

# PSCI 421/624, PACS 660

## Justice and Gender

Winter, 2015

EV1 350, Thursdays, 2:30-5:20pm

Instructor: Dr. Anna Drake

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**Email Address:** amdrake@uwaterloo.ca

**Office Location:** Hagey Hall 317

**Office Hours:** Tuesdays 3-5pm and by appointment

**Contact Policy:** The easiest way to contact me is via email. I will typically respond within 24 hours (although this may not always apply during weekends and holidays). Please feel free to stop by during my office hours, or to speak with me before or after class. If you can't make my office hours you can always email me to make an appointment for an alternate time.

**Course Description:** This course deals with the relationship between justice and gender in contemporary feminist theory. We will examine issues and problems that arise in this respect with a particular focus upon power relations. The first section of the course will examine the way that power is framed. We will look at different feminist critiques of standard liberal approaches to justice and identify specific challenges that arise when we view questions of power through a gender lens. The second section will examine focus on autonomy. We will examine concepts of oppression and consent and ground this analysis in specific challenges and issues (prostitution, sexuality, socialization, etc). The last section of the course will examine the challenges that arise at the intersection of feminism and multiculturalism. In the early feminism/multiculturalism literature theorists set gender and culture in opposition. We will examine the problems with this framework and then focus upon the current debate that moves beyond these limited choices. There will be an emphasis on recent political, legal, and cultural developments in the feminism/multiculturalism literature, with a primary focus upon constructions of and responses to the power relations that shape political discourse and participation.

**Pre-Requisites:** One of PSCI 225, 226, 291, 292, 370; Level at least 4A.

### Learning Objectives:

Upon completion of this course, students should be able to:

- Understand the ways that different theories of justice, and different laws and policies, are informed by gender, as well as the ways that gender can be left out
- Describe key challenges to the pursuit of gender justice and understand the circumstances that mitigate or exacerbate these problems
- Understand the connection between justice and key concepts (freedom, equality, rights, democracy)

- Identify connections between readings and the weekly themes
- Engage with classmates and analyze the readings in a thoughtful and respectful way
- Develop critical analytical skills, both written and verbally
  - Effectively convey understanding of different concepts
  - Develop their own arguments, and be able to support these with evidence

## University Regulations:

### Cross-listed courses:

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, [Student Discipline](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm) <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, [Student Petitions](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm) <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, [Student Appeals](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm) <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>.

*Academic Integrity website (Arts):* [http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

*Academic Integrity Office (uWaterloo):* <http://uwaterloo.ca/academicintegrity/>

**Turnitin.com:** Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course.

Note: students who do not wish to use this software must contact the instructor to make alternative arrangements (such as outlines, drafts, an oral presentation of the material) by Friday January 24<sup>th</sup>.

### **Accommodation for Students with Disabilities:**

**Note for students with disabilities:** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

### **Texts:**

All course materials, with the exception of *Is Multiculturalism Bad For Women?*, *Ms. Marvel Volume 1: No Normal*, and the movie *Secretary*, are available as e-readings on LEARN and on the library's course reserves. *Is Multiculturalism Bad For Women* and *Ms. Marvel Volume 1: No Normal* are available for purchase at the bookstore, and *IMBFW* is also on 3-hour reserve at the Dana Porter Library. All texts are required.

### **Course Requirements, Expectations, and Standards:**

#### **Format:**

This is a seminar course. Students are expected to come to class prepared to discuss the current week's readings. You should note that a careful reading is required, and that this often entails reading once for content and then revisiting the article/chapter a second time. Please bring the week's assigned readings to the seminar for reference.

### **Course Requirements and Assessment:**

| <b>Assignment:</b>                | <b>Worth:</b> | <b>Due:</b>                     |
|-----------------------------------|---------------|---------------------------------|
| Participation                     | 20%           | Evaluated weekly                |
| Abstract and discussion questions | 20%           | Weekly (in class)               |
| Critical Analysis                 | 20%           | Monday February 9 <sup>th</sup> |
| Proposal                          | 0%*           | Monday March 2 <sup>nd</sup>    |
| Essay                             | 40%           | Monday April 6 <sup>th</sup>    |

\*This is still a requirement of the course.

## Course Requirements, Expectations,

### Assignments:

#### Participation:

Students are expected to come to class having done the readings and prepared to engage in thoughtful discussion. Please note that this is a participation grade, not an attendance grade: if you attend every class but never participate you can expect to receive a failing grade for this component of the course. Those who display a consistent and genuine effort to engage with the material need not worry about doing poorly.

#### Abstracts and Discussion Questions:

Students should submit one discussion question and abstract per week for a total of 10 submissions. Abstracts should be approximately 1/2 a page, single-spaced and clearly state the context of the article, the author's main argument(s), and provide a brief overview of the structure. (We will look at an example of this in class; you can also look at abstracts at the beginning of journal articles if you are still unclear as to what is expected). Questions should be approximately 1/4 a page long, must deal directly with one of the week's readings, and should address significant themes, problems, etc. Questions and abstracts will be graded for content and will be returned to you the following week.

***Due: The BEGINNING of each class*** (late assignments will NOT be accepted for marks). Due to the time-sensitive nature of the assignment (class discussion) there will be NO exceptions to this. If you have to miss class you should email a copy to me BEFORE class starts and also submit a hard copy to the PSCI dropbox.

#### Critical Analysis

Students are required to write a short (4 page, double-spaced) critical analysis of ONE of the readings found in weeks 6-12.\* You should clearly state and develop your own perspective on the reading and show a careful engagement with the text (use the article for textual support). Papers should be analytical, not descriptive. No outside sources are permitted.

I will distribute an assignment sheet in class outlining this in more detail.

***Due: Monday February 9th*** (by 4pm in the PSCI dropbox (hard copy) and an electronic copy in the Turnitin dropbox on LEARN)

\*Students who wish to write on one of the articles from weeks 2-5 may do so, but these assignments must be submitted in the class for which the readings are assigned. They will not be accepted after this point.

#### Essay

Undergraduate students are required to write a 14 page research essay (approximately 4350-4800 words); graduate students are required to write an 18-20 page research essay (approximately 5700-6900 words) (double-spaced; standard font and margins). Please note that word counts do not include the bibliography. You are free to write on an issue of your choice, but students MUST ground their paper in one of the weekly themes and MUST make a theoretical question or problem the central focus of the paper. Papers will (in addition to content, organization, and style) be graded for engagement with the central issues of the course and of the texts, and for quality of analysis.

***Due: Monday April 6<sup>th</sup>*** (by 4pm in the PSCI dropbox (hard copy) and an electronic copy in the Turnitin dropbox on LEARN)

### **Proposal:**

You must submit a short (one page) essay proposal. The proposal should: 1) set out the problem that you plan to address, 2) include a brief overview of how you plan to structure the paper, and 3) identify your main sources. Proposals will not be graded for content, but you MUST hand one in and have it approved before you submit your final paper. Failure to do so may result in a paper grade of “0”.

***Due: Monday March 2<sup>nd</sup>*** (by 4pm in the PSCI dropbox) \*students who would like feedback earlier on can submit their proposals before this date

### **Late Policy:**

The critical analysis and essay are subject to a 5% per day late penalty. This INCLUDES weekend days. If students require an extension (see policy below) please contact me as soon as possible. Failure to do so after 48 hours may result in denial of an extension/forfeiting the assignment.

### **Policy on Extensions:**

Extensions will be granted for documented medical (physical or mental health) or compassionate reasons only. Please speak with me as soon as possible and, if you can, before the assignment is due.

Extensions will not be granted for a heavy workload or for computer problems. It is strongly recommended that students use a program such as dropbox to continually back up their files.

### **Course Schedule:**

#### **Week 1: Introduction, course overview (January 8<sup>th</sup>)**

#### **Part 1: Framing Power**

#### **Week 2: (January 15<sup>th</sup>)**

Susan Moller Okin. 2004. “Gender, Justice and Gender: An Unfinished Debate.” *Fordham Law Review* 72 (5): 1537-1567.

#### **Week 3: (January 22<sup>nd</sup>)**

Iris Marion Young. 1990. “The Distributive Paradigm” pp.15-38 in *Justice and the Politics of Difference*. NJ: Princeton University Press.

Iris Marion Young. 1995. “Five Faces of Oppression” pp.65-86 in *Multiculturalism from the Margins: Non-dominant voices on difference and diversity*, edited by Dean A. Harris. Westport, CT: Bergin & Garvey.

#### **Week 4: (January 29<sup>th</sup>)**

Clarissa Rile Hayward. 2000. “Introduction” pp.1-10, “De-Facing Power” pp.11-39 and “Power and Freedom” pp.161-178 in *De-Facing Power*. Cambridge: Cambridge University Press.

#### **Part 2: Autonomy**

**Week 5: (February 5<sup>th</sup>)**

Anne Phillips. 2011. "It's My Body and I'll Do What I Like With It: Bodies as Objects and Property" *Political Theory* 39 (6): 724-748.

Evelyn Blackwood. 2009. "Trans Identities and Contingent Masculinities: Being Tombois in Everyday Practice" *Feminist Studies* 35 (3): 454-480.

**Week 6: (February 12<sup>th</sup>)**

Laurie Shrage. 1989. "Should Feminists Oppose Prostitution?" *Ethics* 99 (2): 347-361.

*Attorney General of Canada et al v. Terri Jean Bedford et al* (2013)

**February 19<sup>th</sup>: READING WEEK****Week 7: (February 26<sup>th</sup>)**

Benson, Paul. 2005. "Feminist Intuitions and the Normative Substance of Autonomy," in J. S. Taylor, (ed.), *Personal Autonomy: New Essays on Personal Autonomy and its Role in Contemporary Philosophy*, Cambridge: Cambridge University Press. 124-142.

Natalie Stoljar. 2014. "Autonomy and Adaptive Preference Formation" in Andrea Veltman and Mark Piper (eds.) *Autonomy, Oppression, and Gender*. Oxford: Oxford University Press. 227-252.

**Week 8: (March 5<sup>th</sup>)**

Mary Gaitskill. 1989. "Secretary." *Bad Behavior*. New York: Vintage Books. 131-147.

Steven Shainberg. 2002. "Secretary." [Movie]

**Part 3: Power and Group Responses: Challenges from the Intersection of Feminism and Multiculturalism****Week 9: (March 12<sup>th</sup>)**

Susan Moller Okin. 1999. *Is Multiculturalism Bad For Women?* Princeton, NJ: Princeton University Press.

**Week 10: (March 19<sup>th</sup>)**

Jeff Spinner-Halev. 2001. "Feminism, Multiculturalism, Oppression, and the State" *Ethics* 112 (1):84-113.

Marilyn Friedman. 2005. "Women's rights, oppressed minorities, and the liberal state" in Barbara Arneil et. al. (eds.) *Sexual Justice/Cultural Justice*. Cambridge: Cambridge University Press. pp. 89-102

**Week 11: (March 26<sup>th</sup>)**

Anne Phillips. 2007. "Multiculturalism without Culture" pp.11-41 in *Multiculturalism without Culture*. Princeton: Princeton University Press.

G. Willow Wilson and Adrian Alphona. 2014. *Ms. Marvel Volume 1: No Normal*. Marvel Comics.

**Week 12: (April 2<sup>nd</sup>)**

Maneesha Deckha. 2006. "Gender, Difference, and Anti-Essentialism: Towards a Feminist Response to Cultural Claims in Law" in Avigail Eisenberg (ed.) *Diversity and Equality: The Changing Framework of Freedom in Canada*. Vancouver: UBC Press, pp.114-133.

Anna Elisabetta Galeotti. 2007. "Relativism, Universalism, and Applied Ethics: The Case of Female Circumcision" *Constellations* 14 (1): 91-111.