Expectations:**

During this course, students are expected to:

1. Attend weekly lectures and read the readings before the tutorial.
2. Show that their contributions (both in tutorials and written submissions) are informed by the lectures and the readings.
3. Complete all assignments by the set deadlines.

### Some Useful Resources:

- How to use OMNI to find books and articles relevant to your final essay:  
<https://www.youtube.com/watch?v=D1r5Qt83n9w>
- How to format your essay:  
<https://spark.library.yorku.ca/writing-strategies-essay-format/>
- How to cite in your essay:  
<https://www.library.yorku.ca/web/research-learn/workshops-how-to-videos-and-more/how-to-videos/>

### Course Copyright:

This course material (including video lectures) is designed for use as part of “POLS 2600–Introduction to Gender and Politics” at York University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. **Copying this material for distribution (e.g. uploading material to a commercial third-party website) will lead to a violation of Copyright law.** Find out more about copyright here:  
<https://copyright.info.yorku.ca/>

## WEEKLY TOPICS AND READINGS

### Week 1, Sept 6th - The Fundamentals: Gender, Sex, and Resistance

Kang, Miliann, Donovan Lessard, Laura Heston, and Sonny Nordmarken. 2017. *Introduction to Women, Gender, & Sexuality Studies*. Amherst, MA: University of Massachusetts Amherst Libraries.  
<http://openbooks.library.umass.edu/introwgss/part/main-body/>. Unit's 1 and 5.

Beauvoir, Simone de. 2011. *The Second Sex*. First Vintage Books ed. New York: Vintage Books. (Vol 1, Part 1 intro 23-39) and (Vol 2 Part 1 330-344)

### Week 2, Sept 13th – Original Sins and Origins of Our Modern World.

Genesis 3. New Revised Standard Version Updated Edition. (2021). Bible Gateway.  
<https://www.biblegateway.com/passage/?search=Genesis%203&version=NRSVUE>

Engels, Frederick. 1884. *The Origin of the Family, Private Property and the State*. Online Version. London: Marx/Engels Internet Archive.  
<https://www.marxists.org/archive/marx/works/1884/origin-family/index.htm>.  
Ch 2 Section 3 and 4.

Mies, M. 1986. "Colonization and Housewifization." In *Patriarchy and Accumulation on a World Scale*, Third World books, London: Humanities Press, 74–111.

### **Week 3, Sept 20th – Liberal Feminism, Contracts and Rights**

Wendell, Susan. 1987. "A (Qualified) Defense of Liberal Feminism." *Hypatia* 2(2): 65–93. doi:[10.1111/j.1527-2001.1987.tb01066.x](https://doi.org/10.1111/j.1527-2001.1987.tb01066.x)

Pateman, Carole. 1988. *The Sexual Contract*. Stanford, Calif: Stanford University Press. (Chapter 6) 154-188.

Recommended:

Brown, Wendy. 1995. *States of Injury: Power and Freedom in Late Modernity*. Princeton, N.J: Princeton University Press. (Chapters 5 and 6) 96-134, 135-165.

### **Week 4, Sept 27th – Socialist Feminism**

Hartmann, Heidi I. 1979. "The Unhappy Marriage of Marxism and Feminism: Towards a More Progressive Union." *Capital & Class* 3(2): 1–33. doi:[10.1177/030981687900800102](https://doi.org/10.1177/030981687900800102).

Bannerji, Himani. 2011. "Building from Marx." In *Educating from Marx*, Palgrave Macmillan. doi:[10.1057/9780230370371.0007](https://doi.org/10.1057/9780230370371.0007).

### **Week 5 Oct 4th – Radical, Post Colonial and Indigenous Feminisms**

Shiva, Vandana. 1988. *Staying Alive: Women, Ecology, and Development*. London: Zed Books. <https://www.arvindguptatoys.com/arvindgupta/stayingalive.pdf> Intro and Ch 3

Hill-Collins, Patricia. 2015. "Intersectionality's Definitional Dilemmas." *Annual Review of Sociology* 41(1): 1–20. doi:[10.1146/annurev-soc-073014-112142](https://doi.org/10.1146/annurev-soc-073014-112142).

Starblanket, G., and E. Coburn. 2020. "This Country Has Another Story": Colonial Crisis, Treaty Relationships, and Indigenous Women's Futurities." In *Canadian Political Economy*, Toronto, CANADA: University of Toronto Press, 86–102. <http://ebookcentral.proquest.com/lib/york/detail.action?docID=6384634>.

Recommended:



Stone, Sandy. 1992. "The Empire Strikes Back: A Posttranssexual Manifesto." *Camera Obscura: Feminism, Culture, and Media Studies* 10(2): 150–76. doi:[10.1215/02705346-10-2\\_29-150](https://doi.org/10.1215/02705346-10-2_29-150).

Barkawi, Tarak, and Mark Laffey. 2006. "The Postcolonial Moment in Security Studies." *Review of International Studies* 32(2): 329–52. doi:[10.1017/S0260210506007054](https://doi.org/10.1017/S0260210506007054).

### **Week 6, Oct 11<sup>th</sup>: In-Person Midterm**

### **Fall Reading Week, October 12-18**

### **Week 7 Oct 25<sup>th</sup>- The State Policymaking, and Gender Mainstreaming**

Connell, R. W. 1990. "The State, Gender, and Sexual Politics: Theory and Appraisal." *Theory and Society* 19(5): 507–44. doi:[10.1007/BF00147025](https://doi.org/10.1007/BF00147025).

Brodie, Janine. 2008. "We Are All Equal Now: Contemporary Gender Politics in Canada." *Feminist Theory* 9(2): 145–64. doi:[10.1177/1464700108090408](https://doi.org/10.1177/1464700108090408).

Phillips, Anne, ed. 1998. "Democracy And Representation: Or, Why Should It Matter Who Our Representatives Are?" In *Feminism and Politics*, Oxford readings in feminism, Oxford ; New York: Oxford University Press.

### **Week 8, Nov 1<sup>st</sup> – Reproducing the “Nation”**

Jenson, Jane. 1986. "Gender and Reproduction: Or, Babies and the State." *Studies in Political Economy* 20(1): 9–46. doi:[10.1080/19187033.1986.11675588](https://doi.org/10.1080/19187033.1986.11675588).

Arat-Koç, Sedef. 2018. "Migrant and Domestic and Care Workers: Unfree Labour, Crises of Social Reproduction and the Unsustainability of Life under 'Vagabond Capitalism.'" In *Handbook on the International Political Economy of Gender*, eds. Juanita Elias and Adrienne Roberts. Edward Elgar Publishing, 411–26. doi:[10.4337/9781783478842](https://doi.org/10.4337/9781783478842).

Scala, Francesca, and Stephanie Paterson. 2017. "Gendering Public Policy or Rationalizing Gender? Strategic Interventions and GBA+ Practice in Canada." *Canadian Journal of Political Science* 50(2): 427–42. doi:[10.1017/S0008423917000221](https://doi.org/10.1017/S0008423917000221).

### **Rough Draft due by 11:30pm, 4<sup>th</sup> November**

### **Week 9, Nov 8<sup>th</sup> – Threats to the “Nation”**

Farris, Sara R. 2017. "Femonationalism, Neoliberalism, and Social Reproduction." In *In the Name of Women's Rights: The Rise of Femonationalism*, Durham: Duke University Press, 115–45.

Maynard, Robyn. 2015. "Fighting Wrongs with Wrongs? How Canadian Anti-Trafficking Crusades Have Failed Sex Workers, Migrants, and Indigenous Communities." *Atlantis: Critical Studies in Gender, Culture & Social Justice* 37(2): 40–56.  
<https://atlantisjournal.ca/index.php/atlantis/article/view/3041>.

Gökarıksel, Banu, Christopher Neubert, and Sara Smith. 2019. "Demographic Fever Dreams: Fragile Masculinity and Population Politics in the Rise of the Global Right." *Signs: Journal of Women in Culture & Society* 44(3): 561–87. doi:[10.1086/701154](https://doi.org/10.1086/701154).

### **Week 10, Nov 15th – Indigenous Futures**

TallBear, Kim. 2019. "Caretaking Relations, Not American Dreaming." *KALFOU* 6(1): 24–41.

Luby, Brittany. 2015. "From Milk-Medicine To Public (Re)Education Programs: An Examination Of Anishinabek Mothers' Responses To Hydroelectric Flooding In The Treaty #3 District, 1900–1975." *Canadian Bulletin of Medical History* 32(2): 363–89. doi:[10.3138/cbmh.32.2.363](https://doi.org/10.3138/cbmh.32.2.363).

Starblanket, Gina, and Heidi Kiiwetinepinesiik Stark. 2018. "5. Towards a Relational Paradigm – Four Points for Consideration: Knowledge, Gender, Land, and Modernity." In *Resurgence and Reconciliation*, eds. Michael Asch, John Borrows, and James Tully. University of Toronto Press, 175–208. doi:[10.3138/9781487519926-007](https://doi.org/10.3138/9781487519926-007).

### **Week 11, Nov 22nd – Gender and Political Economy**

Roberts, Adrienne, and Ghazal Mir Zulfiqar. 2019. "The Political Economy of Women's Entrepreneurship Initiatives in Pakistan: Reflections on Gender, Class, and 'Development.'" *Review of International Political Economy* 26(3): 410–35. doi:[10.1080/09692290.2018.1554538](https://doi.org/10.1080/09692290.2018.1554538).

Kennedy Dalseg, Sheena, Rauna Kuokkanen, Suzanne Mills, and Deborah Simmons. 2018. "Gendered Environmental Assessments in the Canadian North: Marginalization of Indigenous Women and Traditional Economies." *The Northern Review* 47: 135–66. doi:[10.22584/nr47.2018.007](https://doi.org/10.22584/nr47.2018.007).

Montgomerie, Johnna, and Daniela Tepe-Belfrage. 2017. "Caring for Debts: How the Household Economy Exposes the Limits of Financialisation." *Critical Sociology* 43(4–5): 653–68. doi:[10.1177/0896920516664962](https://doi.org/10.1177/0896920516664962).

**Week 12, Nov 29<sup>th</sup> – What is to be done?**

Federici, Silvia. 2015. "From Crisis to Commons: Reproductive Work, Affective Labor and Technology in the Transformation of Everyday Life." In *Psychology and the Conduct of Everyday Life*, Routledge.

Anderson, Bridget, Nandita Sharma, and Cynthia Wright. 2009. "Editorial: Why No Borders?" *Refuge: Canada's Journal on Refugees*, 26(2): 5–18. doi:[10.25071/1920-7336.32074](https://doi.org/10.25071/1920-7336.32074).

Laboria Cuboniks. 2019. "Xenofeminism: A Politics for Alienation." [https://laboriacuboniks.net/wp-content/uploads/2019/11/20150612-xf\\_layout\\_web.pdf](https://laboriacuboniks.net/wp-content/uploads/2019/11/20150612-xf_layout_web.pdf).

**SUBMIT FINAL ESSAY – December 2nd**