Instructor: Dr. Mara Marin
Office: DTB A349
Office Hours: Thursdays 3:00pm – 4:00pm and by appointment
E-mail: maramarin@uvic.ca (Please start subject with POLI 385 and give your full name.)
CRN: 12707

Course Description
This course introduces students to some of the central theoretical debates and conceptual innovations of feminist political theories, thus giving students a sense of the internal diversity of these theories. The issues discussed will include violence against women, reproduction and health, the social organization of care, marriage and the family, Marxist, black, decolonial and Indigenous feminism. There are no pre-requisites for this course. Students do not have to have taken any other political science course before taking POLI 385.

Learning Outcomes
At the end of this class you will (1) be able to read critically feminist texts, (2) identify problems that have motivated feminist thinkers, (3) be familiar with debates and disagreements among feminist thinkers, (4) understand central concepts in feminist theory, (5) apply these concepts to everyday situations, (6) identify, analyze, and make arguments on issues raised by feminist theorists.
As the aim of the class is to foster these skills in both oral and written form, the assignments include participation in class discussion and several written assignments.

Required Texts
The following books are available for sale at the University Bookstore (uvicbookstore.ca/contact). Please use these editions, and bring your copy of the text we are discussing to class with you.
All the other readings are available on CourseSpaces.
Course Requirements

- Attend all classes. Arrive on time.
- Complete all readings by the assigned date. Bring your reading to class along with paper and a pen or pencil.
- Come prepared to discuss the reading requirement and to contribute your own ideas about it to class discussion.
- Contribute to a respectful academic environment by listening to the comments of others and refraining from unrelated conversation.

Class Format

Class meetings will include lecture and discussion. You are required to attend all lectures. It is NOT essential for your learning process to write down every word in my lectures. It is essential to try to understand the abstract, complex ideas that I will try to convey and to participate in the class discussion of these ideas.

Laptops and other electronic devices

The use of computers, tablets or phones is not allowed in class. They must be turned off and stored in your bag during class. Exceptions to this rule will be made for those of you who need electronic devices to take notes. If you are one of these students, please come to see me IN THE FIRST TWO WEEKS OF THE SEMESTER. If you have not indicated your need to take notes on a computer by the end of Monday, September 16, I will assume that you, like most of us, learn better by taking handwritten notes and you will not be allowed to use an electronic device in class. A section of the classroom will be designated for the use of laptops or tablets for students who NEED a device to take notes. Electronic devices can ONLY be used in this section and only for the purpose of taking notes. If you use a computer in class, YOU ARE REQUIRED TO TURN OFF YOUR WIFI ON YOUR COMPUTER DURING THE ENTIRE CLASS.

Evaluation

There are FIVE components of your final grade in this class:

- Class participation (10%)
- Argument reconstruction (20%)
- Argument reconstruction and evaluation (25%)
- Argumentative paper (30%)
- Group project (15%)

To pass this course, you must pass each of the FIVE components of the course. That is, if you fail one component you fail the course. For example, someone who writes all the writing assignments but does not attend class regularly will receive a failing grade for class participation and will subsequently fail the course. While passing each assignment is the minimum requirement for passing the course, my goal is for you to do well in every aspect of the course.

1. Class participation: 10% of the final grade. The purpose of this component is to encourage you to complete the assigned reading before each class and to develop your ability to speak publicly. You are expected to attend class with the text and your notes, ready to discuss the
reading assignment, and raise questions about it. Your participation grade will take into account your attendance record, your participation in class discussion, your question about and response to the readings.

- **Attendance** is necessary, but not sufficient for **good class participation**. As a good contributor to class discussion, you will take part in the discussion of the texts in a way that advances class discussion by taking into account and building upon other views expressed in class, offering reasons for your views, and keeping to the point. You will also participate in group discussion and any other in-class exercises.

- **Question (1-2 sentences):** Once a semester, in the first half of the semester, before class, you have to post a **specific** question about the text, according to the following plan: If your last name begins with an A, a B, a C, a D or an E, post your questions in WEEK 2; if your last name begins with an F, a G, an H, an I or a J, post your question in WEEK 3; if your last name begins with a K, an L, or an M, post your question in WEEK 4; if your last name begins with an N, a P, an R or an S, post your question in WEEK 5, and if your last name begins with a letter not listed above, post your question in WEEK 6. This question can take the form of pointing out a tension between two ideas in the text or in two different texts; it can focus on a particular concept and ask a question about its meaning or the way an author uses it. It should be aimed at achieving a better understanding of the reading (not simply at fulfilling this requirement). **Be prepared to explain the question in class.** Post it on CourseSpaces under “Student Questions” by 8 pm the night before the class.

- **Response (max. 200 words):** Once a semester, in the second half of the semester, before class, you have to post a response to the text on CourseSpaces, according to the following plan: If your last name begins with an A, a B, a C, a D or an E, post your questions in WEEK 7; if your last name begins with an F, a G, or an I, post your question in WEEK 8; your last name begins with a J, a K, or an L, post your question in WEEK 9; if your last name begins with an M or an N, post your question in WEEK 10; if your last name begins with a P, or an R, post your question in WEEK 11; and if your last name begins with a letter not listed above, post your question in WEEK 12. A response may be a summary of a short, specific section of the text; it can apply a specific idea in the text to a different context; it may make a criticism of a particular idea in the text; it may bring a personal experience to reflect on the text and its virtues or limits, etc. **Be prepared to explain the response in class.** Post it on CourseSpaces under “Student Responses” by 8 pm the night before the class.

2. **Argument reconstruction (2 pp.) due on Tuesday, October 1 at 12pm:** 20% of the final grade.

In this assignment you will reconstruct an argument from the readings. You will identify (and clearly state in the first paragraph) the **thesis (claim)** of the argument and clearly state it in the beginning of your written assignment. You will also identify, in your own words, the **reasons** brought to support the thesis, and clearly distinguish between the thesis and the reasons brought to support it. You will spell out the connections you see the author makes between the reasons and the claim.
3. **Argument reconstruction and evaluation (3-4pp.) due on Tuesday, November 5 at 12pm:** 25% of the final grade.

In this assignment you will reconstruct a second argument from the readings. In addition to the steps specified above, you will raise an objection to the argument and advance a reply to that objection.

4. **Argumentative paper (5pp.) due on Monday, December 16 at 12pm:** 30% of the final grade.

In this assignment you will advance your own argument on a question raised by the course material. You will identify (and clearly state in the first paragraph) the thesis of your argument. You will also explain the reasons you bring to support the thesis and make clear the connections you see between your reasons and your thesis. Finally, you will bring an objection to the argument and reply to that objection.

5. **Group project: mandatory group meetings during weeks 3, 8 and 12 and in-class presentations on November 28 and December 2:** 15% of the final grade.

For this assignment you will work with a group of students on one of the following tasks:

a. Write a feminist manifesto or declaration. If you were a feminist group, what sort of feminist group would you be? What would you stand for?

b. Make a 10-minute radio or TV show on a feminist group of your choosing.

Topics and detailed instructions for each writing assignment, including grading rubrics, will be distributed in advance. All papers must be submitted on CourseSpaces and, IN ADDITION, a hard copy must be submitted at the beginning of the first class after the due date. The argumentative paper is due on CourseSpaces by the deadline and, IN ADDITION, a hard copy has to be dropped in the Department of Political Science (in the drop box marked “Marin”) by **5pm on Monday, December 16**.

If you are sick or go through a personal emergency, please e-mail me or someone you trust immediately so that we can arrange for you to do your work. If there is a conflict between course participation and religious observance, please contact me in advance.

**The Writing Process**

Writing is a long process that requires the writer (you) to go through several stages. Writing a good paper is a capacity that you can get better at IF YOU PRACTICE IT. This course offers you the opportunity to practice writing. **I strongly encourage you** to write several drafts for each essay and to revise them. It is a good idea to begin writing by making an OUTLINE of the main ideas you plan to develop in the paper. Start writing early (at least a week before the paper is due, if possible two weeks), revise, and go through SEVERAL drafts for each paper. Revising involves reorganizing the material, throwing out entire paragraphs, sometimes pages; sometimes it involves starting again from scratch.

**Writing Support**

*The Centre for Academic Communication*, located on the main floor of the McPherson Library, is an excellent resource for academic and writing support. (See below for more info.) Make an
appointment early on in the semester (the second or third week) and ask them for help with writing the argument reconstruction.

Late work policy
In the absence of certified excuses, late papers will be penalized by a third of a letter-grade on the first day and a full letter-grade per day after that. For example, if your essay is due on Monday at 5 pm, anything you hand in after 5 pm on Monday and before 5 pm on Tuesday will start as a “A-”; anything you hand in after 5 pm on Tuesday and before 5 pm on Wednesday will start as a “B-” etc. I will not accept an essay more than 2 days (48 hours) after it is due.

Plagiarism and Academic Integrity
Academic integrity is intellectual honesty and responsibility for academic work that you submit individually or as a member of a group. It involves commitment to the values of honesty, trust and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

The responsibility of the institution - Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

The responsibility of the student - Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student’s transcript, or a suspension. It is your responsibility to understand the University’s policy on academic integrity, which can be found on pages 32-34 of the undergraduate calendar. Please see the (revised) academic integrity policy: http://web.uvic.ca/calendar2018-01/undergrad/info/regulations/academic-integrity.html

Course Experience Surveys (CES)
I value your feedback on this course. I will provide opportunities for your feedback early in the course and in the middle of the semester. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you closer to the time, and put aside some class time for you to complete this survey, but please be thinking about this important activity during the course.
Schedule of readings

WEEK 1. September 5. Introduction; review of course goals and policies; expectations.

WEEK 2. Gender Power
September 12. Catherine MacKinnon, “A Rally against Rape” in Feminism Unmodified, pp. 81-84.

WEEK 3. Feminism and Liberal Theory
First group meeting to take place during this week.

WEEK 4. Marriage, Gender Oppression and the Family

WEEK 5. September 30 and October 3. Marxist Feminism
Argument reconstruction due on Tuesday, October 1 at 12pm on CourseSpaces. A printout is due in class on October 3.
Housewives’ Trade Union (SAC), (Santa Fe, Argentina, January 17, 2002), in Feminist Manifestos, pp. 391-395.

WEEKS 6 and 7. Intersections of Race and Gender in Reproductive Labor and Reproduction
October 10: Dorothy Roberts, Killing the Black Body, Introduction, Chapter 1 (pp. 3-55).
October 14: Thanksgiving (no class)
October 17: Dorothy Roberts, Killing the Black Body, Chapters 2, 4 (pp. 56-103, 150-201).
WEEKS 8 and 9. Black Feminism

**Second group meeting to take place during WEEK 8 (October 21 – 25).**


WEEKS 9 and 10. Decolonial Feminism

**Argument reconstruction and evaluation due on Tuesday, November 5 at 12pm on CourseSpaces. A printout is due in class on November 7.**


WEEKS 11, 12, 13: Gender, Indigeneity and Indigenous Feminism

**Third group meeting to take place during WEEK 12 (November 18 – 22).**

November 11: Remembrance Day (no classes)


WEEK 13. November 28: Group presentations

WEEK 14. December 2: Group presentations and wrap-up, evaluations, final thoughts

Argumentative paper due on Monday, December 16, at 12pm on CourseSpaces. Printout due in the department at 5pm on the same day.
Course Policies

CourseSpace
This course has a CourseSpace site, which will be used to post a copy of the syllabus and additional course materials, such as the paper topics. You are also required to submit your written assignments on the CourseSpace site. To access the site you will need a Netlink ID. Please check the site early and ask me if you have trouble navigating it.

Email
I may send important information about assignments, course expectations or other matters by e-mail. It is your responsibility to ensure that you have indicated a valid email address in your university account so you can receive these announcements. It is also your responsibility to check this e-mail address once a day. I will make every effort to respond to emails in a timely manner, which generally will be under 48 hours during the week (longer on weekends). When emailing me, be sure to start the subject heading with POLI 385 and to include your first and last name.

Office Hours
Each week, I will hold office hours in which I am available to meet with you. You are strongly encouraged to take advantage of this opportunity to discuss course materials, assignments, or other questions or components raised by the course. If you have a time conflict with my scheduled office hours, please request another time to meet.

Accessibility
Students with diverse learning styles and needs are welcome in this course. If you need an academic accommodation, please register with the Centre for Accessible Learning (https://www.uvic.ca/services/cal) as early as possible. Feel free to go directly to the Centre for Accessible Learning or to approach me.

University Support and Policies

The CAC = Academic writing help + more!
Are you uncertain about how to complete your assignment? Do you need help reading difficult texts or writing your papers? The staff of the Centre for Academic Communication (CAC) can help you with understanding academic expectations, academic writing, academic reading, avoiding accidental plagiarism, and more! They offer free one-on-one tutorials, workshops, and more. More info at https://www.uvic.ca/learningandteaching/cac/index.php.
CAC is easy to find in the library: walk down the main hallway and turn right at the blue EDGE banner. CAC is at the end of the hall. Questions? Contact Nancy Ami, CAC manager, at 250-853-3675 or at cacmgr@uvic.ca.

Sexualized Violence Prevention and Response at UVic
UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. I encourage you to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly
impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out (Sexualized violence resource office in EQHR; Sedgewick C119, 250.721.8021, svpcoordinator@uvic.ca, www.uvic.ca/svp)

Counselling Services
Your mental health is as important as your physical health. During the semester, you might feel overwhelmed, lonely, or stressed about your academic performance. You might experience a personal or family tragedy. The University provides FREE counselling services. (Check www.uvic.ca/services/counselling/ for more information).

Grading Scale

<table>
<thead>
<tr>
<th>Passing Grade</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectations and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 – 64</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Failing Grade</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>0</td>
<td>0 – 49</td>
<td>Un satisfactory performance. Wrote final examination and completed course requirements; no supplemental.</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0 – 49</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
</tr>
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1. The percentage grading scale applies to all Faculties at the University of Victoria.
2. The percentage grades should be associated with a letter grading schema.
3. A percentage grade for an N grade should be assigned in the following manner:

   **N GRADE:** If a student has not completed the exam, or has not completed the course requirements, but has submitted course requirements that total more than 49% of the total grade for a course, an instructor will assign a percentage grade of 49%.