

PSCI 3502 A
GENDER AND POLITICS IN THE GLOBAL SOUTH
Thursday 8:35–11:25 am
Please confirm location on Carleton Central

Instructor: Gopika Solanki
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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

Lectures

This course is organized around lectures, group discussions, mock trials, and in-class activities. You will be responsible for regular attendance at lectures and group discussions. You are expected to have all relevant readings and reading notes with you while attending lectures and group discussions. Multiple tools will be used to achieve classroom engagement including films, videos, a variety of texts, and group work.

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 12	20
Final Take-home Examination	December 22	25
Research Essay	December 7	25
Individual Presentation	Sign up by Sept. 21	10
Mock Trial/Group Debate Group Presentation (written)	November 23	10
Mock Trial/Group Debate Group Presentation (Oral)	November 23	10

COURSE REQUIREMENTS AND GRADING CRITERIA

You will be evaluated on the following six graded components:

- **In Class Midterm Examination (20%)** This exam is based on course lectures, readings, and group discussions to date. 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 (2-4 pages, single spaced) to the long question. Short answers are no longer than one page. No additional reading or research is required beyond the syllabus and class lectures.
- **Take-home Examination (25%)** A take-home final examination will be distributed on December 5. This exam will be based on lectures and assigned readings. The purpose of this assignment is to give you a chance to demonstrate your grasp over materials covered in classroom discussions, readings and lectures. The exam will include long essay type questions and short questions. You are expected to provide essay-type answers (2-3 pages, double-spaced) to two long questions of your choice. 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 examination is *DUE by 5pm ET on Brightspace, on December 22.*
- **Essay (25%)** due on December 7. 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 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 12-15 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 consistent 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 twelve credible academic sources. Late essays will be accepted until December 12. 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.

- **Mock Trial/Group Debate (20%)**

Due in class on November 23, this assignment is a creatively modified simulation of trial proceedings in which groups of students will debate the pros and cons of contemporary debates highlighting the tension between women's rights and cultural practices in the global South. Students will be divided into groups by September 28. The groups will select their topics, pick debating sides, and will collectively play the role of lawyers and

the jury in the mock trial. Each pair of groups representing opposing sides of the topic will present and defend its arguments and will try to persuade a jury to rule in its favour. The assignment will be evaluated on the basis of two components.

Oral Presentation (10%)

Group members will be evaluated on the analytical content of the materials presented and oral presentation skills. Special attention will be paid to the degree of creativity and coordination displayed in the presentation, the display of skills such as strategic thinking, questioning, listening, and developing extemporaneous as well as well-researched arguments. The goal is for the group to research academic materials on selected topics, gather perspectives around the assigned questions, discuss them internally, organize their arguments, argue or present their case, answer questions posed by their opponents, and defend their views. All group members will receive identical marks.

Written Presentation (10%)

Each group will hand in a written essay (6-8 pages, double-spaced) based on the oral presentation on the day of the mock trial. Groups will be evaluated on the breadth and depth of research conducted on the selected topic, the critical analysis of the material, and the analytical quality of the content. Group members will work collectively on this assignment and all group members will receive identical marks.

- **Presentation (10%)**

Each student will be responsible for one oral presentation in class. You will sign up for one presentation on a reading of your choice latest by September 28. The presentation should not be longer than 7 minutes. You are expected to summarise and analyze 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.

September 7—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 14— 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 21—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 28— 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* 120(480): 365-389.

October 5— Gender and State

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.

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

October 12— In Class Midterm

October 19— 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.

Holvikivi, Aiko. (2023). “Contending with Paradox: Feminist Investments in Gender Training.” *Signs* 48(3): 533-555.

October 26— Fall Break

November 2—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.

Mun Young Cho. (2023). “Intersecting Labor in the Social Factory: Trajectory of a Migrant Woman in South China.” *positions* 31 (2): 379–402.

November 9— 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 16— Gender, Environment, and Governance

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

Packer, Melina. (2022). “Becoming with Toxicity: Chemical Epigenetics as Racializing and Sexualizing Assemblage.” *Hypatia* 37(1): 2-26.

November 23— Gender, Religion, and Politics; Mock Trial and Classroom Debate

Schrago, Sophie. (2022). “Reclaiming Religious and Legal Authority: An Ethnography of the Women’s Shari’a Courts in India.” *Signs* 47(2): 499-523.

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

Adriaan van Klinken and others. (2023). “Religious Leaders as Agents of Lgbtiq Inclusion in East Africa.” *African Affairs* 122 (487): 299–312.

November 30--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 7 Course Review; Indigenous Women’s Movements in the Global South

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

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.

Appendix

Student Mental Health

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

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- ***Carleton Resources:***

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- ***Off Campus Resources:***

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

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 [click here](#).

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 details, [click here](#).

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will 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. For more information, please [click here](#).

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.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy 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, websites, 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.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question 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. 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.