

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

Thursday 11:35 - 13:25

Please confirm location on Carleton Central.

**Instructor:** **Gopika Solanki**  
**Office:** **Loeb C674**  
**Office Hours:** **Monday, 14:30–16.30 pm or by appointment**  
**Telephone:** **(613) 520 2600 Ext. 1752**  
**Email :** [gopika\\_solanki@carleton.ca](mailto:gopika_solanki@carleton.ca)

**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 TEXTS

Tremblay, Manon and Linda Trimble. Eds. 2003. *Women and Electoral Politics in Canada*. Don Mills: Oxford University Press.

The course text will be available for purchase at the university bookstore. A coursepack containing other required readings can be obtained at the Haven Book Store. Please check your course Web CT or more information. In addition, a number of readings on the course outline are available electronically. The links will be posted on the course website. The text and the required readings are also available on reserve at the university library for your consultation.

## COURSE REQUIREMENTS AND GRADING CRITERIA

Students will be evaluated on five graded components.

In class Mid-Term (Oct. 7)	20%
Essay (Nov. 25)	30%
Attendance & Participation in tutorial	10%
Presentation in group discussions	5%
Final Exam (Dec 9-22)	35%

- ***In class mid-term exam*** (20%), to be held on October 7. The exam will be based on course lectures, readings, and group discussions to date. You will receive the exam results on 21 October, 2010 as per Faculty of Public Affairs Undergraduate Teaching Regulations and Procedures (Section 4.1).
- ***Essay*** (30%), due in class on November 25. Late papers must be dropped off in the mailbox outside the Political Science office (B640 Loeb); late papers will be accepted until December 7, 2010. 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 October 7. Students may choose one of these topics or select their own in consultation with the TA or the instructor. The paper should be approximately 10-12 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 (10%)**. 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.
- **Final exam (35%)**, scheduled by the Faculty of Public Affairs (Dec 9-22). The exam will 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.

## **COURSE SCHEDULE**

### **September 9**

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

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

Film: *I was a Teenage Feminist: A Documentary about Defining the F-Word.*

Tremblay and Trimble, Chapter 1: skim.

### **September 16**

#### **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?*

(W) Caroll, Susan. 2009. “Reflections on Gender and Hilary Clinton’s Presidential Campaign: The Good, the Bad, and the Misogynic.” *Politics and Gender* 5, no.1: 1-20.

(W) King, Deborah. 1988. “Multiple Jeopardy, Multiple Consciousness: The Context of Black Feminist Ideology.” *Signs* 14, no. 1: 42-72.

## September 23

### **Histories of Exclusion and Organising for Civil and Political Rights in Diverse Contexts *Perspectives from the North and the South***

*How do women participate in politics? How did women's political action influence political developments and state structures in the North? What was the nature of women's mobilisation in nationalist movements and struggles against colonial or authoritarian regimes? Why did women's participation in liberation movements in some cases (for example, South Africa) lead to greater inclusion of women in formal politics whereas similar levels of engagement elsewhere did not result in such outcomes?*

Pateman, Carole. 1994. "Three Questions about Womanhood Suffrage." In *Suffrage and Beyond: International Feminist Perspectives*, ed. Caroline Daley and Melanie Nolan, 331-348. New York: New York University Press.

Jayawardena, Kumari. 1986. Introduction to *Feminism and Nationalism in the Third World*, 1-24. London: Zed.

#### Recommended Reading:

(W) Hassim, Shireen. 2002. "A Conspiracy of Women: The Women's Movement in South Africa's Transition to Democracy." *Social Research* 69, no. 3: 693-732.

## September 30

### ***The Politics of Women's Mobilisation in the North and the South***

*How do we understand the second and third waves of feminism in the North? What similarities and difference characterise feminist organising in the North and the South? What kind of organisational and discursive strategies are used by various women's groups across the globe?*

Newman, Jacquetta and Linda White. 2006. "Women's Movement in Canada." In *Women, Politics and Public Policy: The Political Struggles of Canadian Women*, ed. Jacquetta Newman and Linda White, 66-87, 93-95. New York: Oxford University Press.

Chinchilla, Norma Stolz. 1994. "Feminism, Revolution and Democratic Transitions in Nicaragua." In *The Women's Movement in Latin America: Participation and Democracy*, ed. Jane Jaquette, 177-197. Boulder, Colorado: Westview Press.

## October 7

### **Midterm and Group Discussion**

*How do young women and men view feminist ideologies in society and polity at present?*

Trimble and Tremblay, Chapter 11.

## **October 14**

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

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

Tremblay and Trimble, Chapters 3, 4, and 9.

Recommended Reading:

(W) Bauer, Jacqui. 2009. "Women and the 2005 Election in Liberia." *Journal of Modern African Studies* 42, no. 2: 193-211.

## **October 21**

### **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?*

Tremblay and Trimble, Chapters 2 and 12.

(W) Jalalzai, Farida and Mona Lena Krook. 2010. "Beyond Hilary and Benazir: Women's Political Leadership Worldwide." *International Political Science Review* 31, no.1: 5-21.

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

Recommended Reading: "In the Eyes of the Beholders: Gender and Leader Popularity in a Canadian Context," Tremblay and Trimble, Chapter 10.

## **October 28**

### **Gender and Political Parties**

*Do political parties represent women's interests? What factors explain the failure of feminist political parties?*

Tremblay and Trimble, Chapters 6 and 7.

(W) Dominelli, Lena and Gudrun Jonasdottir. 1988. "Feminist Political Organization in Iceland: Some Reflections on the Experience of Kwenna Frambothid." *Feminist Review* 30: 36-60.

## **November 4**

### **Debates on 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?*

(E-BOOK) Philips, Anne. 1995. "Quotas for Women." In *The Politics of Presence: The Political Representation of Gender, Ethnicity and Race*, 57-83. New York: Oxford University Press.

(W) Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes.'" *Journal of Politics* 61, no. 3: 628-657.

Balligton, Julie and Drude Dahlerup. 2006. "Gender Quotas in Post-Conflict States: East Timor, Afghanistan and Iraq". In *Women, Quotas and Politics*, ed. Drude Dahlerup, 249-258. New York: Routledge.

## **November 11**

### **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?*

Tremblay and Trimble, Chapter 5 and 8.

(W) Goetz, Anne Marie. 2002. "No Shortcuts to Power: Constraints on Women's Political Effectiveness in Uganda". *Journal of Modern African Studies* 40, no. 4: 549-575.

## **November 18**

### **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?*

(W) Mazur, Amy and Dorothy McBride. 2007. "State Feminism since the 1980s: From Loose Notion to Operationalized Concept." *Politics and Gender* 3, no. 4: 501-513.

Dobrowolski, Alexandra. 2009. "Charter Champions? : Equality Backsliding, the Charter and the Courts." In *Women and Public Policy in Canada: Neoliberalism and After?*, ed. Alexandra Dobrowolsky, 205-225. New York: Oxford University Press.

Gilman, Sarah. 2007. "Feminist Organizing in Tunisia: Negotiating Transnational Linkages and the State". In *From Patriarchy to Empowerment: Women's Participation, Movements, and Rights in the Middle East, North Africa and South Asia*, ed. Valentine Moghadam, Syracuse: Syracuse University Press.

## **November 25**

### **Shaping Informal Politics, Setting New Agendas, and Gendering the "Political"**

Mackinnon, Catherine. 2006. "Women's September 11: Rethinking the International Law of Conflict." In *Are Women Human? and other International Dialogues*, 259-278. Cambridge: Harvard University Press.

Mohanty, Chandra. 2003. "Women Workers and the Politics of Solidarity." In *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*, ed. ,139-168. Zubaan: Kali for Women.

(W) Hawthorne, Susan. 2007. "Land, Bodies and Knowledge: Biocolonialism of Plants, Indigenous Peoples, Women and People with Disabilities." *Signs* 32, no. 2: 314-322.

## **December 2**

### **Course Review**

### **Politics Beyond Borders**

Malkki, Liisa. 2009. "Speechless Emissaries" In *Cultures of Fear: A Critical Reader*, eds. Linke, Ulrike and Danielle Taana Smith, 101-116. New York: Pluto Press.

Tripp, Aili Mari (2006). "The Evolution of Transnational Feminisms: Consensus, Conflict and New Dynamics". In *Global Feminisms: Transnational Women's Activism, Organizing and Human Rights*, eds. Myra Marx Ferree & Aili Mari Tripp, 51-75. New York: New York University Press.

### **Academic Accommodations**

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by November 15 2010 for December examinations and March 11 2011 for April examinations.

**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](http://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 include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Oral Examination:** At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

**Submission and Return of Term Work:** Papers must be handed directly to the instructor 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. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

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.

Course Requirements: Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

Connect Email Accounts: All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

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 in the after-hours academic life 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, please email [carletonpss@gmail.com](mailto:carletonpss@gmail.com), visit our website at [poliscisociety.com](http://poliscisociety.com), 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.

