

Carleton University
Department of Political Science
<https://carleton.ca/polisci/>

Winter 2021

Political Science 6201
Gender and Diversity: Comparative and International Politics
Blended Online format; synchronous sessions will be held on Zoom Wednesdays 9:00-11:30
regularly (but not necessarily every week)

Professor: Andrea Chandler
Phone: 613-520-2600 ext. 1418
Virtual office hours (on Zoom): (starting January 20)_Wednesdays 11:30-1:30 or by appointment
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Course Description:

This course is one of the core courses in the Gender and Diversity field group in the Ph.D. program in Political Science. The course focuses in particular on comparative, empirical and international relations literature relevant to the field of gender and diversity. The course includes attention to a variety of intersectionalities and identities, including ethnicity, race, gender identity and sexual orientation. Assigned readings include a variety of influential texts, methodological debates, and empirical analyses of particular contexts.

The goals of the course include: 1) To explore key texts and debates in Gender and Diversity, and to help to prepare students in the Ph.D. program for the comprehensive examination in that subfield, 2) to develop advanced skills in critical reading, analysis and reflection of academic literature, 3) to explore questions of methodology in gender and diversity research, particularly in comparative and IR contexts, 4) to provide opportunities to practice writing concise critical analyses in response to questions, while encouraging students move forward to identify their own future research contributions.

The course requires intensive examination and debate of assigned readings, and students are expected to have read all assigned reading in advance of the session in which they will be discussed. Students should be prepared to comment constructively on the presentations of their peers, and to receive feedback from their peers in the course. Students are encouraged to share their particular research interests as relevant to the course discussions.

Readings:

Most assigned readings will be available on Library Reserve, or in some cases, Web links will be provided to open-source material. Reserve readings will be accessible electronically through Carleton McOdrum Library's ARES system (which students can access through the course CuLearn page).

Course Requirements:

The table shows the weight of each component of the final grade. A detailed description of each component follows the table.

Attendance and participation in synchronous class discussions. These discussions will typically occur on Wednesdays throughout the term; on occasion, to be announced in advance, an asynchronous online activity (such as an online forum post) may substitute for a scheduled class session.	15%
Presentations: two, scheduled for two different themes of course discussion. Each presentation may be either: <ul style="list-style-type: none"> ■ a 10—15 minute presentation in synchronous class discussion in real time, OR ■ a brief (5-10 minute) recorded video presentation on Kaltura, and made available to other class participants by the Monday before the scheduled class, OR ■ an infographic that presents the theme as a poster, and made available to other class participants as a pdf for discussion 	2 x 10% = 20%
Two Reading response papers, each based on one of the student's class presentations	2 x 15% = 30%
Presentation to class of research in progress, for the final research paper Each presentation may be either: <ul style="list-style-type: none"> ■ a presentation in synchronous class discussion in real time, OR ■ a brief (10-minute) recorded presentation on Kaltura, and made available to other class participants for discussion, OR an infographic that presents the theme as a poster, and made available to other class participants for discussion	10%
Final research paper	25%
TOTAL	100%

- **Attendance and participation in class discussions:** Students are expected to attend synchronous sessions prepared to discuss all of the assigned readings in depth, and to participate actively in class discussion. Discussions will include work on particular questions circulated in advance.
- **Oral presentations:** The professor will draw up a schedule in which during weeks 3-9, one student will be responsible for initiating discussion on specific assigned readings, by giving a brief, focussed analytical reflection and critique of those readings. Each student

will be expected to give two presentations, on two different class dates. Oral presentations should be succinct (ca. 10-15 minutes), and students should speak to their audience in an engaging manner: no reading from a prepared text, please. (Note also the different presentation options as explained in the table on page 2).

- **Reading response papers:** Students will prepare two short papers (5-7 typed, double-spaced pages each) during the term, based on the same topics as their oral presentation; each paper will provide a critical and analytical discussion of the assigned readings for a particular week in the course. These essays should integrate, critique and contrast themes in the respective readings: they should NOT simply be descriptive summaries. Each paper should answer a specific question about the literature under discussion: the instructor will periodically provide suggested questions for discussion. For the topics they choose, students are required to prepare their paper on the class day following the scheduled oral presentation.
- **Presentation to class of research in progress for final research paper.** These presentations will take place in the final three weeks of the term. In a brief presentation (or in one of the alternative formats noted above), students should present the following: the key research question to be examined; its position in the relevant literature; tentative findings to date; and areas where the student could benefit from feedback.
- **Final Research Paper:** The longer analytical paper should be approximately 12-15 pages. In this assignment students are expected to do one of the following: a) apply the literature of one of the course topics to a particular country, region, or international event, b) provide an exhaustive and detailed critique of a particular course topic, going beyond the assigned readings to incorporate additional supplementary literature, c) explore in detail a particular debate between scholars in the academic literature relevant to gender and diversity. Due April 14, 2021.

All written papers for the course should have a clear focus and concentrate on developing an analytical argument supported with sufficient evidence. Papers should engage relevant academic literature in depth. Of the three papers assigned for the course, each must be on a different topic and each must discuss relevant assigned readings for the course. Papers should be typed, double-spaced and submitted directly to the professor in pdf or Word, in the appropriate online dropbox on CuLearn. All papers should include complete references and bibliography. Whenever you have drawn upon another author's idea, conceptualization or data, you are expected to acknowledge the source appropriately in a footnote or in-text citation. Direct quotations from sources should be used sparingly, when there is a clear purpose; and should respect fair-use conventions.

Week 1: Introduction (January 13). **No Virtual Class Today.** See post for Week 1 in CuLearn, and posted questions for discussion in Week 2; complete the reading assigned for Week 2 and be prepared to discuss on January 20.

Week 2: Foundational Thinkers (1) (January 20)

Friedrich Engels, *The Origins of the Family, Private Property and the State*. Robert C. Tucker, ed. *The Marx-Engels Reader*, 2nd ed. New York: Norton, 1978, pp. 734-59.

Sylvia Walby, *Patriarchy at Work: Patriarchal and Capitalist Relations in Employment*. Minneapolis: University of Minnesota Press, 1986. Chapters 3 and 7.

bell hooks, *Teaching to Transgress: Education as the Practice of Freedom* New York: Routledge, 1994, chapters 5 and 9.

Ruth Bader Ginsburg and Deborah Jones Merritt, "Affirmative Action: an International Human Rights Dialogue," *Rutgers Race and the Law Review*, vol. 1, no. 2, 1999, pp. 193-230.

Week 3: Foundational Thinkers (2) (January 27)

Frantz Fanon, *The Wretched of the Earth*, trans. Constance Farrington. Harmondsworth, UK: Penguin, 1970, chapter 3, pp. 119-65; Franz Fanon, *Black Skin, White Masks*, trans. Charles Lam Markmann, New York: Grove Press, 1967. Introduction, pp. 9-16.

Michel Foucault, excerpts from *The History of Sexuality, vol. 1*, trans. Robert Hurley, New York: Vintage, 1990, 1-15, 92-114; Michel Foucault, *Madness and Civilization*, New York: Vintage, 1965, chapter 3, pp. 65-84.

Edward Said, "From Orientalism," in Patrick Williams and Laura Chrisman, *Colonial Discourse and Post-Colonial Theory*, New York: Columbia University Press, 1994, pp. 132-149.

Rigoberta Menchu, *Crossing Borders*, trans. Ann Wright. London: Verso, 1998, chapter 12, pp. 211-27.

Week 4: The State and Political Representation (February 3)

Karen Beckwith, "A Common Language of Gender?" *Politics & Gender*, vol. 1, no. 1, March 2005, pp. 128-137.

Chantal Mouffe, "Feminism, Citizenship and Radical Democratic Politics," in Mouffe, *The Return of the Political* London: Verso, 1997, pp. 74-90.

Mona Lena Krook, "Quota Laws for Women in Politics: Implications for Feminist Practice," *Social Politics*, vol. 15, no. 3, 2008, pp. 348-69.

Sarah Sunn Bush, "International Politics and the Spread of Gender in Legislatures," *International Organization*, vol. 65, no. 1, January 2011, pp. 103-37.

Jill Vickers, "Bringing nations in: Some methodological and conceptual issues in connecting feminisms with nationhood and nationalisms," *International Feminist Journal of Politics*, vol. 8, no. 1, March 2006, pp. 84-109,

Carey Hogg, "Women's Political Representation in Post-Conflict Rwanda: a Politics of Inclusion or Exclusion?" *Journal of International Women's Studies*, vol. 11, no. 3, 2009, pp. 34-55.

Week 5 Feminist institutionalism and neo-institutionalism (February 10)

R. W. Connell, "The state, gender, and sexual politics." *Theory and Society*, vol. 19, no. 5, October 1990, pp. 507-44.

Jane Jenson, *Mapping Social Cohesion: The State of Canadian Research*. Ottawa, ON : Canadian Policy Research Networks Inc., 1998. Online as electronic resource at McOdrum Library.

Fiona Mackay, Meryl Kenny, and Louise Chappell. "New institutionalism through a gender lens: Towards a feminist institutionalism?." *International Political Science Review* 31, no. 5 (2010): 573-588.

Miriam Smith, "The Politics of Same-Sex Marriage in Canada and the United States," *PS: Political Science and Politics*, vol. 38, no. 2, pp. 225-228.

Georgina Waylen, "What can historical institutionalism offer feminist institutionalists?." *Politics & Gender*, 5(2), 2009, pp.245-253.

Daniela Donno and Anne-Kathrin Kreft, "Authoritarian Institutions and Women's Rights," *Comparative Political Studies*, vol. 52, no. 5, 2019, pp. 720-53.

Week 6: Intersectionalities and Identities (February 24)

Mel Y. Chen, "Feminisms in the Air," *Signs* (special online issue on COVID-19), <http://www.signsjournal.org/covid/chen>

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

Will Kymlicka, *Multicultural Odysseys: Navigating the New International Politics of Diversity* New York: Oxford University Press, 2007, chapters 1 and 2.

Leslie McCall, "The Complexity of Intersectionality," *Signs*, vol. 30, no. 3, spring 2005 pp. 1771-1800

Margaret Lloyd, "The Politics of Disability and Feminism: Discord or Synthesis?" *Sociology*, 35, 3, August 2001, 715-28

Elinore Lepinard, "Doing Intersectionality," *Gender and Society*, vol. 28, no. 6 (December 2014), pp. 877-903.

Week 7: LGBTQ Politics (March 3)

V. Spike Peterson, "Political Identities/Nationalism as Heterosexism," *International Feminist Journal of Politics*, 1, 1, June 1999, pp. 34-65.

Sjoberg, Laura. "Toward trans-gendering international relations?" *International Political Sociology* vol. 6, no. 4, December 2012, pp. 337-354.

Jasbir K. Puar, *Terrorist Assemblages: Homonationalism in Queer Times*. Durham, NC: Duke University Press, 2007. Preface and Introduction.

Martha C. Nussbaum, *Hiding from Humanity: Disgust, Shame and the Law*. Princeton, NJ: Princeton University Press, 2004, Chapter 5.III, pp. 250-71.

Ayoub, Philip M. "Contested Norms in New Adopter States: International Determinants of LGBT Rights Legislation," *European Journal of International Relations*, 21, 2 (2015), 293-322.

Omar G. Encarnación, "Gay Rights: why Democracy Matters," *Journal of Democracy*, vol. 25, no. 3, July 2014, pp. 90-104.

Week 8: Citizenship and Social Movements (March 10)

Ruth Lister, "Inclusive Citizenship: Realizing the potential," *Citizenship Studies*, vol. 11, no. 1, 2007, pp. 49-61.

Seyla Benhabib, *The Rights of Others: Aliens, Residents and Citizens*. Cambridge, UK: Cambridge University Press, 2004. Introduction; chapter 5.

Engin F. Isin, "The Neurotic Citizen," *Citizenship Studies*, vol. 8, no. 3, 2004, pp. 217-235

Mala Htun and S Laurel Weldon. "The Civic Origins of Progressive Policy Change: Combating Violence against Women in Global Perspective, 1975–2005." *American Political Science Review*, vol. 106, no. 3, 2012, pp. 548-569.

Mary Kaldor and Sabine Selchow, "The 'Bubbling up' of Subterranean Politics in Europe," *Journal of Civil Society*, vol. 9, no. 1, 2013, pp. 78-99.

Richard Alba and Nancy Foner, *Strangers No More: Immigration and the Challenges of Integration in North America and Western Europe*. Princeton, NJ: Princeton University Press, 2015, chapter 5: "The Problems and Paradoxes of Race."

Week 9: Methodologies of Gender and Diversity; Research Ethics (March 17)

Aili Mari Tripp, "Methods, Methodologies and Epistemologies in the Study of Gender and Politics," *European Journal of Politics and Gender*, vol. 1, nos. 1-2, 2018, pp. 241-57.

Cynthia Weber, "Queer Intellectual Curiosity as International Relations Method: Developing Queer International Relations Theoretical and Methodological Frameworks," *International Studies Quarterly*, vol. 60, 2016, pp. 11-23.

Ange-Marie Hancock, "When Multiplication doesn't Equal Quick Addition: Examining Intersectionality as a Research Paradigm," *Perspectives on Politics*, vol. 5, no. 1, March 2007, pp. 63-79.

Hamsa Rajan, "The Ethics of Transnational Feminist Research and Activism: An Argument for a More Comprehensive View," *Signs: Journal of Women in Culture and Society*, vol. 43, no. 2, winter 2018, pp. 269-300.

Patricia Lina Leavy, "The Practice of Feminist Oral History and Focus Group Interviews," chapter 6 in Sharlene Nagy Hesse-Biber and Patricia Lina Leavy, eds. *Feminist Research Practice* Thousand Oaks, CA: Sage, 2007, pp. 149-86.

Jelena Subotić, "Ethics of Archival Research on Political Violence," *Journal of Peace Research*, 2020 (online first), 13 July 2020.

Week 10: Feminism and Diversity in International Relations (March 24)

Kelebogile Zvobgo and Meredith Loken, "Why Race Matters in International Relations," *Foreign Policy*, summer 2020, issue 237, pp. 11-13.

Kathryn Sikkink, "Codes of Conduct for Transnational Corporations: the WHO/UNICEF case." *International Organization*, 40,4, 1986, pp. 815-4.0

Tickner, J. Ann. *A feminist voyage through international relations*. Oxford and New York: Oxford University Press, 2014. Chapter 1 (pp. 5-18) and Chapter 6 (pp. 73-91)

Sally Engle Merry, *Human Rights and Gender Violence: Translating International Law into Local Justice*. Chicago: University of Chicago Press, 2006. Chapter 3, "Gender Violence and the CEDAW Process," pp. 72-102.

Judith Butler, "Contagious Word: Paranoia and 'Homosexuality' in the Military," in *Excitable Speech: a Politics of the Performative* New York and London: Routledge, 1997, pp.103-26.

Week 11: Gender, Identity and Conflict (March 31)

Marysia Zalewski; 'Well, what is the feminist perspective on Bosnia?', *International Affairs*, Volume 71, Issue 2, 1 April 1995, pp. 339-356.

R. Charli Carpenter, "Women, Children and Other Vulnerable Groups": Gender, Strategic Frames and the Protection of Civilians as a Transnational Issue," *International Studies Quarterly*, Volume 49, Issue 2, 1 June 2005, pp. 295-334

Rachel Pain, "Intimate War," *Political Geography*, vol. 44, no. 1, 2015, pp. 64-73.

Maya Eichler, "Russian veterans of the Chechen Wars: a feminist analysis of militarized masculinities," and Cynthia Enloe, "When Feminists Explore Masculinities in IR," both in J. Ann Tickner and Laura Sjoberg, eds. *Feminism and International Relations: Conversations about the Past, Present and Future* London: Routledge, 2011, pp. 123-45.

Valerie M. Hudson and Hilary Matfess, "In Plain Sight: The Neglected Linkage between Brideprice and Violent Conflict." *International Security*, vol. 42, no. 1, summer 2017, pp. 7-40.

Egor Lazarev, "Laws in Conflict: Legacies of War, Gender and Legal Pluralism in Chechnya," *World Politics*, vol. 71, no. 4 (October 2019), pp. 667-709.

Week 12: Policy and Gender Mainstreaming (April 7)

Sylvia Walby, "Gender Mainstreaming: Productive Tensions in Theory and Practice," *Social Politics*, vol. 12, no. 3, January 2005, pp. 321-43

Andrea Louise Campbell, "Family Story as Political Science: Reflections on writing *Trapped in America's Safety Net*," *Perspectives on Politics*, vol. 13, no. 4, December 2015, pp. 1043-52.

R.W. Connell, "Change among the Gatekeepers: Men, Masculinities and Gender Equality in the Global Arena," *Signs*, vol 30, no. 3 (spring 2005), pp. 1801-1825.

Kristen Ghodsee, "Feminism-by-Design: Emerging Capitalisms, Cultural Feminism, and Women's Nongovernmental Organizations in Postsocialist Eastern Europe," *Signs*, vol. 29, no. 3, spring 2004, pp. 727-53.

Yasmeen Abu-Laban, "Narrating Canadian political science: history revisited" *Canadian Journal of Political Science*, vol. 50, no. 4, December 2017, pp. 895 -919.

Amy G. Mazur (2017) "Toward the Systematic Study of Feminist Policy in Practice: An Essential First Step," *Journal of Women, Politics & Policy*, vol. 38, no. 1, 2017, pp. 64-83.

Course outline continues on next page →

Academic Accommodations

Accommodations during COVID

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf

Academic Accommodations

Pregnancy

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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

Plagiarism

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

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

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

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

Intellectual property

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).