

PSCI 3502 B
GENDER AND POLITICS OF THE GLOBAL SOUTH

Thursday 08:35–11:25

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, religious mobilization, and cultural pluralism. The course relies on case studies from diverse regions, and compares the similarities and differences across cases.

READING

The readings on the course outline are available electronically, and the links will be posted on CULearn. The required readings are also available on library reserves.

COURSE REQUIREMENTS AND GRADING CRITERIA

Students will be evaluated on the following five graded components:

In-class Mid-term Exam (20%): February 11
Essay (30%): due March 31
Group Assignment (10%) and Group Presentation (5%): due March 17
Final Exam (35%): held during formally scheduled exam period

- **In-class mid-term exam (20%)** to be held on February 11, 2016.
This exam is based on course lectures, readings, and group discussions to date.

- **Essay (30%)** due in class on March 31. Late papers must be stamped and dropped off at the Political Science office; late papers will be accepted until April 7, 2016. These late papers are retrieved every business day at 4 p.m., stamped with that day's date, and then distributed to the instructor. A cumulative penalty of 2% per day is applied to late submissions. If you have a medical certificate or other documentary evidence, your late paper can be exempted from the penalty. Students will be given a list of essay topics on January 14, and can choose one of them or select their own in consultation with the TA or the instructor. The paper should be approximately 15–17 pages (double-spaced) in length. Students are graded on the overall understanding of the material covered, the clarity of the presentation, and the logical consistency of the arguments. For essays that will not be returned in class that you would like to have returned to you, please attach a stamped, self-addressed envelope to that essay. Assignments sent by fax or email will not be accepted.
- **Group Assignment (10%) and Group Presentation (5%)** due in class on March 17. During Week 9 (March 17), we will hold an in-class mock court organized around questions that highlight the tension between women's rights and cultural practices. Through consultation with the instructor, you can select your topic by the week of January 28, and then students will be divided into groups. On March 17, students who represent opposing sides of the debate will try to persuade a jury to rule in their favour. Further details about this assignment will be discussed in class and on CULearn. Students will also write a short essay of 6–8 double-spaced pages based on their courtroom presentation and submit it on March 17.
- **Final exam (35%)** held during the formally scheduled exam period. The exam will emphasize the course readings, discussions, and course lectures of the latter half of the course. Final exams are intended solely for the purpose of evaluation and will not be returned.

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.

January 7—Overview

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.

(W) Abu-Lughod, Leila. (2002). "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist*, 104(3):783–790.

January 14—Gender and Colonialism

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.

(W) 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.

January 21—Gender and Political Change

Gender and Nationalisms; Gender and Democratization

(W-E book) 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.

(W) 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.

(W) Hassim, Shireen (2002). A Conspiracy of Women: The Women's Movement in South Africa's Transition to Democracy. *Social Research*, 69(3), 693-732.

January 28— Gender and Political Change

Gender and the Revolutions; Gender and Political Uprisings

(W) Charrad, Mounira, and Amina Zarrugh. (2014). "Equal or Complimentary?: Women in the New Tunisian Constitution after the Arab Spring." *The Journal of North African Studies*, 19 (2): 230-243.

(W) Singerman, Diane. (2013). "Youth, Gender and Dignity in the Egyptian Uprising." *Journal of Middle East Women Studies*, 9(3):1–27.

(W) Bayard de Volo, Lorraine. (2012). "A Revolution in the Binary?: Gender and the Oxymoron of Revolutionary War in Cuba and Nicaragua." *Signs*, 37 (2): 413-439.

February 4— Gender and the State

(W) 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.

Tripp, Aili, Dior Konate, and Colleen Lowe-Morna. (2006). "Sub-Saharan Africa: On the Fast Track to Women's Political Representation." In Dahlerup Drude (ed.), *Women, Quotas and Politics* (pp. 112–137). New York: Routledge.

(W) Kang, Alice. (2009). Studying Oil, Islam, and Women as if Political Institutions Mattered. *Politics and Gender*, 5(4): 360-368.

February 11—Mid-term and Gender and Citizenship

(W) Moghadam, Valentine. (2003). "Engendering Citizenship, Feminizing Civil Society: The Case of Middle East and North Africa." *Women and Politics*, 25(½), 63–86.

(W) Yuval-Davis, Nira. (1997). Women, Citizenship and Difference. *Feminist Review*, 57(2):4–27.

February 18—Winter Break (No Classes)

February 25— Gender and Governance and Screening of the Film *Iron Ladies of Liberia*

Macaulay, Fiona. (2000). "Getting Gender on the Policy Agenda." In Elizabeth Dore and Maxine Molyneux (eds.), *Hidden Histories of Gender and the State in Latin America* (pp. 347–365). Durham: Duke University Press.

(W) Voller, Yaniv. (2014). "Countering Violence against Women in Iraqi Kurdistan: State Building and Transnational Advocacy." *International Journal of Middle East Studies*, 46(2):351– 372.

March 3— Gender and Economic Policies

Elson, Diane. (2002). "Gender Justice, Human Rights and Neo-liberal Economic Policies." In Maxine Molyneux and Shahra Razavi (eds.), *Gender Justice, Development, and Rights* (pp. 78–114). Oxford: Oxford University Press.

(W) Davids, Tine and Francien Van Driel. (2009). "The Unhappy Marriage between Gender and Globalisation." *Third World Quarterly*, 30(5):905–920.

(W) 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.

March 10-Gender and Development

Jaquette, Jane, and Kathleen Staudt. (2006). "Women, Gender, and Development." In Jane Jaquette and Gale Summerfield (eds.), *Women and Gender Equity in Development Theory and Practice* (pp. 17–52). Durham and London: Duke University Press.

(W) Cornwall, Andrea, and Althea-Maria Rivas. (2015). "From Gender Equality and Women's Empowerment to Gender Justice: Reclaiming a Transformative Agenda for Gender and Development." *Third World Quarterly*, 36(2): 396-415.

March 17— Women's Rights and Cultural Practices: Mock Court and Classroom Debate

Okin, Susan Muller. (1999). "Is Multiculturalism Bad for Women?" In Joshua Cohen, Matthew Howard, and Martha Nussbaum (eds.), *Is Multiculturalism Bad for Women?* (pp. 9–24). New Jersey: Princeton University Press.

Solanki, Gopika. (2011). *Adjudication in Religious Family Laws: Cultural Accommodation, Legal Pluralism, and Gender Equality in India* (pp.1–4, 9–29, 68–89). New York: Cambridge University Press.

March 24— Gender, Religion, and Politics

Htun, Mala. (2006). *Sex and the State: Abortion, Divorce and the Family under Latin American Dictatorships and Democracies* (pp. 142–156). Cambridge: Cambridge University Press.

Bacchetta, Paola. (2001). "Extraordinary Alliances in Crisis Situation: Women against Hindu Nationalism in India." In France Winddance Twine and Kathleen M. Blee (eds.), *Feminism and Antiracism: International Struggles for Justice* (pp. 220–244). New York: New York University Press.

Najmabadi, Afsaneh. (1991). "Hazards of Modernity and Morality: Women, State and Ideology in Contemporary Iran." In Deniz Kandiyoti (ed.), *Women, Islam and the State* (pp. 48–70). Philadelphia: Temple University Press.

March 31— Gender, Conflict, and Peace Building; and Screening of the Film *My Daughter the Terrorist*

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

(W) 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.

(W) O'Rourke, Catherine. (2015). Feminist Scholarship in Transitional Justice. *Women's Studies International Forum*, 51: 118-127.

April 7— 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.

(W) Friedman, Elisabeth. (2009). "Re(gion)alizing Women's Human Rights in Latin America." *Politics and Gender*, 5(3):349–355.

(W) Lady Katherine Galeano Sánchez and Meike Werner. (2014). "Abya Yala's Indigenous and Aboriginal Women: International Agenda of Integration and Solidarity." *Latin American Policy*, 5(2):265–278.

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and 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 me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

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 and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

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. Holding social events, debates, and panel discussions, 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 numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.

