The Politics of Power and Resistance
POLS 403: Winter, 2014
Fridays, 2:30-5:30 Mac-Corry D405

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Office: M-C B309, hours Friday TBD

Course Description:

“politics is violence”
- Max Weber, 1919; Manu Chao, 2007

In recent decades intersectional modes of analysis have powerfully impacted the study of Gender and Politics. This course will examine unique and seminal contributions to the field, and through active engagement and discussion, develop a critical understanding of this growing literature. Our discussions will draw specifically on poststructural and intersectional analyses to examine how violence is naturalized in contemporary politics. Such approaches emerge from and are transforming resistance struggles across North America as well as providing innovative ways of researching politics. Drawing on this evolving body of feminist work, we will build a critical understanding of settler colonialism, imperialism, hetero-sexism, multiculturalism, dis/ability, and resistance. Much of the interdisciplinary scholarship covered in this course is material students may not have had much opportunity to engage with in standard Political Studies or Gender and Politics coursework, and will provide new perspectives on perennial questions in these fields. Through research and group work, students will develop the skills to engage with a range of theories / tactics illuminating and contesting oppression.

Statement on Academic Integrity:

Academic Integrity Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see 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 the Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html).

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 in the Arts and Science Calendar (see Academic Regulation 1 http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/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 Queen’s. 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.

**Dis/ability Accomodations**

In keeping with the Queen’s Policy Concerning Students with Disabilities (approved by Senate, November 21, 1996) that clearly articulates both the commitment that Queen’s University has to facilitating the integration of students with disabilities into the University community and the responsibility that students with disabilities have to identify needs requiring accommodation:

*Queen’s 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 the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: [http://www.queensu.ca/hcds/ds/](http://www.queensu.ca/hcds/ds/)*

**Grading Method**

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>A-</td>
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<td>B+</td>
<td>77-79</td>
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<tr>
<td>B</td>
<td>73-76</td>
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<tr>
<td>B-</td>
<td>70-72</td>
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<tr>
<td>C+</td>
<td>67-69</td>
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<tr>
<td>C</td>
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<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>49 and below</td>
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Evaluation:

20% - Participation
20% - Group Facilitation (date TBD)
20% - Critical Response (date TBD)
40% - Final Paper (due April 14th; Abstract due March 14th)

Participation – 20%
Students will be expected to read and reflect substantively on the readings provided, and to engage actively in class discussion on course readings and group presentations. This includes individual preparation of questions and quotations of interest as part of regular participation in the course, and/or external engagement. Many of the course readings are quite advanced, so it is important to take the time you need to understand the concepts and approaches examined here. Do not expect to fully understand each text on the first reading. As an upper-level seminar-style course, discussion will be facilitated; material will not be lectured.

Group Facilitation – 20%
In groups of 2 or 3, students will be responsible for presenting and facilitating discussion on one week's theme to the class. Presentations will be around 20 minutes in length, and should address the most significant aspects of the readings (arguments, cases, theory). Because this course focuses on poststructural and intersectional approaches to gender and politics, presentations should situate the readings for the week both in terms of their theory and subject matter. Following their presentation, the group will facilitate class discussion through prepared discussion questions or activities.

Critical Response – 20%
Each student will submit a critical response of 5-7 pages (double-spaced), which will be due at the beginning of the week following their group presentation. This short paper should build from and comment theoretically on their group's subject matter using relevant materials from the course. It is also a place to critically reflect on the week's theme and discussion.

Final Paper – 40%
Due during exam period at the end of term (April 14), students will produce a 10-15 page (double-spaced) essay expanding on one of the week's themes. This can take the shape of theoretical analysis, research paper, or argumentative essay, but it must adopt an intersectional framework and draw from a theoretical approach covered in the course. A short abstract (approx. 250 words) on your chosen subject, approach, and key sources will be due at the beginning of class March 14th.

Late Policy
Deadlines must be respected whenever possible. If a student is unable to submit an assignment on time, they must provide a note from a counsellor, doctor, computer technician, etc., explaining their outstanding circumstances. Without such documentation, late assignments will not be accepted.
Accommodations

With advance notice – and at the discretion of the instructor – alternative dates may be negotiated for extenuating circumstances (family emergencies, health or job crises, etc.). Late assignments which have not been discussed in advance will be reduced 10% each day after the due date, up to the value of the assignment.

Copyright of Course Materials

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Weeks & Reading Schedule

1 – Course Overview, Assignment of Groups (Jan 10)


2 – Building an Accountable Feminist Scholarship (Jan 17)


3 – Building Intersectional Critiques... (Jan 24)


Fellows, Mary Louise and Sherene Razack. “The Race to Innocence: Confronting Hierarchical


4 – ...of Settler Colonial Violence (Jan 31)


5 – ...of (Colonial) Desire (Feb 7)


6 – ...of Capitalism and Imperialism (Feb 14)


7 – (Reading Week)

8 – ... of Multiculturalism (Feb 28)


9 – ...of Nationalism and Homonationalism (Mar 7)

2007. Intro, Ch 1, Conclusion.


10 – ...of Dis/Ableism and Normalcy (Mar 14)

**Abstract DUE**


11 – ...of Feminism in Movement I (Mar 21)


12 – ...of Feminism in Movement II (Apr 4)


**Final Paper DUE** - April 14th; 11:59:59pm