

**PSCI 2500 B**  
**GENDER AND POLITICS**  
Wednesday 11.35 am - 1:25 pm  
This Course will be held remotely online.

**Instructor: Gopika Solanki**

**Office Hours on Zoom: Wednesday, 4- 5 pm by appointment; Thursday 3-4 pm drop in**

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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.

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

## **COURSE FORMAT**

### **Lectures**

This course is organized around synchronous lectures and synchronous group conferences. You will be responsible for regular attendance to lectures and group conferences on Zoom. Lectures will not be recorded for privacy and security reasons.

### **Group Conferences**

You are expected to have all relevant readings and reading notes with you while attending your respective group conference. Discussions in group conferences are meant to help you identify the main arguments and the significance of each reading with respect to the overarching themes of the course. You will be assigned discussion questions and activities which draw upon and expand the assigned course materials. Your individual presentations will be scheduled during this time. Group conferences begin on Week 2 (January 19) and end on Week 12 (March 30).

## **COURSE TEXT**

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

This title is only available in the library as a 3-user e-book. I am sharing a short video by the library to make you aware of the etiquette so that you don't clock access for other students. Here is the link: [https://mediaspace.carleton.ca/media/ebook+etiquette/1\\_pubms14p](https://mediaspace.carleton.ca/media/ebook+etiquette/1_pubms14p)

All other readings are on Ares.

## **COURSE REQUIREMENTS AND GRADING CRITERIA**

Students will be evaluated on five graded components.

<b>Assignment</b>	<b>Due Date</b>	<b>Weight</b>
Midterm	February 9	20%
Essay	March 30	25%
Attendance in Tutorials	Ongoing; Cumulative	10%
Participation in Tutorials	Ongoing; Cumulative	10%
Presentation in Tutorial	Ongoing; Cumulative	5%
Final Examination	April 28	30%

**Essay (25%)**, due on March 30.

A list of 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 TA or the instructor. Your essay should be related to major themes covered in class and show insight into the issues that goes beyond what has been covered in class. Students will be graded on the overall understanding of the material covered, the clarity of presentation, the logical consistency of the arguments and the strength of evidence supporting the argument. Essays should be approximately 10-12 pages (double-spaced) in length. Essays should be formatted for 1-inch margins, use a standard 12 pt font (e.g., Times New Roman, Arial, Calibri), include page numbers, and consistently adhere to an accepted citation style (MLA, APA, Chicago, etc). Essays should also include a separate title page with an original title, the student's name, Carleton ID number, the class name, and the instructor's name. Essays must also include a properly formatted bibliography that cites a minimum of ten credible academic sources.

**Take Home Mid-term exam (20%)**, Due on February 9. The exam will be based on course lectures, readings, and group discussions to date. You will receive the exam results on February 16 as per Faculty of Public Affairs Undergraduate Teaching Regulations and Procedures. The exam includes one long essay type question and two short questions. It will be distributed one week in advance of the due date. The midterm will be based on lectures and assigned readings. Your answers should demonstrate the grasp of the relevant material covered in class and in the readings. You are expected to provide essay-type answers (2-3 pages, double spaced) to the long question. Short Answers are no longer than one page, double-spaced. No additional reading or research is required beyond the syllabus and class lectures. The midterm is *DUE by 5pm ET on Brightspace, on February 9.*

**Attendance in Group Conferences (10%)**

You are expected to come to the group conference having done the readings. You should be prepared to ask questions, discuss the content of the readings, and share relevant analytical points and observations.

**Participation in Group Conferences (10%)**

Student participation will be evaluated on the basis of two components.

*Contribution to Discussions*

Students will be evaluated on the frequency and quality of participation in group conferences.

*Group Discussion Activities in Group Conferences*

You will be split into different sub-groups during most group conferences and assigned discussion questions. The discussion questions will be uploaded on Brightspace every week. The goal is for the sub-group to take a few minutes to reflect on the key ideas of the readings, gather perspectives around the assigned questions and discuss them internally as well as with the broader group. The

notes taken during sub-group discussion (roughly 5-7 sentences per discussion question) should be submitted on Brightspace every week and these will count toward your participation grade. All sub-groups are responsible for submitting their notes after each session. All sub-group members will receive identical marks.

**Presentation in group conferences (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 (30%).** Due on April 28<sup>th</sup>. The takehome final examination is non-cumulative. The exam will emphasize the course readings, discussions, and course lectures of the latter half of the course. The final exam will be distributed on 23<sup>rd</sup> March. The final exam will include two long questions and about three to four short questions. Your answers should demonstrate the grasp of the relevant material covered in class and in the readings. You are expected to provide essay-type answers (2-3 pages, double spaced) to the long question. Short Answers are no longer than one page, double-spaced. No additional reading or research is required beyond the syllabus and class lectures. The final exam is *DUE by 5pm ET on Brightspace, on April 28.*

**Note:** 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. Students who cannot participate in the group conference because of valid reasons, will be required to produce a 750-word (max) summary comparing the week's texts (the summary should consider similarities or differences in arguments). This must be handed in within seven days (by next Wednesday). Failure to hand this in by Thursday will result in 2 mark taken off (out of 20) for attendance and participation.

**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.

## **COURSE SCHEDULE**

### **January 12**

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

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

Film Screening and Discussion: *The Codes of Gender: Identity and Performance*

*Recommended readings:*

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

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

## **January 19**

### **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.

Catherine MacKinnon. 1989. *Toward a Feminist Theory of the State*. Boston: Harvard University Press. Chapter 8.

Connell, R. W., and James W Messerschmidt. 2005. “Hegemonic Masculinity: Rethinking the Concept.” *Gender & Society* 19(6): 829–859.

*Recommended reading:*

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

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

## **January 26**

### **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?*

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

Leung Rebecca and Williams R. 2019. #MeToo and Intersectionality: An Examination of #MeToo Movement through the R.Kelly Scandal.” *Journal of Communication Inquiry* 43(4): 349-371.

*Recommended reading:*

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

## **February 2**

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

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

Deckman, Melissa, and Cassese, Erin. 2019. Gendered Nationalism and the 2016 US Presidential Election: How Party, Class, and Beliefs about Masculinity Shaped Voting Behavior. *Politics & Gender* 1-24.

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.

Johnson, Carol and Blair Williams. 2020. “Gender and Political Leadership in the time of COVID.” *Politics and Gender* 16(4): 943-950.

*Recommended reading:*

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

## **February 9**

### **Midterm Due**

*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?*

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

Tischner, Irmgard, Helen Malson, and Kelly Fey. 2021. “Leading Ladies: Discursive Constructions of Women Leaders in the UK Media.” *Feminist Media Studies* 21(3): 460–76.

*Recommended reading:*

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

## **February 16**

### **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?*

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

Shin, Ki-Young. 2019. "An Alternative Form of Women's Political Representation: *Netto*, a Proactive Women's Party in Japan" *Politics and Gender* 16(1): 78-98.

Crook Shank, Mona Lena. 2022. "Semiotic Violence against Women: Theorizing Harms against Women Politicians." *Signs* 47(2): 371-397.

## **February 23**

### **Winter Break.**

## **March 2**

### **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?*

Philips, Anne. Quotas for Women. Chapter 22.

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

## **March 9**

### **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?*

Shair-Rosenfield, Sarah and Reed M. Wood. 2017. Governing Well after War: How Improving Female Representation Prolongs Post-Conflict Peace. *Journal of Politics* 79 (3): 995-1009.

Escobar Lemmon Maria C. et al. "Breaking the Judicial Glass Ceiling: The Appointment of Women in High Courts Worldwide." *The Journal of Politics* 83(2): 662-674.

### *Recommended readings:*

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

## **March 16**

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

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

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

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

*Recommended reading:*

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

## **March 23**

### **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?*

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

Scala, Francesca and Stephanie Paterson. 2017. Bureaucratic Role Perceptions and Gender Mainstreaming in Canada. *Gender, Work and Organization* 24(6): 579-593.

*Recommended reading:*

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

## **March 30**

### **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?*

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

Rodríguez Gustá, Ana Laura. 2021. "Women's Policy Agencies and Government Ideology: The Divergent Trajectories of Argentina and Brazil, 2003–2019." *International Feminist Journal of Politics* 23(4): 625–47.

*Recommended reading:*



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

## **April 6**

### **Shaping Politics, Setting New Agendas, Formulating Policies, and Gendering the “Political” Course Review**

## **Appendix**

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### **Covid-19 Information**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) When accessing campus you must fill in the [COVID-19 Screening Self-Assessment in cuScreen](#) each day before coming to campus. You must also check-in to your final destination (where you plan on being longer than 15 minutes) within a building using the [QR location code](#).

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton’s COVID-19 response and required measures, please see the [University’s COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton’s COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

## **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 accommodation:*** 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](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

***Religious accommodation:*** 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](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

***Accommodations for 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](mailto: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, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit [carleton.ca/pmc](http://carleton.ca/pmc).

***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 must be provided to students who engage in student activities 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](http://students.carleton.ca/course-outline).

## **Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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](http://carleton.ca/sexual-violence-support).

## **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 includes 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.

Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

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**

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. During the COVID-19 pandemic, the departmental office will not accept assignments submitted in hard copy.

### **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

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 Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

### **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/>.

### **Official Course Outline**

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

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