



DALHOUSIE UNIVERSITY
Department of Political Science

Sexuality, Racism, and Western Political Thought

POLI 3427 / GWST 3600

Class Schedule: Tuesdays and Thursdays, 1:05 pm – 2:25 pm
Class Location: McCain Arts & Social Science, rm 2016

Instructor: Dr. Adam Foster (he/him)
E-mail address: adam.foster@dal.ca
Office Hours: Tuesdays and Thursdays, 10:30 am – 11:30 am.
Office: McCain Arts & Social Science, rm 2024

Territorial Acknowledgement

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people.

Dalhousie University also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

Course Description

Representations of women and constructs of femininity are a significant part of mainstream Western political thought. Drawing on contemporary critical analyses, this course examines the roles of such representations in the work of leading philosophers, with attention to understanding the relation between ideas of sexual difference and their general systems of thought. We will also discuss the work of contemporary feminist political theorists on a range of social and legal issues, through a review of recent developments in theories of knowledge, embodiment, equality, and rights.

Learning Objectives

By the end of the course, students will have an overview of how ideas of sex, gender, and race in the West have evolved across history. Moreover, they will be introduced to a number of key theorists of race and gender from the 20th century, and contemporary scholarship that analyzes these facets of our identity critically, with an eye to how they can overlap with one another.

Internationalization

At Dalhousie, 'thinking and acting globally' enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders." For more information, please visit <https://www.dal.ca/about-dal/internationalization.html>.

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact **the Student Accessibility Centre**. They are located in the Killam Memorial Library Atrium, in Room G28. Their website is: https://www.dal.ca/campus_life/academic-support/accessibility.html

Statement on Mental Health

During your time as a student, you may find yourself struggling with issues that can impact your studies as well as your personal well-being, including (but not limited to) anxiety, depression, problems with a loved one or family member, substance abuse, difficulties sleeping, lack of motivation, and struggles adapting to life in a place that is not home. These mental health issues are serious and can interfere with both your ability to do well in university and live a happy life. If you are struggling, please seek help.

Dalhousie's **Student Health & Wellness Centre** offers confidential counseling, social work, and peer support services to students. They are located on the **2nd floor of LeMarchant Place** and can be contacted by phone at **(902) 494-2171**. Appointments can also be **booked online** on their website: https://www.dal.ca/campus_life/health-and-wellness/my-health/mental-health.html

You can also access free, confidential counseling over the phone by calling **1-833-292-3698** or **texting GOOD2TALKNS to 686868**.

Asking for help is never a sign of weakness, but rather a sign of strength. It is a courageous thing to do. Help is always available, and recovery is always possible.

Class Conduct – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness. For more information, visit <http://www.dal.ca/cultureofrespect.html>

Student Declarations of Absence / Missed Classes Due to Illness

Attendance can be excused for illness if you contact me within three days of your absence with a completed Student Absence Declaration form, available here:
<https://cdn.dal.ca/content/dam/dalhousie/pdf/campuslife/Health%20and%20wellness/FINAL%20Student%20Declaration%20of%20Absence%20Form.pdf>

As per University policy, a Student Absence Declaration form is valid for 3 days, meaning, if you are sick on Tuesday and have not recuperated by Thursday, you do not need to submit another form. If, however, you are sick on Thursday and not better by Tuesday, a new form is needed.

University policy dictates you may submit a Student Declaration of Absence **twice per semester**.

Code of Student Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. For more information, see https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

Statement of Academic Integrity, Cheating, and Plagiarism

Statement is taken from University Secretariat website's Academic Integrity section, with links updated. See
[https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/Syllabus_Statement_\(Aug%202015\).pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/Syllabus_Statement_(Aug%202015).pdf)

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

What does academic integrity mean?

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people's work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not

cheating on examinations and not misrepresenting information. It is the student's responsibility to seek assistance to ensure that these standards are met.

How can you achieve academic integrity?

We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable in all circumstances.

- Make sure you understand Dalhousie's policies on academic integrity (see http://www.dal.ca/dept/university_secretariat/academic-integrity/academic-policies.html)
- Do not cheat in examinations or write an exam or test for someone else
- Do not falsify data or lab results

Be sure not to **plagiarize**, intentionally or unintentionally, for example...

- Clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
- Do not use the work of another from the Internet or any other source and submit it as your own
- When you use the ideas of other people (paraphrasing), make sure to acknowledge the source
- Do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor (These examples should be considered only as a guide and not an exhaustive list.)

Where can you turn for help?

If you are ever unsure about any aspect of your academic work, contact me. You are encouraged to also consult:

- Academic Integrity website (see http://www.dal.ca/dept/university_secretariat/academic-integrity.html - Links to policies, definitions, online tutorials, tips on citing and paraphrasing).
- Writing Centre (see https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html - Assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations).
- Dalhousie Libraries (see <https://libraries.dal.ca/help/writing.html> -Workshops, online tutorials, citation guides, Assignment Calculator, RefWorks .
- Dalhousie Student Advocacy Service (see <https://www.dsu.ca/dsas> - Assists students with academic appeals and student discipline procedures).
- Senate Office (see https://www.dal.ca/dept/university_secretariat/university_senate.html List of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee).

What will happen if an allegation of an academic offence is made against you?

As your instructor, I am required to report every suspected offence. The full process is outlined in the Faculty Discipline Flow Chart (see https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/FDPflowchartSEpt2016.pdf) and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors.
- Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process.
- If the case proceeds, you will receive a PENDING grade until the matter is resolved.
- If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University. Penalties may also include a notation on your transcript that indicates that you have committed an academic offence.

Originality Checking Software

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work and must inform the instructor no later than the last day to add/drop classes (February 6th, 2024) of their intent to choose an alternate method. For more information, see https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html

Generative writing tools like Chat GPT, Google Translate and QuillBot (etc.) are not permitted in this class.

Student Use of Course Materials

These course materials are designed for use as part of the [course code] course at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.

Recording of Class Lectures

Audio or video recordings of the class lectures and discussions are prohibited, other than in cases of a documented accommodation through Dalhousie's Accessibility Center. In such

documented cases, it is prohibited to publish these recordings online, and must only be used by the individual student for whom an accommodation has been granted.

If a student requires lectures to be recorded, I will notify the class. If you are uncomfortable having your voice recorded in such circumstances, but have a question or wish to participate, please (silently) ask another classmate who is sitting next to you to ask your question on your behalf. If you are asked to do so by another student, please do not identify them by name. Alternatively, you may write your question on a piece of paper and hand it to me at the front of the lecture hall.

Required Textbooks

The following textbooks contain the required readings for this course. They are available for purchase at the Dalhousie University Bookstore.

1. Bernasconi, Robert and Tommy Lee Lott (eds.). *The Idea of Race*. Indianapolis: Hackett, 2000.
2. Coulthard, Glenn. *Red Skin, White Masks*. Minneapolis: University of Minnesota Press,
3. Hill Collins, Patricia. *Intersectionality as Critical Social Theory*. Durham: Duke University Press, 2019.
4. Puar, Jasbir. *The Right to Maim: Debility, Capacity, Disability*. Durham: Duke University Press, 2017.

Some readings will be posted on Brightspace. These will be noted on the syllabus with **(Brightspace)** next to them.

Other readings will be posted online through the Dalhousie Library website. Links to these readings are provided in the syllabus. These will be noted on the syllabus with **(Online)** next to them.

Assignments and Grade Breakdown

Attendance: 20%

I will begin taking attendance once the add/drop date for the semester has passed (January 22nd). It is important to be on time for class; if you arrive after your name is called, you won't receive your attendance mark for the day.

Attendance can be excused for illness if you contact me within three days of your absence with a completed Student Absence Declaration form, available here:

<https://cdn.dal.ca/content/dam/dalhousie/pdf/campuslife/Health%20and%20wellness/FINAL%20Student%20Declaration%20of%20Absence%20Form.pdf>

As per University policy, a Student Absence Declaration form is valid for 3 days, meaning, if you are sick on Tuesday and have not recuperated by Thursday, you do not need to submit another form. If, however, you are sick on Thursday and not better by Tuesday, a new form is needed.

University policy dictates you may submit a Student Declaration of Absence **twice per semester**.

Monthly Quizzes: 30%

There will be three monthly quizzes administered on Brightspace that will cover material covered in January, February, and March respectively (with the latter quiz covering material from April as well). They will be posted by the end of the day on the first Friday after the end of the month and will be due the following Tuesday at the end of the day (11:59 pm). The exception to this is the final quiz, which will be posted by the first Friday after classes end and due the following Wednesday, to accommodate the final week of classes. This means they are due on:

Quiz #1: February 6th

Quiz #2: March 5th

Quiz #3: April 9th

Possible questions on these tests include multiple choice questions, true or false, fill in the blank, and short answer questions. All questions will test your knowledge of the "facts" of the readings. You will have an hour to write these quizzes.

First Essay: 25%

Due February 27th at 11:59 PM, you are asked to write a four-page, double spaced paper on a topic of your choosing related to the course themes. Your paper must include, and be focused on, readings from the course (a minimum of three). You are required to consult at least two secondary sources from scholarly publications (academic books and peer-reviewed journals), but you should rely primarily on course readings.

For clarity on what constitutes a scholarly source, see the following guide on the website for Washington State University's Library: <https://libanswers.libraries.wsu.edu/faq/345490>

This essay (along with your second essay) must be argumentative, meaning, you are expected to develop a thesis that is clearly stated in your introduction, and that is defended/proven throughout your paper. An essay that does not contain a strong argument will be a weak essay. Imagine you are trying to convince the reader (me) that your thesis is correct, rather than just sharing your opinion.

Second Essay: 25%

Due April 9th at 11:59 PM, you are asked to write a four-page, double spaced paper. You are required to consult at least two secondary sources, but you should rely primarily on course readings (a minimum of three) **The course readings you write on must be from the second half of the course, meaning, from the period after reading week, or February 27th onwards. Additionally, multiple chapters from the same book do not count as separate sources.** That is, citing two chapters Puar's book (for example) would count as one primary source rather than two.

A grading rubric is appended to this syllabus, which will be used in determining the grade for both essays.

Grading Scale

Dalhousie University uses the following scale for defining and correlating letter grades, number grades, and grade point values:

Grade	Percentage Grade Value	Grade Point Value	Definition	
A+	90-100	4.3	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	85-89	4.0		
A-	80-84	3.7		
B+	77-79	3.3	Good	Evidence of grasp of subject matter, some evidence of critical capacity and

B	73-76	3.0		analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B-	70-72	2.7		
C+	65-69	2.3	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from the university experience.
C	60-64	2.0		
C-	55-59	1.7		
D	50-54	1.0	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of 'C' or 'C+' is required).
F	0-49	0	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INC		0	Incomplete	
W		Neutral and no credit obtained	Withdrew after deadline	
ILL		Neutral and no credit obtained	Compassionate reasons, illness	

Emailing Policy

I try and respond to all course related emails within 24 hours, apart from weekends and holidays.

Students are asked to use professional language in all communications ("Dear Dr. Foster;" "Sincerely;" etc.) and include the name of the course at the beginning of the subject line of your email (POLI 3247/GWST 3600). Please also make sure the answer to your question is not already in the syllabus (though if something in the syllabus doesn't make sense, it is ok to email me and ask for clarification).

Please also send any emails from your Dalhousie email address; this helps prevent Outlook mistaking an email as spam.

It is strongly encouraged that you use the email provided at the top of this syllabus directly. In the past, students have attempted to contact me through the Dalhousie University directory and end up contacting the wrong person.

Policy on Late Assignments

Late quizzes will not be accepted absent a medical or family emergency. Once submissions close on Brightspace, you will not be able to access the test or submit your completed answers.

If you are late for class, you will not earn your attendance mark for that day.

Late essays will be docked five points per day out of a potential 100 (meaning a paper that is one day late can only earn a grade of 95/100, a paper that is two days late can only earn a possible 90/100, and so on) starting immediately after 11:59 PM on the date they are due. No late essays can be accepted after April 23rd (the end of exam period).

Class and Reading Schedule

Please-note: I reserve the right to changes to the readings and the order in which we will be reading them if necessary. If I do so, I will give you at least one week's notice, and will notify you by email as well as in class.

Additionally, if you miss a class, it is your responsibility to speak to another classmate to catch up on what you've missed.

January

Tuesday, January 9th:

Introduction to the course. Review of syllabus.

Thursday, January 11th:

Readings:

1. Sophocles, *Antigone* (**Online**)

<http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=366273&site=ehost-live>

Tuesday, January 16th:

Readings:

1. Judith Butler, "Antigone's Claim" in *Antigone's Claim* (**Brightspace**)

Thursday, January 11th:

Readings:

1. Bonnie Honig, "Sacrifice, Sorority, Integrity: Antigone's Conspiracy with Ismene" in *Antigone, Interrupted*. (Online) http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=545637&site=ehost-live&ebv=EB&ppid=pp_151

Tuesday, January 16th:

Readings:

1. Benjamin Isaac, "Proto-Racism in Graeco-Roman Antiquity" in *World Archaeology*, Vol. 38, No. 1 (Online) <https://www-jstor-org.ezproxy.library.dal.ca/stable/40023593?sid=primo?sid=primo>
2. Tristan Samuels, "Herodotus and the Black Body: A Critical Race Theory Analysis" in *Journal of Black Studies*, Vol. 46, No. 7 (Online) https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_openaire_primary_doi_6ef7ddf91ef044b32e9d80e5e574049

Thursday, January 18th:

Readings:

1. Christine de Pizan, *The Book of the City of Ladies*, Part 1, Chapters 1-9, 14, 16-19; pp. 21-38, 47-48; 51-59 (Online) https://dal.novanet.ca/permalink/01NOVA_DAL/1nek75v/alma9970587377407190

Monday, January 22nd: (LAST DAY TO DROP CLASSES WITHOUT A W)

Tuesday, January 23rd:

Readings:

1. Christine de Pizan, *The Book of the City of Ladies*, Part 2, Chapters 7-9, 12-13, 25-30, 37-38, 47; pp. 106-109, 111-114, 125-130, 141-143, 149-151 (Online) https://dal.novanet.ca/permalink/01NOVA_DAL/1nek75v/alma9970587377407190
2. Christine de Pizan, *The Book of the City of Ladies*, Part 3, Chapters 1-2, 10-12, 17-19; pp. 189-191, 203-209, 216-221 (Online) https://dal.novanet.ca/permalink/01NOVA_DAL/1nek75v/alma9970587377407190

Thursday, January 25th:

Readings:

1. François Bernier, "A New Division of the Earth" in *The Idea of Race*
2. Immanuel Kant, "Of the Different Human Races," in *The Idea of Race*
3. Johann Gottfried von Herder, selection from *Ideas on the Philosophy of the History of Mankind*, in *The Idea of Race*

Tuesday, January 30th:

Readings:

1. Johann Friedrich Blumenbach, selection from *On the Natural Variety of Mankind*, in *The Idea of Race*
2. Georg Wilhelm Friedrich Hegel, "Anthropology," from the *Encyclopaedia of the Philosophical Sciences*, in *The Idea of Race*
3. Captain James Cook, p. 31-48 of "First Voyage," Chapter 1 in *Cook's Voyages of Discovery*. **(Online)** <https://www.canadiana.ca/view/oocihm.14803/81>
4. Emmalani Case, "To the Bones: Kahiki and 'Discovery'" in *Everything Ancient Was Once New*. **(Online)** https://dal.novanet.ca/permalink/01NOVA_DAL/1nek75v/alma9970588450807190

February

Thursday, February 1st:

Readings:

1. Arthur de Gobineau, "Inequality of the Human Races," in *The Idea of Race*
2. Charles Darwin, "On the Races of Man" in *The Idea of Race*
3. Clarence Thomas, Concurring Opinion in *Box v. Planned Parenthood of Kentucky*, 587 U. S. ____ (2019) **(Brightspace)**
4. Mark Joseph Stern and Melissa Murray, "Conservative Judges Are Manipulating the History of Eugenics to Overturn *Roe v. Wade*" published on *Slate*, (2021). **(Online)** <https://slate.com/news-and-politics/2021/04/sixth-circuit-clarence-thomas-abortion-eugenics.html>

Tuesday, February 6th: (LAST DAY TO DROP CLASSES WITH A W)

Readings:

1. Franz Boaz, "Instability of Human Types," in *The Idea of Race*
2. Alain Locke, "The Concept of Race as Applied to Social Culture" in *The Idea of Race*
3. Ashley Montagu, "The Concept of Race in the Human Species in Light of Genetics" in *The Idea of Race*

Assignments Due:

1. Quiz #1

Thursday, February 8th:

Readings:

1. Sigmund Freud, "A Special Type of Choice of Object Made by Men (Contributions to the Psychology of Love I)" in *The Freud Reader* **(Brightspace)**
2. Sigmund Freud, "On the Universal Tendency to Debasement in the Sphere of Love (Contributions to the Psychology of Love II)" in *The Freud Reader* **(Brightspace)**
3. Sigmund Freud, "The Instincts and their Vicissitudes" in *The Freud Reader* **(Brightspace)**
4. Sigmund Freud, "Repression" in *The Freud Reader* **(Brightspace)**

Tuesday, February 13th:

Readings:

1. Julia Kristeva, "In Times Like These, Who Needs Psychoanalysts?" from *New Maladies of the Soul* **(Brightspace)**

Thursday, February 15th:

Readings:

1. Michel Foucault. "We Other Victorians" in *The History of Sexuality Vol. 1 (Brightspace)*
2. Michel Foucault. "The Incitement to Discourse" in *The History of Sexuality Vol. 1 (Brightspace)*

MONDAY, FEBRUARY 19TH – FRIDAY FEBRUARY 23RD: WINTER BREAK

Tuesday, February 27th:

Readings:

1. Eve Sedgwick Kosofsky, "Queer and Now" from *Tendencies (Brightspace)*

Assignments Due:

1. First Essay

Thursday, February 29th:

Readings:

1. Frantz Fanon, "The Fact of Blackness," in *Black Skin, White Masks (Brightspace)*

Tuesday, March 5th:

Readings:

1. Glen Coulthard, "The Politics of Recognition in a Colonial Context" in *Red Skin, White Masks*

Assignments Due:

1. Quiz #2

Thursday, March 7th:

Readings:

1. Glen Coulthard, "Essentialism and the Gendered Politics of Aboriginal Self-Governance" in *Red Skin, White Masks*

Tuesday, March 12th:

Readings:

1. Glen Coulthard, "Seeing Red: Reconciliation and Resentment" in *Red Skin, White Masks*

Thursday, March 14th:

Readings:

1. Patricia Hill Collins, "Intersectionality as Critical Inquiry" in *Intersectionality as Critical Social Theory*
<https://ebookcentral.proquest.com/lib/dal/reader.action?docID=5826042&ppg=34>

Tuesday, March 19th:

Readings:

1. Patricia Hill Collins, "Intersectionality and Epistemic Resistance" in *Intersectionality as Critical Social Theory*
<https://ebookcentral.proquest.com/lib/dal/reader.action?docID=5826042&ppg=134>

Thursday, March 21st:

Readings:

1. Jasbir Puar, "I would rather be a cyborg than a goddess": Becoming-Intersectional in Assemblage Theory" in *Philosophia* volume 2, issue 1.
https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_crossref_primary_10_1353_phi_2012_a486621

Tuesday, March 26th:

Readings:

1. Jasbir Puar, "Introduction: The Cost of Getting Better" in *The Right to Maim: Debility, Capacity, Disability*

Thursday, March 28th:

Readings:

1. Jasbir Puar, "Bodies with New Organs: Becoming Trans, Becoming Disabled" in *The Right to Maim: Debility, Capacity, Disability*

Recommended Reading:

1. Gilles Deleuze and Félix Guattari, "How Do You Make Yourself a Body Without Organs?" from *A Thousand Plateaus: Capitalism and Schizophrenia Vol. 2 (Brightspace)*

Tuesday, April 2nd:

Readings:

1. Jasbir Puar, "Crip Nationalism: From Narrative Prosthesis to Disaster Capitalism" in *The Right to Maim: Debility, Capacity, Disability*

Thursday, April 4th: (Final Class)

Readings:

1. Jasbir Puar, "Crip Nationalism: From Narrative Prosthesis to Disaster Capitalism" in *The Right to Maim: Debility, Capacity, Disability*

Assignments Due on April 9th:

1. Second Essay
2. Quiz #3

Sexuality, Racism, and Western Political Thought

POLI 3427 / GWST 3600

Essay Grading Rubric

(Adapted from a model developed by the Office of Digital Learning at the University of Nevada, Reno)

Content and Analysis: 60 points

Excellent (60-55 points): Demonstrates close reading of texts and includes excellent use of secondary sources for context and to bolster their own argument.

Good (54-48 points): Analysis is focused on readings and includes good use of secondary sources.

Adequate (47-42 points): Analysis of texts and use of secondary sources could be stronger.

Poor (41-36 points): Analysis of primary and secondary texts is superficial or misguided. Secondary sources may be missing.

Inadequate (35-0 points): Essay is a summary of the text that offers no analysis or argument.

Textual Evidence: 10 points

Superb (10 points)

Excellent (9-8 points)

Good (7 points)

Adequate (6-5 points)

Insufficient (4-0 points)

Citations: 10 points

10 points: Citations provided for all quotations and paraphrased content. There are no errors in the citations or bibliography.

5 points: Missing some citations for quotations or paraphrased content, and/or there are errors in citations or the bibliography.

0 points: No citations are provided, or are not given correctly.

Grammar and Mechanics: 10 points

10-7 points: There are no errors or are very few.

6-1 points: Quite a few errors, and in need of proof reading and further editing. It may or may not include a thesis statement.

0 points: There are an egregious number of errors in the paper.

Completeness: 10 points

10-8 points: Meets the length requirements and is a complete paper. Succeeds in doing what it sets out to do and offers a good conclusion. The paper has a clear thesis statement.

7-5 points: May or may not meet the length requirements but is not a complete paper in some way. If the minimum length is met, this may mean that the paper has gone over the maximum limit, or that the conclusion is lacking or weak.

4-0 points: Does not meet the length requirements and is incomplete.