

**PSCI 2500**  
**GENDER AND POLITICS**

Friday 11:35 am - 1:25 pm

Please confirm the location on Carleton Central.

**Instructor:**   Gopika Solanki  
**Office:**       Loeb C674  
**Office Hours:** Wednesday, 11:30 am– 12:30 noon or by appointment  
**Telephone:**   (613) 520 2600 Ext. 1752  
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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 democratization. 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 FORMAT**

### **Lectures**

This course is organized around lectures, group discussions, and in-class activities. You will be responsible for regular attendance at lectures and tutorials. Multiple tools will be used to achieve classroom engagement including films, videos, and various texts. We will conduct an in-class practice exercise early in the semester and provide peer-led in-class feedback to assist and familiarize you with the midterm examination. We will conduct three structured in-class exercises to help you with the comparative research essay analysis, and the final take-home examination.

### **Experiential Learning**

In line with experiential learning goals, students will discuss weekly news relevant to gender and politics globally in the first ten minutes of class with the course instructor. Students will also play an active role in critically analyzing films screened in class.

## **LEARNING OUTCOMES**

Students will be able to understand the roles that gender and other forms of difference play in defining and determining access to leadership, power, and access to resources.

Students will think critically about mechanisms for change toward gender equality.

Students will demonstrate evidence-based reasoning and analytical writing skills.

Students will develop public speaking, discussion, and debating skills.

## **READING**

The readings on the course outline are available electronically on Ares in Brightspace.

## **EVALUATION AT A GLANCE**

<b>Assignment</b>	<b>Due Date</b>	<b>Weight</b>
Midterm	October 10	20
Final Take-home Examination	December 20	20
Research Essay Exercise	November 28	25
Presentation (Tutorial)	Sign up by September 19	10
Attendance (Tutorial)	Ongoing, Cumulative	10
Participation (Tutorial)	Ongoing, Cumulative	10
Workshop Participation	November 7	5

## COURSE REQUIREMENTS AND GRADING CRITERIA

You will be evaluated on the following six graded components:

- **In-class mid-term exam (20%)**, to be held on October 10. The midterm will be based on course lectures, readings, and group discussions to date. Your answers should demonstrate a grasp of the relevant material covered in class and in the readings. You are expected to provide essay-type answers (2-3 pages, single-spaced) to long questions. Short answers are no longer than one page. No additional reading or research is required beyond the syllabus and class lectures.
- **Comparative Research Essay (25%)**, due November 28; late assignments will be accepted until December 5. A list of essay topics will be given to you on the first day of the class. You may choose a topic or explore topics of your choice in consultation with the instructor. Your essay should be related to major themes covered in class and show insight into the issues that go beyond what has been covered in class. This assignment will be graded on the grasp of the relevant materials, accurate identification of key points, depth of content and understanding, the ability to articulate key arguments and issues, the strength of the evidence supporting the argument, insightful analysis and comparison of the two modes of approach, and clear writing style. Essay assignments should be formatted for 1-inch margins, use a standard 12-point font (e.g., Times New Roman, Arial, Calibri), include page numbers, and consistently adhere to an accepted citation style (MLA, APA, Chicago, etc).

- *AI-Generated Essay: Step 1.*

Choose an essay topic based on the list of topics given to you and use ChatGPT to generate a 4-page (double-spaced) essay. Read and evaluate the essay, paying attention to its structure, arguments, evidence, and overall quality. Write a 750-1000 word note elaborating on what you learned about that topic from ChatGPT's output. Your note should include 1-2 paragraphs assessing the accuracy and depth of information provided, the coherence and logical flow of the information provided, biases observed (if any), factual accuracy, and the overall effectiveness in addressing the topic. Pl. submit the AI-generated essay with your assignment. You are required to document your use of ChatGPT. Include the prompts you used to get the results. For example, text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com/>"

*Human-Researched Essay: Step 2.*

- Your research essay must be conceived and executed independently. Your essay should be on the same topic but written as though the AI essay never existed, addressing the same topic through your lens, research and reasoning. The goal is to distinguish between the AI-

generated content and genuine academic work. You must conduct independent research on the topic and write a 4000-5000 word essay without the aid of ChatGPT or any other generative AI model. Your essay should differ substantially from the AI version in terms of research, organization, analysis. Your essay should demonstrate its own logical structure and internal logical consistency while providing your insights and conclusions. Your essay should include at least 12-15 academic sources. You should attach the bibliography of sources used and consistently adhere to an accepted citation style (MLA, APA, Chicago, etc). You may not use generative artificial intelligence or AI in this half of the assignment.

- **Attendance and participation in tutorials (20%)**. 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 Tutorials (10%)**. 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. Students are expected to summarise and analyze the main arguments of the chosen reading. Please sign up for one presentation on a reading of your choice latest by January 22.
- **Workshop Attendance and In-Class Assessment (5%)**. You are required to attend the workshop on 7 November and complete the in-class exercises.
- **Take-Home Final Exam (20%)**. A take-home final examination will be distributed on November 28. The exam will emphasize the course readings, discussions, and course lectures of the latter half of the course. This exam will be based on lectures and assigned readings. The purpose of this assignment is to give you a chance to demonstrate your grasp of materials covered in classroom discussions, readings, and lectures. The exam will include long essay-type questions and short questions. You are expected to provide essay-type answers (2-3 pages, double-spaced) to long questions. Short answers are no longer than 1-1.5 pages, double-spaced. No additional reading or research is required beyond the syllabus and class lectures. The final examination is DUE on Brightspace, on December 20.

#### **Notes:**

#### ***Late Assignment Policy***

Each assignment is graded out of 100 marks. A penalty of two marks per day will be deducted from the grade for late submissions. The penalty might be waived if you have a medical certificate or other documentary evidence to excuse missing the deadline.

#### ***Academic Integrity***

All assignments should be your own original work, created for this class. You are not allowed

to reuse work previously submitted to another course. By submitting assignments in this class, you pledge to affirm that they are your work and that you have not used this work in any other class.

### ***Intellectual Property***

Materials created for this course (including presentations, powerpoint presentations, notes, assignments, and exams) remain the intellectual property of the instructor and/or students. They are intended for personal use and may not be reproduced or redistributed in any form.

### ***In-Class Exercises and Extra Marks***

On November 14, and November 21, you will participate in in-class exercises during lectures that are meant to help you with your Comparative Research Essay and the final take-home examination. Students who participate in two exercises will get two extra marks on their Comparative Research Essay. Those who participate in one session will get one extra mark on their Comparative Research Essay. All students who participate in these exercises will get identical marks.

### ***AI Policy***

You are allowed to use generative artificial intelligence, or AI to generate an essay on the topic of your choice for the first half of the Comparative Research Essay Analysis. The use of AI-generated work for any other assignment is prohibited in this course.

## **COURSE SCHEDULE**

### **September 5**

#### **Introduction to the course**

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

Film Screening and Discussion: *Yours in Sisterhood* by Irene Luszti. 2018.USA.

### **September 12**

#### **Decoding “Gender,” Engendering Politics**

##### **Tutorials Begin**

*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.

Pascoe, C. J. 2017. “Who Is a Real Man? The Gender of Trumpism.” *Masculinities and Social Change* 6(2):119–41.

Westbrook, Laurel and Kristen Schilt. 2014. "Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System." *Gender & Society* 28(1): 32-57.

## **September 19**

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

*How do we understand gendered political participation in informal politics? How did women's political action influence political developments and state structures in the North and in the South? What kind of organisational and discursive strategies are used by various women's and feminist groups across the globe?*

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Beckwith, Karen. "Beyond Compare?: Women's Movements in Comparative Perspective" in Mona Lena Krook and Sarah Childs, editors. 2010. *Women, Gender and Politics: A Reader*. New York: Oxford University Press. Chapter 3.

Small, Tamara. 2020. "The Promises and Perils of Hashtag Feminism." in MacDonald, Fiona, and Alexandra Z. Dobrowolsky, editors. *Turbulent Times, Transformational Possibilities?: Gender and Politics Today and Tomorrow*. Toronto: University of Toronto Press. pp.177-198.

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## **September 26**

### **Gender, Women, and Formal Politics**

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

Corredor, Elizabeth S. 2019. "Unpacking 'Gender Ideology' and the Global Right's Antigender Countermovement." *Signs: Journal of Women in Culture and Society* 44(3):613–38.

Strode, Dakota, et al. 2025. "Transgender and Gender-Diverse People Disproportionately Report Problems While Trying to Vote Compared to Cisgender People." *The Journal of Politics* 87(3): 1199–203.

#### *Recommended reading*

Brulé, Rachel, and Nikhar Gaikwad. 2021. "Culture, Capital, and the Political Economy Gender Gap: Evidence from Meghalaya's Matrilineal Tribes." *The Journal of Politics* 83(3): 834–50.

## **October 3**

### **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?*

Evans, Elizabeth, and Stephanie Reher. 2023. "Gender, Disability and Political Representation: Understanding the Experience of Disabled Women" *European Journal of Politics and Gender* 2023(3): 1-18.

McLean, Karalena et. al., 2019. "Examining Mediation of Female and LGBTQ-Identifying Candidates" in *Gendered Mediation: Identity and Image Making in Canadian Politics*, editors. Wagner, Angelia and Everitt, Joanna. Vancouver: UBC Press, 145-164.

## **October 10 Midterm**

### **October 17**

#### **Women, Gender, and Political Parties**

*What factors explain the low rate of participation of women in formal politics? 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?*

Krook, Mona Lena. 2017. "Violence against Women in Politics." *Journal of Democracy*, 28(1): 74-88.

Tolley, Erin. 2023. "Gender is not a Proxy: Race and Intersectionality in Legislative Recruitments." *Politics and Gender* 19(2): 373-400.

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

## **October 24 Winter Break.**

### **October 31**

#### **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? What are gender quotas and what factors affect their design?*

Jane Mansbridge. 2010. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes.'" in Mona Lena Krook and Sarah Childs, editors. *Women, Gender and Politics: A Reader*. New York: Oxford University Press. Chapter 24.

Hughes, Melanie M., et al. 2015. "Transnational Women's Activism and the Global Diffusion of Gender Quotas." *International Studies Quarterly* 59(2): 357-72.

### *Recommended reading*

Escobar-Lemmon, Maria C., et al. 2021. "Breaking the Judicial Glass Ceiling: The Appointment of Women to High Courts Worldwide." *The Journal of Politics* 83(2): 662–74.

#### **November 7**

##### **A Career in Politics?**

##### **Instructor:**

**Patrick Mayangi, Multilingual Public Affairs Strategist and Former Political Candidate**

Donno, Daniela, Sara Fox and Joshua Kaasik. 2022. "International Incentives for Women's Rights in Dictatorships." *Comparative Political Studies* 55(3): 451–92.

Lee, Young-Im. 2023. "A Trailblazer or a Barrier? Dynastic Politics and Symbolic Representation of the First Female President of South Korea, Park Geun-Hye." *Politics and Gender* 19(3): 756–780.

#### **November 14**

##### **Changes in Patterns of Political Representation**

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

Johanna Kantola. 2010. "Gender and the State: Theories and Debates" in Mona Lena Krook and Sarah Childs, editors. 2010. *Women, Gender and Politics: A Reader*. New York: Oxford University Press. Chapter 35.

Smith, Adrienne. 2014. "Cities Where Women Rule: Female Political Incorporation and the Allocation of Community Development Block Grant Funding." *Politics and Gender* 10(3): 313–340.

#### **November 21**

##### **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?*

Dorothy McBride and Amy Mazur. 2013. "Women's Policy Agencies and State Feminism" in Waylen, Georgina, et al., editors. *The Oxford Handbook of Gender and Politics*. Oxford University Press. pp. 654–678.

Rubin, Marilyn Marks, and John R. Bartle. 2023. "Gender-responsive Budgeting: A Budget Reform to Address Gender Inequity." *Public Administration (London)* 101(2): 391–405.



**November 28**

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

*How and why should feminists engage with the state?*

Good, Elizabeth. 2024. "Power Over Presence: Women's Representation in Comprehensive Peace Negotiations and Gender Provision Outcomes." *American Political Science Review*.1-16.

<https://doi.org/10.1017/S000305542400073X>.

Gleisberg, A. Ikaika., & Upadhyay, Nishant. 2023. "Against Trans Inclusion in the Military: A Trans of Color Abolitionist Critique." *Frontiers* 44(3): 68-91.

## **Political Science Course Outline Appendix**

### **REQUESTS FOR ACADEMIC ACCOMMODATION**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

#### **Student Mental Health**

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

#### **Emergency Resources (on and off campus):**

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

#### **Carleton Resources:**

Mental Health and Wellbeing:

<https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Paul Menton Centre: <https://carleton.ca/pmc/>

Academic Advising Centre (AAC):

<https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS):

<https://carleton.ca/csas/>

Equity & Inclusivity Communities:

<https://carleton.ca/equity/>

#### **Off Campus Resources:**

Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

Empower Me: 1-844-741-6389,

<https://students.carleton.ca/services/empower-me-counselling-services/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic:

<https://walkincounselling.com>

#### **Academic consideration for medical or other extenuating circumstances:**

Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more

information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

**Pregnancy:** Contact your Instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, please contact Equity and Inclusive Communities (EIC) at [equity@carleton.ca](mailto:equity@carleton.ca) or by calling (613) 520-5622 to speak to an Equity Advisor.

**Religious obligation:** Contact your Instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

#### **Academic Accommodations for Students with Disabilities:**

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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) 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*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). 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*).

**Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>.

**Accommodation for Student Activities:** Carleton University recognizes the substantial benefits, both to the

individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

#### PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

#### INTELLECTUAL PROPERTY

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). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

#### WITHDRAWAL WITHOUT ACADEMIC PENALTY

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

#### OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays)

**For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).**

#### GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

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

#### ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required

to familiarize themselves with the university's [Academic Integrity Policy](#).

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#### 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:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, 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 that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

#### RESOURCES (613-520-2600, phone ext.)

Department of Political Science (2777)	B640
Loeb	
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 <sup>th</sup> floor
Library	
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501
Nideyinàn	
Career Services (6611)	401 Tory