

**PSCI 2500B Winter 2021
Gender and Politics
Tuesday 11:35am -1:25pm
This course will be held remotely online**

Instructor: Akaysha Humniski

Online Office hours: Tuesday 1:30pm-3:30pm or by appointment

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Course description:

This course introduces students to broad topics in gender and politics and will proceed in three sections. In the first section, we will explore gender as a critical analytical category and examine dominant feminisms, positionality, and the constructions of gender. The second section will focus, on the multiplicity of identity and the politics of diversity through unpacking the debates that address the gendered dynamics of equality, “sameness”, and difference. The third section of this course will examine participation and representation in formal and informal politics, focusing on political economy, parliamentary norms, and policy strategies and challenges. In this course we will explore some of the theoretical approaches prominent in the study of gender and politics, as well as engage in debates surrounding the gendered dimensions of inclusion, participation, and representation.

Course format:

This course is **blended** and will involve participating in **synchronous lectures** as well as **asynchronous discussion forums**. Each week the synchronous period (Tuesday 11:35-1:25pm) will include both a formal lecture as well as a structured question period where students will submit questions and are encouraged to participate. The discussion groups for the class are being fostered asynchronously and will consist of weekly discussion forums on CULearn. Students are expected to engage with this course on a weekly basis, which includes reading the assigned articles, attending lecture, engaging in the question period, as well as participating in a forum discussion with the TA. Due to the remote character of this course, students should be prepared to self-manage their asynchronous engagement and be accountable for the material assigned. All course assignments must be uploaded to the corresponding dropboxes on CULearn by 11:59 pm on the due date.

Learning outcomes:

By the end of this course students should be familiar with the debates and themes that are present in the study of gender and politics. The objectives for this course involve students building an understanding of the various axis of identity and how they are mobilized and restricted in politics along with being able to mobilize this understanding in analyzing the formal and informal dimensions of gender and politics. In addition to this, students should consistently engage critically with the themes of the course and develop their own positions and understandings of the theories, cases, and ideas covered, making consistent use of the course materials and resources.

Reading Material:

All course reading materials are available through the Library’s online reserve system (ARES) or are posted on CULearn. Articles marked with a * are available on CULearn.

Evaluation at a Glance:

Discussion Questions **10%** (2 x 5%)

Forum participation **20%**

Critical Review Essay **15%**

Midterm Examination **20%**

Research Paper Outline **10%**

Final Research Paper **25%**

Late Penalties:

All assignments should be uploaded to the corresponding drop box on CULearn by 11:59 pm on the due must be uploaded in an accessible format (doc, docx, pdf, etc.). Students will be penalized up to 3% per day for late submissions, however should appropriate documentation be provided these penalties would be waived (See academic accommodations below for details on documentation during COVID).

Evaluation in Detail:

- ***Discussion Questions (2x 5%= 10%) DUE Weekly***

Twice-per-term students will submit 3-5 discussion questions based on the assigned readings and theme for the week. These questions must be submitted by 11:59pm on the Monday prior to the class on which they focus. These questions should draw on the assigned readings and provide the basis for discussion during the question period that follows the lecture. A sign-up forum will be posted on CULearn, and students should select the two weeks for which they would like to submit questions. These questions will also be expanded on in the discussion group forums for the week.

- ***Discussion Group Forum Participation (20%) DUE Weekly***

Students are expected to read the assigned readings in advance of each class, attend the lecture and question period, and be prepared to discuss the content of the readings and the lecture in a discussion group forum. These forums are designed to be a discussion space, where everyone can engage with the material for the week in a less formal or structured fashion. The forums are the tutorial or discussion group space for this course where students get to engage with the TA. They should be used to work through ideas, engage in respectful debates, and pose new questions or contentions on the topics of the week. Each week, the forum will become open during the course time slot and it will be available for 7 days. Students are expected to participate and engage with these forums on a continuous and *weekly* basis.

- ***Critical Review Essays (15%) DUE February 9th***

Students will complete one 1000 word critical review of an assigned or recommended reading for the course. This paper should a) summarize the key themes of the reading and b) engage in critical analysis. Students are not required to use external sources and are encouraged to substantiate their own position.

- ***Midterm Exam (20%) OPEN March 1st- DUE March 2nd (@ 11:59 pm)***

Students will complete a midterm examination on course material drawing from the first 7 weeks of the course. It will make use multiple choice, short answer, and long answer questions and take place on CULearn. Students may initiate the midterm only once and they will have a time frame within which to complete the midterm once it is initiated.

Students will have **36 hours** within which to initiate the midterm from time of posting, after which submissions will no longer be accepted.

- **Research Paper Outline (10%) DUE March 16th**

Students will complete an outline of their projected final research paper, wherein they provide a research question, thesis statement, an outline of the body of the paper, as well as a sample bibliography. Students may choose from a list of topics provided on CULearn or choose their own in concert with the Instructor or TA. The TA will provide feedback and it is expected that students will integrate this feedback into their final papers.

- **Final Research Paper (25%) DUE April 14th**

Students will complete a 2500 word research paper on a topic pertaining to gender and politics, that is reflective of the themes discussed in the course. Students may choose from a list of topics provided on CULearn or choose their own in concert with the Instructor or TA. This paper will make use of at least 6 peer-reviewed academic sources and students are encouraged to use statistics or government documents to supplement their arguments.

Course Schedule:

This course is a **blended** course that has **both synchronous and asynchronous components**, that all need to be completed for full engagement with the course. The schedule below constitutes the time frames for the lectures, when materials will become available, and the dates on which assignments and midterms are due. Students are responsible for keeping up with their course work and completing their work in a timely manner. Students are expected to do the **weekly readings** outlined below and participate in **weekly assessments** (forums), along with attending lecture and completing the assignments detailed above.

- **Week 1 (January 12th) Overview of the Course: Privilege and Positionality**

Required Readings

*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

Donna Haraway. 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." *Feminist Studies*, 14(3): 575–599.

Recommended Readings

Sandra Harding. 2004. "Rethinking Standpoint Epistemology: What is 'Strong Objectivity'?" *The Feminist Standpoint Theory Reader* (pp. 127–140). New York: Routledge.

Susan Hekman. 2004. "Truth and Method: Feminist Standpoint Theories Revisited." In S. Harding, Ed., *The Feminist Standpoint Theory Reader* (pp. 225–241). New York: Routledge.

Brooke Ackerley and Jacqui True. 2008. "Reflexivity in Practice: Power and Ethics in Feminist Research in International Relations." *International Studies Review*, 10(4): 693–707.

- **Week 2 (January 19th) Constructions of Gender: Theories and Approaches**

Required Readings

Mary Wollstonecraft. 2004. *A Vindication of the Rights of Woman*. Charlottesville, VA: InteLex Corporation. (Introduction and Chapter IV.)

R. W. Connell and James M. Messerschmidt. 2005. "Rethinking Hegemonic Masculinities." *Gender and Society*, 19(6): 829–859.

Recommended Readings

Carol Gilligan. 1982. *In a Different Voice: Psychological Theory and Women's Development*. Mass: Harvard University Press. (Chapter I)

Mary Hawkesworth. 2013. "Sex, Gender, and Sexuality: From Naturalized Presumption to Analytical Categories" in G. Waylen et al. Eds. *Oxford Handbook of Gender and Politics* (pp. 31-47). Oxford: Oxford University Press.

Judith Butler. 2006. *Gender Trouble: Feminism and the Subversion of Identity*. NY: Routledge. [pp. 1–44]

David Valentine. 2007. *Imagining Transgender: An Ethnography of a Category*. Durham: Duke University Press. [pp. 14–65]

- **Week 3 (January 26th) Theorizing "Equality", "Difference", and "Sameness"**

Required Readings

Iris Marion Young. 1997. *Intersecting Voices: Dilemmas of Gender, Political Philosophy and Policy*. New Jersey: Princeton University Press. [pp. 12–37]

Rosemary Garland-Thomson. 2002. "Integrating Disability, Transforming Feminist Theory." *NWSA Journal*, 14(3): 1–32.

Recommended Readings

Maria Lugones. 2010. "Toward a Decolonial Feminism." *Hypatia*, 25(4), pp. 742–759

Glen Coulthard. 2007. "Subjects of Empire: Indigenous Peoples and the 'Politics of Recognition' in Canada." *Contemporary Political Theory*, 6, pp. 437–460.

Combahee Rivers Collective. 1979. "A Black Feminist Statement". *Off Our Backs*, 9(6), pp. 6–8.

- **Week 4 (February 2nd) Intersectionality and the Multiplicity of Gender**
- *Guest Lecture: Amanda Roberts, Ph.D. Candidate in Political Science*

Required Readings

*Sojourner Truth. "Ain't I A Woman?: Available on CULearn

*Kimberlé Crenshaw. 1989. "Demarginalizing the Intersection of Race and Sex: a Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." *University of Chicago Legal Forum*. 1(8). Available on CULearn.

Ann Garry. 2011. "Intersectionality, Metaphors, and the Multiplicity of Gender." *Hypatia* 26(4), pp. 826–850

Recommended Readings

Patricia Hill Collins. 2017. "Intersectionality's Definitional Dilemmas." *Annual Review of Sociology* 41, pp.1-20

Leslie McCall. 2005. "The Complexity of Intersectionality," *Signs*, 30(3), pp. 1771-1800;

- **Week 5 (February 9th) Colonialism and Decolonial Feminisms (Critical Review DUE)**

Required Readings

Kiera Ladner. 2009. "Gendering Decolonization, Decolonizing Gender," *Australian Indigenous Law Review* 62, pp. 62-77.

Chandra Talpade Mohanty. 1991. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." In Chandra Talpade Mohanty, Ann Russo & Lourdes Torres, Eds., *Third World Women and the Politics of Feminism*, Bloomington: Indiana University Press. [pp. 51–75].

Recommended Readings

Leila Abu-Lughod. 2001. "Orientalism and Middle East Feminist Studies." *Feminist Studies*, 27(1), pp. 101–113.

Dipesh Chakrabarty. 1992. Provincializing Europe: Postcoloniality and the Critique of History. *Cultural Studies*, 6(3), 337–357.

Ann Laura Stoler. 1989. "Making Empire Respectable: The Politics of Race and Sexual Morality in 20th Century Colonial Cultures." *American Ethnologist*, 16(4): 634–660.

- **Week 6 Winter Reading Break (No lecture or Forums this week)**
- **Week 7 (February 23rd) Gender and the Politics of Diversity**

Required Readings

Susan Moller Okin. 1998. "Feminism and Multiculturalism: Some Tensions." *Ethics*, 108 pp. 661–684.

Uma Narayan. 2002. "Minds of Their Own: Choices, Autonomy, Cultural Practices, and Other Women." In L. M. Antony and C. Witt, Eds., *A Mind of One's Own: Feminist Essays on Reason and Objectivity*, Cambridge: Westview Press. [pp. 418–432].

Recommended Readings

Nancy Fraser. 1997. "From Redistribution to Recognition? Dilemmas of Justice in a 'Postsocialist Age'" In N. Fraser. Ed., *Justice Interruptus: Critical Reflections on the "Postsocialist" Condition*. NY: Routledge. [pp. 11–39]

Saba Mahmood. 2005. *Politics of Piety: The Islamic Revival and the Feminist Subject*. Princeton: Princeton University Press. [pp. 1–39]

Susan Okin. 1999. "Reply." In J. Cohen, M. Howard, and M. Nussbaum, Eds., *Is Multiculturalism Bad for Women?*, Princeton: Princeton University Press [pp. 117–131].

- **Week 8 (March 2nd) MIDTERM DUE (Midterm opens March 1st)**
- **Week 9 (March 9th) Gendering Work, Care, & Everyday Political Economy**
Question Period with Dr. Stephanie M. Redden, Institute of Political Economy, Carleton University

Required Readings

V. Spike Peterson. 2005. "How (the meaning of) Gender Matters in Political Economy." *New Political Economy* 10(4). pp. 499-521.

Nancy Fraser. 2018. "Crisis of Care? On the Social-Reproductive Contradictions of Contemporary Capitalism." In T. Bhattacharya Eds., *Social Reproduction Theory: Remapping Class, Recentering Oppression*. London: Pluto Press [pp.21-37]

Stephanie M. Redden. 2016. "What's on the Line?: Exploring the Significance of Gendered Everyday Resistance Within the Transnational Call Center Workplace." *Globalization* 13(6), pp. 846-860.

Recommended Readings

Rhacel Salazar Parreñas. 2001. *Servants of Globalization: Women, Migration, and Domestic Work*. Stanford, California: Stanford University Press. (Chapter II)

Elisabeth Prugl. 2015. "Neoliberalizing Feminism" *New Political Economy* 20(4)pp. 614-631.

Maxine Molyneux. 2006. "Mothers at the Service of the New Poverty Agenda: Progres/Oportunidades, Mexico's Conditional Transfer Programme." *Social Policy and Administration* 40(4) pp. 425-449.

- **Week 10 (March 16th) Gender and the Welfare State (Research Paper Outline DUE)**

Required Readings

Jane Lewis. "Gender and the Development of Welfare State Regimes," *Journal of European Social Policy*, 2, 1992.

Evrin Altintas and Oriell Sullivan. 2017. "Trends in Fathers' Contribution to Housework and Childcare under Different Welfare Policy Regimes." *Social Politics: International Studies in Gender, State & Society* 24(1) pp. 81-108.

Recommended Readings

Krista Brumley. 2014. "The Gendered Ideal Worker Narrative," *Gender and Society*, 28(6) pp. 799-823

Pateman, Carole 1988, "The Patriarchal Welfare State" in C. Peirson and F. Castles (Ed.) *The Welfare State Reader*, Polity Press. pp. 134-151.

Debora Lopreite and Laura Macdonald. 2013. "Gender and Latin American Welfare Regimes: Early Childhood Education and Care Policies in Argentina and Mexico," *Social Politics* pp. 1-23;

- **Week 11 (March 23rd) Participation and Representation in Politics**

Required Readings

Sarah Childs and Mona Lena Krook, 2009. "From Critical Mass to Critical Actors," *Government and Opposition*, 44(2), pp. 125-145

Mary Hawkesworth, 2003. "Congressional Re-Enactments of Race-Gender," *APSR*, 97(4), pp. 529-550.

Karen Celis and Bram Wauters. 2010. "Pinning the Butterfly: Women, Blue-Collar and Ethnic Minority MPs vis-à-vis Parliamentary Norms and the Parliamentary Role of the Group Representative." *The Journal of Legislative Studies* 16(3) pp. 380-393.

Recommended Readings

Jane Mansbridge. 1999, "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes'." *Journal of Politics* 61(3), pp. 628-657.

Andrea Chandler. 2016. "Women on Corporate Boards: a Comparison of Parliamentary Discourse in the United Kingdom and France," *Politics & Gender* 12(3), pp. 443-468.

- **Week 12 (March 30th) Gender and Policymaking: Strategies for Inclusion**

Required Readings

Mona Lena Krook. 2008. "Quota Laws for Women in Politics: Implications for Feminist Practice," *Social Politics* 15(3), pp. 348-69.

Maria Stratigaki. 2005. "Gender Mainstreaming vs Positive Action: An Ongoing Conflict in EU Gender Equality Policy." *European Journal of Women's Studies* 12(2), pp. 165-186.

Recommended Readings

Carol Bacchi. 2004. "Policy and discourse: challenging the construction of affirmative action as preferential treatment", *Journal of European Public Policy* 11(1), pp. 128–46.

Marysia, Zalewski (2010). "'I don't even know what gender is': a discussion of the connections between gender, gender mainstreaming and feminist theory". *Review of International Studies*. 36, pp. 3-27.

Isabella Crespi. 2009. "Gender differences and equality issues in Europe: critical aspects of gender mainstreaming policies." *International Review of Sociology*, 19(1), pp.171-188.

• **Week 13 (April 6th) Gender in Policymaking: Normative Challenges**

Required Readings

Christina Bergqvist, Elin Bjarnegard, and Per Zetterberg. (2016), "The Gendered Leeway: male privilege, internal and external mandates, and gender-equality policy change," *Politics, Groups and Identities* 4, pp. 576-592.

Raewyn Connell, 2005. "Change Among the Gatekeepers," *Signs*, 30(3), pp. 1801-1825.

Recommended Readings

Chappell, Louise. 2006. "Comparing political institutions: Revealing the gendered "logic of appropriateness"". *Politics and Gender*, 2(2), pp. 223-235

Lombardo, Emanuela (2003) 'EU Gender Policy: Trapped in the "Wollstonecraft Dilemma"?'', *The European Journal of Women's Studies*, 10(2), 159-180

• **Week 14 (April 13th) Civil Society and Feminist Social Movements**

Required Readings

Valentine Moghadam. 2020. "Gender regimes in the Middle East and North Africa: The Power of Feminist Movements." *Social Politics* 27(3): 467–85

Dara Z. Strolovitch. 2006. "Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender." *Journal of Politics* 68(4), 894-910.

Recommended Readings

Pauline Cullen. 2015 "Feminist NGOs and the European Union: Contracting Opportunities and Strategic Response". *Social Movement Studies: Journal of Social, Cultural and Political Protest*: 14(4), pp. 410-426

Charles Tilly. "Social Movements: Contentious Politics and Social Change," *African Studies (Johannesburg)*, 56,1, 1997: 51 - 66.

• **April 14th (Final Research Paper DUE by 11:59 pm)**

Academic Accommodations

Accommodations during COVID

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available

here: https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf

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:

- **Pregnancy**

Please 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

- **Religious obligation**

Please 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

- **Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made.

- **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 is 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: carleton.ca/sexual-violence-support

- **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 must be provided to students who compete or perform at the national or international level. Please 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.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

- **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.

More information on the University’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>

- **Intellectual property**

Online classroom teaching and learning activities, including lectures, discussions, presentations, etc. – by both instructors and students – are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes, videos, and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Submission of Term Work

This course is being delivered remotely online. Due to this, papers and assignments must be submitted electronically to the allocated dropboxes provided on CULearn for assessment. Feedback and commentary will be provided, as necessary, on electronically on CULearn.

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. By hosting social events, including Model Parliament, debates, professional development sessions and more, 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 our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

The course outline posted to the Political Science website is the official course outline.