Course objectives and content

The course aims to study gendered dimensions of politics in a comparative and international perspective. The course is divided in three units. The first unit focuses on issues related to women’s interests and women’s representation within domestic contexts, including the bureaucracy and the legislative arena. The second unit focuses on gendered public policies. In particular the role of welfare states in shaping gender relations is highlighted. The gender equality debate on labor market and family support policies and the organization of social care follow. The third unit presents major recent debates on globalization and gender. We will discuss the engendering of international institutions, the emergence and development of transnational feminism and some relevant global women’s issues.

This is a seminar course based on students’ participation of assigned readings. As an Instructor I will introduce key topics and ideas and I will contribute to the general discussion being a facilitator of the debate. I might also send questions for debate before the class in order to help you with the organization of ideas for the general discussion.

All communications between students and Instructor will be done through the WebCT. Students are responsible for check WebCT on a regular basis.

Note: The ability to converse across different gender, social, ethnic and other backgrounds is an important component of the university education. Students and instructor are expected to display tolerance for each other’s ideas and beliefs across personal and cultural boundaries.

Assignments: The final grade will be based on written assignments as well as weekly attendance and participation. The distribution is as follows:

- Attendance and Participation: 10%
- Two oral presentations: 30%
- Research Essay: 60%

(April 7th is the final day to submit the paper)

Attendance and Participation: Students are expected to attend and actively participate in the weekly seminars. Students are also expected to come to class having read the material and being prepared to discuss the main themes and ideas as well as the strengths and weaknesses of the various articles. Attendance alone does not ensure a passing grade. Students are expected to contribute thoughtfully to the discussions on a regular basis and demonstrate a knowledge and understanding of the readings.
**Individual Presentations:** Individual presentations should be 15 minutes in length covering the ideas and themes of the topic. Do not simply summarize the reading. Instead, attempt to link the different readings together through a discussion of key themes, similarities, differences, etc. Students should also bring questions for discussion to facilitate the debate. Further

**Research Essay:** Students will be required to submit a research paper based on the previous chosen topic. The paper should be 20-25 pages in length including appendices, notes and, bibliographical references. **Due Date: April 7, I will be holding special office hours from 11-1pm in order to accommodate the submitting of the essays.** The essay should engage with the theoretical debates explored in this course but may do so by way of a more empirically oriented research paper - or, better yet, a research proposal. That is, as it is often difficult to do sufficient empirical work in one term, you can do an initial exploration of the terrain, and based on this, develop a proposal for further study. I expect to see an engagement with at least some of the literature dealt with in this course as well as material you have found through your own research. The list of supplementary readings for each week is provided to help get you started. **It is important, however, to consult with me early on your topic.**

A grade of B or B+ normally indicates that you have shown an adequate understanding of, and some ability to work with, theory and concepts pertinent to this course. A grade of A- to A normally is given on papers in which students have demonstrated an ability to begin to use concepts to develop their own analyses. A grade of A+ suggests that you have produced a publishable (with modest revisions!) piece of work. It is rarely awarded. A grade of less than B- is a failure. It is given when the paper reflects a poor grasp of theory, an inability to develop a coherent argument and/or poor research skills. Plagiarism will be treated as a serious offence and dealt with according to procedures authorized by the University.

**STUDENTS MUST COMPLETE ALL COURSE REQUIREMENTS IN ORDER TO OBTAIN A FINAL GRADE**

**Late Penalties**
Assignments are due on the dates specified in the course outline. Late papers will be penalized 1 grade point per day (e.g. A paper originally awarded a B+ will become a B if it is one day late). Please contact me well in advance if you anticipate a problem in meeting the due date. Assignments will not be accepted two weeks after the due date. No retroactive extensions will be permitted. Do not ask for an extension on the due date of the assignment. Exceptions will be made only in those cases of special circumstances, (e.g. illness, bereavement) and where the student has verifiable documentation. The departmental drop box cut off time is 4pm. Any assignments submitted after 4pm will be date stamped for the following weekday.

**Course material**
Journal articles are available at Carleton Library electronic database. I will provide a copy of those articles not available. Book chapters are available in the Library in books on reserve.

**Schedule**

**Jan 7 Introduction**
Introduction to the course themes
Review of course outline and requirements
We will distribute readings to discuss in class and organize presentations and make changes, if it is necessary.
UNIT I: Democracy, Representation and Gender

Jan 14 Democracy and women’s interests
What are the effects of the under-representation of women?
Why women need women’s representatives?

Sapiro, Virginia “When are interests interesting? The problem of the Political representation of women. Phillips, Anne, Feminism and Politics 161-193. [e-book] and comment on Sapiro 193-202


Dovi, Suzanne 2007 “Theorizing women’s representation in the United States”. Politics and Gender 3, 297-319:

Recommended
Chappell, Louise and Lisa Hill 2006 The Politics of Women’s Interests [e-book]

Jan 21 Gender and State feminism
Is it possible to build women’s friendly states?
Can states be more accountable to women?
Should State feminism be reconsidered?

Mazur, Amy and Dorothy McBride (2007) State feminism since the 1980s: From Loose Notion to Operationalized Concept. Social Politics 3 (4)


Recommended
McBride Stetson, Dorothy and Amy Mazur Comparative State Feminism, Sage Publications, 1995 [on reserve]

McBride Stetson, Dorothy and Amy Mazur Comparative State Feminism, Sage Publications, 1995 [on reserve]


Jan 28 Gender and electoral representation
Some debates about electoral regimes and their impact on women’s representation
Are quotas good for women?
Why men would agree in adopting quotas for women?


**Recommended**


**Feb 4 Reframing the debate about women’s representation**
**From descriptive representation to substantive representation**

*Is it about quantity or quality?*

*How to assess women’s substantive representation?*


Franceschet Susan and Jennifer Piscopo 2008 “Gender Quotas and Women’s Substantive Representation: Lessons from Argentina”. Politics and Gender, 4 (393-425)

**Recommended:**

Dodson, Debra L. 2006 The Impact of Women in Congress [e-book]

**UNIT II: Gendering public policies**

**Feb 11 Gender equality and welfare regimes**

*Are welfare states good for women?*

*How gender relations are shaped through the welfare state?*


Walter Korpi, “Faces of Inequality: Gender, Class and Patterns of Inequalities in Different Types of Welfare States” *Social Politics* 7:2 2000


**Recommended**

Daly, Mary and Katherine Rake, *Gender and the Welfare State: Care, Work and Welfare in Europe and the USA*, 2003


Feb 18 No class/Winter Break

Feb 25 Work-family balance policies

Why governments care about women’s friendly policies?
Why women should care about these policies?


Brennan, Deborah "Babies, Budgets, and Birthrates: Work/Family Policy in Australia 199602006" Social Politics 14:1 2007


Recommended


Marcia Meyers, Janet Gornick and KatherindRoss, “Public Childcare, Parental Leave, and Employment” in Gender and welfare state regimes, Diane Sainsbury, ed.

March 4 Labor markets, employment equality and the organization of care work


Angelika von Wahl 2005. Liberal, Conservative, Social Democratic, or ... European? The European Union as Equal Employment Regime Social Politics 12 (67-95)
Recommended


UNIT III: Globalization and gender equality

March 11 Gendering international institutions


Recommended


March 18 Transnational activism and the women’s movement


Recommended


Friedman, Elizabeth “The Reality of Virtual Reality: The Internet and gender equality advocacy in Latin America”, Latin American Politics and Society 47:3

March 25 Global women’s issues I
The transnationalization of care work


Hochschild, A. R. “Global Care Chains and Emotional Surplus Value” in Anthony Giddens and Will Hutton (eds.) Global Capitalism, 2000, pp. 130-146 (on reserve)


Recommended


April 1 Global Women's Issues II
Reproductive health, violence against women, and sexual exploitation


Keck, Margaret and Kathryn Sikkink. Activists beyond borders: advocacy networks in international politics 1998. Ch. 5: Transnational Networks on Violence Against Women, 165-199 [on reserve]


Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your letter of accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs at least two weeks before the first
assignment is due or the first in-class test/midterm requiring accommodations. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by November 7, 2008 for December examinations, and March 6, 2009 for April examinations.

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 include a mark of zero for the plagiarized work or a final grade of "F" for the course. The Department's Style Guide is available at: http://www.carleton.ca/polisci/undergrad/Essay%20Style%20Guide.html

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor 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. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

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.
**Course Requirements:** Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F. Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

**Connect Email Accounts:** The Department of Political Science only communicates with students via Connect accounts. Important course and University information is also distributed via the Connect email system. It is the student’s responsibility to monitor their Connect account.

**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 in the after-hours academic life 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, please email carletonpss@gmail.com, visit our website at poliscisociety.com, 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.