

PSCI 3502 A
GENDER AND POLITICS IN THE GLOBAL SOUTH

Thursday 11:35–14:25 p.m.
This course will be held remotely online

Instructor: Gopika Solanki

Office Hours on Zoom: Thursdays 3-4 pm by appointment; Mondays 3-4 pm drop in

Email: gopikasolanki@cunet.carleton.ca

COURSE DESCRIPTION

Drawing upon selected theoretical questions in comparative politics and feminist theory, this course aims to give students an understanding of the key debates about gender and politics in the global South. The first half of the course explores the implication of gender in political processes, such as colonialism, state formation, democratization, authoritarianism, and nationalism. The second half of the course is thematically organized, and through a gendered lens, examines theoretical questions pertaining to citizenship, development, governance, political economy, ethno-religious mobilization, political ecology, indigenous politics, and cultural pluralism. The course relies on case studies from diverse regions, and compares the similarities and differences across cases.

OBJECTIVES

To gain insight on how gender and sexuality intertwined with ethnicity, religion, and class shape and are in turn impacted by colonialism and contemporary political, and socio-economic processes in the global South

To assess the emergence, ideologies, and tactics of feminist movements and their impact on gender justice in diverse local contexts

To examine the role-specific policies and developmental interventions can play in achieving parity across genders

To critically examine interconnections between sexuality, gender, cultural pluralism, and human rights

COURSE FORMAT

This course is a blended online course that is organized around asynchronous lectures and readings, and synchronous group conference. You will be responsible for regular attendance to group conferences on Zoom and for regularly watching and engaging with lecture recordings.

Lectures:

A component of this course will be delivered remotely as a series of lectures. Recorded lectures will be posted on Brightspace no later than Wednesday at 12:00 pm of every week, and you are expected to watch the lectures and complete assigned readings before the scheduled group conference each Thursday. Lectures will be divided into 20 minutes' slots and include a streamlined presentation of materials. You will have the option of listening to the lectures on your own time. Lectures will be accompanied by PowerPoint presentations; the slides will be made available to you on Brightspace.

Group Conferences

The class will be divided into two groups: students with surnames beginning with A to M [Cohort A] will attend group conferences on Thursdays from 11:35 to 12:55, and students with surnames beginning with N to Z [Cohort B] will attend group conferences on Thursdays from 1:05 to 2:25. 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 (September 16) and end on Week 12 (December 9).*

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 explore wide-ranging cases through assignments and group presentations

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

Students will learn to work in teams through in-class group work

READING

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

EVALUATION AT A GLANCE

Assignment	Due Date	Weight
Midterm	October 7	25
Short Papers	November 11; December 9	20
Research Essay	December 9	30
Presentation	Sign up by Sept. 16	5
Attendance	Ongoing; Cumulative	10
Participation	Ongoing; Cumulative	10

COURSE REQUIREMENTS AND GRADING CRITERIA

You will be evaluated on the following six graded components:

- **Midterm Examination (25)** The exam is based on course lectures, readings, and group discussions to date. 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 October 7.*
- **Short Papers (20%)** A selection of exam questions will be distributed one week in advance of the due date. These will be based on lectures and assigned readings. You are expected to provide essay-type answers to one question of your choice. The purpose of this assignment is to give you a chance to demonstrate your grasp over materials covered in classroom discussions, readings and lectures. Short papers are to be between 2-4 pages, double spaced. No additional reading or research is required beyond the syllabus and class lectures. Short papers are *DUE by 5pm ET on Brightspace, on Thursdays: November 11th, December 9th.*
- **Essay (30%)** due in class on December 9. 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.

Essays will be graded on the grasp of the relevant materials, the ability of synthesize academic literature and articulate research question/s, the strength of evidence supporting the argument, the logical consistency of the material, and clear writing style. Essays should be approximately 15-17 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 fifteen credible academic sources. Late essays will be accepted until December 13. A cumulative penalty of 2 marks per day will be applied to late submissions. If you have a medical certificate or other documentary evidence, your late paper can be exempted from the penalty.

- **Attendance (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 (15%)**

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 sessions and assigned discussion questions. The goal is for the 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 (minimum of 5 sentences per discussion question) should be submitted to me every week and these will count toward your participation grade. All groups are responsible for submitting their notes after each session. All group members will receive identical marks.

- **Presentation (5%)**

Each student will be responsible for one oral presentation. You will sign up for one presentation on a reading of your choice latest by September 23. The presentation should not be longer than 7 minutes. You are expected to summarise and analyse the main arguments of your chosen reading. You can also link the key points of the reading to other readings and themes covered that week.

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 session 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 Thursday). Failure to hand this in by Thursday will result in 2 mark taken off (out of 25) for attendance and participation.

September 9—Overview and Introduction

Recommended Background Readings:

Klasen, Stephen. (2020). "From 'Me Too' to Boko Haram: A Survey of Levels and Trends of Gender Inequality in the World." *World Development* 128: 104862.

Peletz, Michael. (2006). "Transgenderism and Gender Pluralism in Southeast Asia since Early Modern Times." *Current Anthropology* 47(2): 309-325.

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

September 16— Gender and Colonialism

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

Proschan, Frank. (2002). "Eunuch Mandarins, Soldats Mamzelles, Effeminate Boys and Graceless Women: French Colonial Constructions of Vietnamese Genders." *GLQ: A Journal of Lesbian and Gay Studies*, 8(4): 435–467.

Hanson, Holly. (2002). "Queen Mothers and Good Governance in Buganda: The Loss of Women's Political Power in Nineteenth-Century East Africa." In Jean Allman, Susan Geiger and Nakanyike Musisi (eds.), *Women in African Colonial Histories* (pp. 219–236). Bloomington: Indiana University Press.

September 23—Gender and Political Change

Gender and Nationalisms; Film Excerpts from Gandhi and The Battle of Algiers

Enloe, Cynthia. (1989). Nationalism and Masculinity. *Bananas, Beaches and Bases: Making Feminist Sense of International Politics* (pp. 42-64). Berkeley: University of California Press. 42-64.

White, Aaronette M. (2007). All the Men Are Fighting for Freedom, All the Women Are Mourning Their Men, but Some of Us Carried Guns: A Raced–Gendered Analysis of Fanon's Psychological Perspectives on War. *Signs* 32(4): 857-884.

September 30— Gender, Postcolonial State Formation, and Political Change *Gender and Democratization; Gender and Uprisings*

Moghadam, Valentine. (2014). “Modernising Women and Democratisation after the Arab Spring.” *Journal of North African Studies* 19(2): 137-142.

Kaden Paulson-Smith, Aili Mari Tripp. (2021). “Women’s rights and Critical junctures in Constitutional Reform in Africa.” *African Affairs* <https://doi-org.proxy.library.carleton.ca/10.1093/afraf/adab019>

October 7— Gender and State

Clayton, Amanda et al. (2019). “In Whose Interest? Gender and Mass–Elite Priority Congruence in Sub-Saharan Africa.” *Comparative Political Studies* 52(1): 69–101.

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.

October 14— Gender and Governance and Screening of the Film *Enemies of Happiness*

Hatem, Mervat. (1992). “Economic and Political Liberalisation in Egypt and the Demise of State Feminism.” *International Journal of Middle East Studies*, 24(2): 231–251.

Córdova, Abby, and Helen Kras. (2020). “Addressing Violence against Women: The Effect of Women’s Police Stations on Police Legitimacy.” *Comparative Political Studies* 53(5): 775–808.

October 21—Gender and Economic Policies

Agarwal, Bina. (1994). “Gender and Command over Property: A Critical Gap in Economic Analysis and Policy in South Asia.” *World Development* 22(10): 1455–1478

Seck, Papa A., Jessamyn O. Encarnacion, Cecilia Tinonin, and Sara Duerto-Valero. 2021. “Gendered Impacts of COVID-19 in Asia and the Pacific: Early Evidence on Deepening

Socioeconomic Inequalities in Paid and Unpaid Work.” *Feminist Economics* 27(1-2): 117–32.

Nicole Constable. (2016). “Reproductive Labor at the Intersection of Three Intimate Industries: Domestic Work, Sex Tourism, and Adoption.” *Positions* 24(1): 45–69.

October 28— Fall Break (Classes Suspended)

November 4— Gender and Development

Sugiyama, Natasha and Wendy Hunter. (2020). “Do Conditional Cash Transfers Empower Women? : Insights from Brazil’s Bolsa Familia.” *Latin American Politics and Society* 62(2): 53-74.

Mawdsley, Emma. (2020). “Queering Development? The Unsettling Geographies of South–South Cooperation.” *Antipode* 52(1): 227–245.

November 11— Gender, Environment, and Governance

Eastin, Joshua. (2019). “Climate Change and Gender Equality in Developing States.” *World Development* 113: 26-43.

Tsing, Anna. (2012). "Unruly Edges: Mushrooms as Companion Species." *Environmental Humanities* 1:141-54.

November 18— Gender and Indigeneity in the Global South

Rousseau, Stephanie and Anahi Morales Hudon. (2016). “Paths towards Autonomy in Indigenous Women’s Movements: Mexico, Peru, Bolivia.” *Journal of Latin American Studies* 48(1): 33-60.

Park, Clara Mi Young, and Margherita Maffii. (2017). “‘We Are Not Afraid to Die’: Gender Dynamics of Agrarian Change in Ratanakiri Province, Cambodia.” *The Journal of Peasant Studies* 44(6): 1235–1254.

November 25— Gender, Religion, and Politics

Badran, Margot. (2005). “Between Secular and Islamic Feminism/s: Reflections on the Middle East and Beyond.” *Journal of Middle East Women’s Studies* 1(1): 6-28.

Ruibal, Alba. (2021). "Using Constitutional Courts to Advance Abortion Rights in Latin America." *International Feminist Journal of Politics* 23(4): 579–599.

Martino, Wayne, and Jón Ingvar Kjarran. (2019). "The Politics of Recognizability: Giving an Account of Iranian Gay Men's Lives under Repressive Conditions of Sexuality Governance." *International journal of Middle East Studies* 51 (1): 21–41.

December 2--Gender, Conflict, and Peace Building; Screening of the Film *Rape in the Congo*

Thomas, Jakana and Kanisha Bond. (2015). Women's Participation in Violent Political Organizations. *American Political Science Review* 109(3): 488- 506.

Mama, Amina and Margo Okazawa-Rey. (2012). "Militarism, Conflict and Women's Activism in the Global Era: Challenges and Prospects for Women in Three West African Contexts." *Feminist Review* 101(1): 97–123.

December 9—Course Review; Contemporary Trends in Women's Organizing in the Global South

Conway, Janet and Nathalie Lebon. (2021). Popular Feminism: Considering a Concept in Feminist Politics and Theory. *Latin American Perspectives* 48(4): 25-48.

Shokooh Valle, Firuzeh. (2021). "Turning Fear into Pleasure: Feminist Resistance against Online Violence in the Global South." *Feminist Media Studies* 21(4):621–638.

Appendix

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) and [mandatory self-screening](#) prior to coming to campus daily.

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

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.

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.

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 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.

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.

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.

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.