

PSCI 2500 B
GENDER AND POLITICS

Monday 8.35 - 10:25

Please confirm location on Carleton Central.

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COURSE DESCRIPTION

This course introduces students to broad topics in gender and politics, and it is divided into three analytical sections. In the first section, we will explore gender as a critical analytical category and discuss its significance within politics. The second section will focus on the engagement of women's movements with formal and informal politics in historical and contemporary contexts. We shall debate the nature and modes of women's and men's participation and representation in formal electoral systems, civil society, nationalist movements, revolutions, and in processes of democratisation. In the third section, we will discuss the transformative potential of feminist politics in local and transnational contexts. The course will draw on case studies from different regions and compare similarities and differences across cases.

COURSE AIMS AND OBJECTIVES

The aim of the course is to acquaint students with key concepts and debates in the field of gender and politics; upon the completion of the course, the successful student will be able to do the following:

- To discuss the importance of gender as an analytical category and explain its significance for the study of politics.
- To demonstrate knowledge of major historical and contemporary debates on gender and politics within women's movements in the global North and the South.
- To analyse and assess patterns and trends in women's and men's political participation and representation across the globe.
- To interpret the transformative potential of feminism in shaping formal and informal politics.

COURSE TEXT

Mona Lena Krook and Sarah Childs, Eds. 2010. *Women, Gender and Politics: A Reader*. New York: Oxford University Press.

The course text will be available for purchase at the university bookstore. The book is also available on reserve at the university library for your consultation.

Readings marked with (W) are available on cuLearn.

COURSE REQUIREMENTS AND GRADING CRITERIA

Students will be evaluated on five graded components.

In class Mid-Term (Feb. 5)	20%
Essay (March 26)	20%
Attendance & Participation in tutorial	15%
Presentation in tutorial	05%
First Take-Home Exam	15%
Second/Final Take-Home Exam (Due April 26)	25%

- ***In class mid-term exam* (20%)**, to be held on February 5. The exam will be based on course lectures, readings, and group discussions to date. You will receive the exam results on February 19 as per Faculty of Public Affairs Undergraduate Teaching Regulations and Procedures (Section 4.1).
- ***Essay* (20%)**, due in class on March 26. Late papers must be dropped off in the mailbox outside the Political Science office (B640 Loeb); late papers will be accepted until April 2. Please note that these will be retrieved every business day at 4 pm, stamped with that day's date and then distributed to the instructor. For essays not returned in class please attach a stamped, self-addressed envelope if you wish to have your paper returned to you by mail. Please note that assignments sent via fax or email will not be accepted. A cumulative penalty of 2% per day will be applied to late submissions. Late papers will only be exempted from penalty if supported by a medical certificate or other documented evidence. Students will be given a list of essay topics on January 8. Students may choose one of these topics or select their own in consultation with the TA or the instructor. The paper should be approximately 12-15 pages in length. Students will be graded on the overall understanding of the material covered, the clarity of presentation, and the logical consistency of the arguments.
- ***Attendance and participation in tutorials* (15%)**. In addition to their attendance at course lectures, students are expected to attend weekly group sessions/tutorials regularly and to participate actively in group discussions.

- **Presentation in group discussions (5%)**. In consultation with the TAs, students will select a reading based on the theme of the week. During the tutorial, the students will deliver a brief presentation (five to seven minutes) and answer both clarificatory and substantive questions.
- **First Take-Home Examination (15%)**. The open book take-home exam is due on March 11. The exam will be posted on cuLearn on March 9. The first Take-Home examination will emphasise the course readings, discussions, and course lectures covered between Weeks of January 29- February 26.
- **Take-Home final exam (25%)**. The open book take-home exam is due on April 26. The exam will be given to you on April 9. The final examination emphasise the course readings, discussions, and course lectures of the latter half of the course. Final exams are intended solely for the purpose of evaluation and will not be returned. All written work on the take-home must be that of the individual student acting alone.

COURSE SCHEDULE

January 8

Introduction to the course

An overview of key debates in gender and politics across the globe.

Film Screening and Discussion: *Ovarian Psycos* by filmmakers Joanna Sokolowsky and Kate Trumbull-LaValle, United States, 2016.

Mona Lena Krook and Sarah Childs. *Women, Gender, and Politics: An Introduction*. Skim.

Recommended reading:

Lee Ann Banaszak, Karen Beckwith, and Dieter Rucht. *When Power Relocates: Interactive Changes in Women's Movements and States*. Chapter 40.

January 15

Decoding "Gender," Engendering Politics

Is "gender" just another term for discussing "women"? What does the category "gender" indicate and how is gender interlocked with other axes of identity such as class, race, nation, ethnicity, etc.? Why should we study Political Science through gendered lenses?

Peggy McIntosh. 1988. *White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies*. Wellesley, Mass.: Wellesley College, Center for Research on Women. Available on CuLearn and library reserves.

Dara Z. Strolovitch. Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender. Chapter 6.

Karla J. Cunningham. Cross-Regional Trends in Female Terrorism. Chapter 8.

Recommended reading:

Beckwith, Karen. Beyond Compare?: Women's Movements in Comparative Perspective. Chapter 3.

January 22

Women and Informal Politics: Organising for Civil and Political Rights in Diverse Contexts: Perspectives from the North and the South

How do women participate in informal politics? How did women's political action influence political developments and state structures in the North and in the South? What was the nature of women's mobilisation in struggles against colonial or authoritarian regimes? Why did women's participation in liberation movements in some cases lead to greater inclusion of women in formal politics whereas similar levels of engagement elsewhere did not result in such outcomes? What kind of organisational and discursive strategies are used by various women's groups across the globe?

Baldez, Lisa. Women's Movements and Democratic Transition in Chile, Brazil, East Germany, and Poland. Chapter 4.

Mary Fainsod Katzenstein. Protest Moves inside Institutions. Chapter 5.

Catharine A. MacKinnon. The Liberal State. Chapter 34.

Recommended reading:

Maxine Molyneux. Mobilization Without Emancipation? Women's Interests, the State, and Revolution in Nicaragua. Chapter 2.

January 29

Gender, Women, and Formal Politics

What are the trends in women's and men's participation and representation in electoral politics?

Alvarez, Sonia. Translating the Global: Effects of Transnational Organizing on Local Feminist Discourses and Practices in Latin America. Chapter 7.

Ronald Inglehart and Pippa Norris. The Developmental Theory of the Gender Gap: Women's and Men's Voting behaviour in Global Perspective. Chapter 15.

(W) Lee, Young-Im and Farida Jalalzai. 2017. President Park Geun-Hye of South Korea: A Woman President without Women? *Politics and Gender* 13(4): 597- 617.

Recommended reading:

Pippa Norris and Joni Lovenduski. *Puzzles in Political Recruitment*. Chapter 16.

February 5
Midterm

February 12
Gender and Electoral Processes

While women effect change in political structures and participate in politics in large numbers as we have seen in earlier sections, what factors explain the low rate of participation of women in formal politics?

David Niven. *Party Elites and Women Candidates: The Shape of Bias*. Chapter 18.

Miki Caul. *Women's Representation in Parliament: The Role of Political Parties*. Chapter 19.

(W) Meeks, Lindsey. 2017. Getting Personal: Effects of Twitter Personalization on Candidate Evaluations. *Politics and Gender* 13 (1): 1-25.

Recommended reading:

Jo Freeman. *Building a Base: Women in Local Party Politics*. Chapter 11.

February 19
Winter Break.

February 26
Women, Gender, and Political Parties

Do political parties represent women's interests? Under what conditions do political parties aggregate women's interests? What factors explain the failure of feminist political parties? How are gendered interests advanced, if at all, in politics without parties?

Miki Caul. *Women's Representation in Parliament: The Role of Political Parties*. Chapter 19.

Annie Marie Goetz. *The Problem with Patronage: Constraints on Women's Political Effectiveness in Uganda*. Chapter 13.

Lena Dominelli, and Gudrun Jonsdottir. *Feminist Political Organization in Iceland: Some Reflections on the Experience of Kwenna Frambothid*. Chapter 14.

Film: *Enemies of Happiness* (A film on challenges faced by women political leaders in Afghanistan)

Recommended reading:

Diane Sainsbury. Women's Political Representation in Sweden: Discursive Politics and Institutional Presence. Chapter 12.

March 5

Debates on Political Representation

Should there be an increase in women's numbers in political office, or is it better to increase numbers of feminists as opposed to women?

Philips, Anne. Quotas for Women. Chapter 22.

Jane Mansbridge. Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes.' Chapter 24.

Recommended readings:

Suzanne Dovi. Preferable Descriptive Representatives: Will Just Any Woman, Black, or Latino Do? Chapter 25.

S. Laurel Weldon. Beyond Bodies: Institutional Sources of Representation for Women in Democratic Policymaking. Chapter 27.

First Take-Home Examination this weekend.

March 12

Changes in Patterns of Political Representation

What factors explain the increasing presence of women representatives in politics?

Mi Yung Yoon. Explaining Women's Legislative Representation in Sub-Saharan Africa. Chapter 20.

Drude Dahlerup and Lenita Freidenvall. Quotas as a 'Fast Track' to Equal Representation for Women: Why Scandinavia is No Longer the Model. Chapter 21.

(W) Marie Berry. 2015. When "Bright Futures" Fade: Paradoxes of Women's Empowerment in Rwanda. *Signs* 41 (1): 1-27.

Recommended reading:

Drude Dahlerup. From a Small to a Large Minority: Women in Scandinavian Politics. Chapter 26.

March 19

Women in Public Office and Public Policy Making

Can the inclusion of women in formal political systems change the very nature and conduct of politics?

Anne Kingston. 2016. Is Justin Trudeau a fake feminist? *Maclean's*: 8 September 2016. Available on CuLearn.

Johanna Kantola. *Gender and the State: Theories and Debates*. Chapter 35.

Louise Chappell. *Interacting With the State: Feminist Strategies and Political Opportunities*. Chapter 37.

March 26

Reconstituting Formal Politics?: Analysing the Role of Institutions, Women's Movements, and Regimes in Transformative Processes

Does the notion of "women's interests" offer a way out of the debate on descriptive versus substantive representation? How and why should feminist women and men engage with the state?

Mary Hawkesworth. *Congressional Enactments of Race-Gender: Toward a Theory of Raced-Gendered Institutions*. Chapter 29.

Dorothy McBride Stetson and Amy G. Mazur. *Introduction to Comparative State Feminism*. Chapter 38.

Judith Squires. *Is Mainstreaming Transformative? Theorizing Mainstreaming in the Context of Diversity and Deliberation*. Chapter 33.

Recommended reading:

Monica Threlfall. *State Feminism or Party Feminism? Feminist Politics and the Spanish Institute for Women*. Chapter 39.

April 2

Shaping Politics, Setting New Agendas, Formulating Policies, and Gendering the "Political"

Wendy Sarvasy. *Beyond the Difference versus Equality Policy Debate: Postsuffrage Feminism, Citizenship, and the Quest for a Feminist Welfare State*. Chapter 32.

Mala Htun. *Sex and the State in Latin America*. Chapter 31.

(W) Penny Griffin. 2015. Crisis, Austerity and Gendered Governance: A Feminist Perspective. *Feminist Review* 109 (1): 49-72.

April 9 Course Review; Final Take-Home Examination

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill

a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit

<https://www.facebook.com/groups/politicalsciencesociety/>

or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.