

PSCI 5506W
Gender and Politics
Wednesday 2:35 PM - 5:25 PM
Please confirm location on Carleton Central

Instructor: Débora Lopreite
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Office hours: Wednesday 12:30 PM – 2:30 PM or by appointment
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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 (April 7 th is the final day to submit the paper)	60%

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 appendixes, 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

Phillips, Anne *Democracy and Representation: Or, Why Should it Matter Our Representatives Are?* *Feminism and Politics*: 224-41 [e-book]

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)

McBride Stetson, Dorothy *Abortion Politics, Women's Movements and the Democratic State*, Introduction (pgs. 1-16) Chapter 13 (pgs. 267-95) [e-book]

Valiente, Celia (2007) *Developing countries and new democracies matter: An overview of research on state feminism worldwide*. *Social Politics* 3 (4)

Recommended

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

Hausman, Melissa and Birgit Sauer *Gendering the state in the age of globalization: women's movements and state feminism in postindustrial democracies* Lanham: Rowman & Littlefield Publishers, c2007

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?

Dahlerup, Drude, "The story of the theory of critical mass" *Critical Perspectives on Gender and Politics*, *Politics & Gender*, 2 (2006) 491-530

Krook, Mona Lena "Reforming representation: The diffusion of candidate gender quotas worldwide" *Politics & Gender* 2 (2006) 303-27

Rosenbluth, Frances "Welfare works: Explaining female legislative representation" *Politics & Gender*, 2 (2006) 165-92

Recommended

Dawn Wine, Jeri and Janice L. Ristock *Women and Social Change: Feminist Activism in Canada, James Lorimer and Company, 1991*

Tremblay, Manon and Linda Trimble *Women and Electoral Politics in Canada, Oxford University Press, 2003*

**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?

Dahlerup, Drude and Lenita Freidenvall (2005) "Quotas as a 'Fast Track' to Equal Representation for Women: Why Scandinavia is no longer the model", *International Feminist Journal of Politics*, 7:1 March 2005, 26-48

Franceschet, Susan and Mona Lena Krook 2008. Measuring the impact of quotas on women's substantive representation: Towards a Conceptual Framework Paper presented at the Annual Meeting of the American Political Science Association, Boston, MA, August 28-31, 2008.

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?

Orloff, Ann. 1996. "Gender and the Welfare State." *Annual Review of Sociology*. 22 51-78.

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

Mahon, Rianne. 2001. "Theorizing Welfare Regimes: Toward a Dialogue?" *Social Politics*. 24-35.

Daly, Mary & Jane Lewis (2000) "The Concept of Social Care and the Analysis of Contemporary Welfare States", *British Journal of Sociology*, 51 (2).

Recommended

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

Fiona Williams, "Race/ethnicity, gender and class in welfare states: A framework for comparative analysis" *Social Politics* 2 1995

Sainsbury, D. (1994) "Women's and Men's Social Rights; Gendering Dimensions of Welfare States", in Sainsbury, D. (1994)

Sainsbury, D. (ed.) (1994) *Gendering Welfare States*, London, Sage [on reserve]

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?*

Esping Andersen, Gosta *Why we need a new welfare state?* Oxford University Press, 2002. Chapter 3 A New Gender Contract, pgs. 68-95 [on reserve]

Mahon, Rianne "The OECD and the work/family reconciliation agenda: Competing Frames "in Lewis, Jane Children, *Changing Families and Welfare States*, Edward Elgar, 2006. Also available at <http://www.childcarecanada.org/pubs/op20/op20.pdf>

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

Peng, Ito "Social Care in Crisis: Gender, Demography and Welfare State Restructuring in Japan" *Social Politics* 9:3 2002

Recommended

Jane Lewis, "Work/family reconciliation, equal opportunity and social policies: the interpretation of policy trajectories at the EU level and the meaning of gender equality" *Journal of European Public Policy* 13:3 2006

Kimberly J. Morgan, *Working Mothers and the Welfare State: Religion and the Politics of Work-Family Policies in Western Europe and the United States* Stanford University Press 2006. Chapter five

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

Margarita Estévez-Abe "Gender Bias in Skills and Social Policies: The Varieties of Capitalism Perspective on Sex Segregation" *Social Politics*, 2005, Vol 12 N2: 180-215

Kimberly J. Morgan "The "Production" of Child Care: How Labor Markets Shape Social Policy and Vice Versa" *Social Politics*, 2005, Vol 12 N 2: 243-263

Christopherson, Susan "Women in the Restructuring of Care Work: Cross-national Variations and Trends in Ten OECD-Countries" in Liebert, Ulrike and Hirschmann, Nancy *Women and Welfare: Theory and Practice in the United States and Europe*, Rutgers, 2001 [on reserve]

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

Recommended

Francis Castles, "The world turned upside down: below replacement fertility, changing preferences and family-friendly public policy in 21 OECD countries" *Journal of European Social Policy* 13:3 2003

Jane Jenson and Mariette Sineau, eds. *Who Cares? Women's Work, Childcare and Welfare State Redesign* (U of T Press, 2001)

UNIT III: Globalization and gender equality

March 11 Gendering international institutions

Kardam, Nuket "The Emergent Gender Global Equality Regime: From Neoliberal and Constructivists Perspectives in International Relations", *International Feminist Journal of Politics*, 6:1, March 2004, 85-109

Prugl, Elisabeth 2004. "International Institutions and Feminist Politics". *Brown Journal of World Affairs*. Winter/Spring. X (2)

True, Jackie "Mainstreaming Gender in Global Public Policy," *International Feminist Journal of Politics*, 5:3 (November 2003).

Walby, Sylvia 2005 "Measuring Women's Progress in a Global Era". *International Social Studies Journal*. 57 (June): 371-87

Recommended

Zwingel, Susanne "From Intergovernmental Negotiations to (Sub) National Change: A Transnational Perspective on the Impact of CEDAW," *International Feminist Journal of Politics* 7:3 (September 2005) 400-424.

March 18 Transnational activism and the women's movement

Friedman, Elisabeth "Gendering the Agenda: The impact of the Transnational Women's rights Movement at UN Conferences", *Women's Studies International*, 26:4 (2003) pp. 313-31

Desai, Manisha "Transnationalism: The face of Feminist Politics Post-Beijing", *International Social Science Journal* 57:184 (June 2005)

Naples, Nancy "The Challenges and Possibilities of Transnational Feminist Praxis in Women's Activism and Globalization: Linking Local Struggles and Transnational Politics", Ed. Naples, Nancy and Manisha Desai, Routledge, 2002 [e-book]

Recommended

Stienstra, Deborah: "Dancing resistance from Rio to Beijing: Transnational women's organizing and United Nations Conferences, 1992-6", in Marchand and Runyan: *Gender and Global Restructuring: Sightings, Sites and Resistances*, Routledge, 2000, pp. 209-224 (on reserve)

Alvarez, Sonia E. "Latin American Feminisms 'Go Global': Trends of the 1990s and Challenges for the New Millennium, Chapter 7" in *Culture of Politics/Politics of Culture: Re-visioning Latin American Social Movements* (Ed. Sonia Alvarez, Evangelina Dagnino and Arturo Escobar) Boulder, Westview Press, 1998

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**

Schutte, Ofelia "Dependency Work, Women and the Global Economy", *The Subject of Care: Feminist Perspectives on Dependency* (Ed. Feder Kittay, Eva and Ellen K. Feder), 2003, pp. 138-158 (on reserve)

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)

Zarembka, Joy: "America's Dirty Work: Migrant Maids and Modern-Day Slavery", in Ehrenreich and Hochschild (eds.) (2002), pp. 142-153 (on reserve)

Williams, Fiona 2008 Theorizing Migration and Home Based Care in European Welfare States. Paper delivered at the CPSA Conference, Vancouver June 2008 <http://www.cpsa-acsp.ca/papers-2008/Williams.pdf>

Bakan, Abigail and Daiva, Stasiulis, "Making the Match: Domestic Placement Agencies and the Racialization of Women's Household Work", in *Journal of Women in Culture and Society*, 1995, vol. 20, no 21 (on reserve)

Recommended

Ehrenreich, Barbara and Arlie Russell Hochschild (eds.) (2002) *Global Woman: Nannies, Maids and Sex Workers in the New Economy*, New York: Holt, Introduction, pp. 1-13

Anderson, Bridget (2000) *Doing the Dirty Work? The Global Politics of Domestic Labour*, Zed Books, London and New York (International perspectives and case studies)

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

McIntosh, Alison C. and Jason L. Finkle "The Cairo Conference on Population and Development: A New Paradigm?", *Population and Development Review*, Vol. 21, 2 (Jun. 1995) 223-260

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]

Outshoorn, Joyce: "The Political Debates on Prostitution and Trafficking of Women" in *Social Politics*, Spring 2005

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.