PICO 5502/PSCI 5502/SOCI 5505
Selected Problems in Political Economy

Gender Politics and Global Democracy

Course outline – Winter Term 2011-2012

Professor Jane Parpart
Office: Loeb A816
Telephone: 613 520 2600 ext. 7566
Jane.Parpart@dal.ca

Date: Thursday 2:30-5:30
Location: CB 3101

Office hours: Tuesday 2:30-3:30 (or anytime by appointment)

Course Content and Objectives

Gender Politics and Global Democracy juxtaposes cultural considerations with political economy approaches to explore how gender hierarchies shape understandings and enactments of democracy around the world. The course will focus on the post-Cold War period, characterized by global economic restructuring, widespread acceptance of neo-liberal agendas and concern with fostering good governance and democracy around the world. Proponents of globalization and global democracy promised a new world, where poverty and social inequality would disappear. International institutions such as the United Nations, took up the challenge, organizing global conferences and supporting legal covenants to alleviate poverty and enhance human rights including gender equality. Yet, poverty and gender inequality remain crucial global problems. In particular, access to political power and influence over organizations and policy processes remains highly gendered.

The course will explore the debates over global democracy and governance, from a gender perspective. Paying attention to material and discursive forces, as well as critical feminist and political economy perspectives, Gender Politics and Global Democracy will explore the challenges that the concept of global governance and democracy pose for feminist political practice. It will focus on the impact of gendered processes on international organizations and covenants, human rights discourses, participation in political parties, involvement in feminist activism and efforts to influence policy construction and implementation. The course will draw on case studies to explore these questions, recognizing that global issues are best understood when local contexts are brought into the discussion. The cases will provide in-depth insights into the way gender affects global politics in arenas such as regional advocacy networks, global justice and solidarity movements, women’s leadership in political parties and bureaucracies, international organizations and campaigns to stop gender based violence. The course recognizes the need to adopt an intersectional approach, paying attention the way gender intersects with class, race, ethnicity and cultural factors.
Course organization

The course has three main sections:

In section 1 (sessions 2-7), we will cover key themes in the emerging literature on gender politics and global democracy. Each student will present a ten to fifteen minute critique of one of the readings in this period. The student will also prepare two questions for discussion and will play a key role in the class discussions on the article. A written version of the talk will be due that same day. Students will also identify two other weeks for writing reflection papers on each week’s readings. These will be two pages – one on the key ideas and one commentary. These seminar classes are designed to facilitate understandings and critical thinking about the debates and literature on the gender politics and global democracy.

In section 2 (after the break, sessions 8, 9 and 10) students will work in groups to prepare a group presentation of the readings on a topic of their choice. The presenters are encouraged to be innovative, to use the internet and other sources and to draw on current issues and problems related to gender politics and global democracy. A list of potential topics and possible readings will be handed out on the first day of class.

In section 3 (sessions 11, 12 and 13), each student will have the opportunity to present an outline of their proposal final paper to the class. A discussant will be assigned to provide collegial comments and suggestions, as will the class as a whole. To help the class and discussant prepare for these sessions, presenters will provide a 2 page summary of the paper’s argument, and proposed sample bibliography -- one week in advance.

Please note – the exact format for weeks 8-13 will depend on the numbers enrolled in the course.

Assessment

Assessment for this course involves four components: participation, reading reviews, group presentations and a final paper.

Attendance at all course sessions is expected. The participation component (10%) requires each student to:

1) participate in all sessions
2) present an outline of their proposed final paper (session 11, 12 or 13); and
3) act as a discussant for another student’s paper presentation (session 11, 12 or 13).

Completion of all participation components will be assessed as an A grade. Incomplete participation will result in a grade reduction for each component missed.
The **reading reviews** (20%) require students to:

1) Choose one reading in the sessions 2-7. This reading is to be presented in that week’s class. The presentation will be a short (no longer than 15 minute) discussion of the reading’s key arguments as well as its strengths and weaknesses. The student will also prepare two questions for discussion and play a key role in the group discussion on the article. A written version of the presentation is due that day and should be about 2-3 typed double spaced pages. (10%)

2) Students will pick two other weeks during the first section of the course (sessions 2-7), when they will do an overview and critique of the week’s readings. They must choose weeks other than the week of their presentation. The summaries should be about two pages, with the first half summarizing the key arguments of the readings and the second commenting on the articles’ strengths and weaknesses. The reviews will be due in class in session 7 (Feb 16th). (10%)

For the **Group Presentations** (20%) students will be required to:

1) Join a group of about three or four students, identify a topic and, as a group, find and decide upon three key readings to be presented in class. The choice of topics and readings must be agreed upon by the professor. The students will work together to organize a presentation. The presentation will be about 30 minutes, followed by 20 minutes of discussion, led by the presenters. The presentation must discuss both present the key arguments of the papers as well as their strengths and weaknesses. How they speak to each other (or not) and to larger debates on the subject are also important.

2) Each student will write up a 4-5 page summary on the topic and the readings chosen. Students will be marked on both their participation in the group presentation and their individual presentation.

The **final paper** (50%):

The final paper should be between 15-20 pages of text (Times New Roman, pt 12, double spaced), with at least 15 references (social science format). The presentation to the class in sessions 8 – 13 requires a 2-3 page summary of your argument and a short bibliography, to be provided to the discussant a week before the presentation. The aim is to gain critical insights that will improve the ultimate paper which is due on April 12th in my office.

**Required readings**

All journal articles are available electronically. Books (for specific book chapters) are on reserve in the Main Library.
Session 1: (January 5th) Introduction


Session 2: (January 12th) Patriarchy, Gender and the Struggle for Political Rights


Session 3: (January 19th) Governance, Global Democracy and Gender


Session 4: (January 26th) Women’s Rights, International Organizations and Gender Equality


**Session 5: (February 2nd) Participation in Political Leadership**


**Session 6: (February 9th) Gendered Political Activism: Organizing in the Informal and Formal Sectors and Spaces of Politics**


**Session 7: (February 16th) Feminist Interventions into Policy Making and Implementation**


Session 8: March 1st: Group Presentations (after spring break)
Session 9: March 8th: Group Presentations
Session 10: March 15th: Group Presentations

Session 11: March 22nd: Individual Paper Outline Presentations
Session 12: March 29th: Individual Paper Outline Presentations
Session 13: April 5th: Individual Paper Outline Presentations

Websites: Make use of these and other websites in your research.

http://www.imow.org
http://www.ywcatt.org
http://www.cafra.org
http://www.awid.org
http://www.vitalforces.org
http://www.ilga.org
http://www.madre.org
http://www.womenwontwait.org
http://damasdeblanco.com
http://www.adventuredivas.com/divawire/
http://www.ipsnews.net/genderwire/
http://feministmajority.org/
http://staging.awid.org/eng/Issues-and-Analysis/Library/Young-Feminist-Wire-Young-Feminist-Activism-Online
http://www.genderacrossborders.com/
http://imow.org/economica/stories/viewStory?storyId=4814
50 Years is Enough! Bailouts for Bankers, Burdens for Women
Women's Eyes on the (World) Bank
WEDO economics
http://www.ted.com/talks
http://www.wide-network.org/index.jsp?id=19&random=607803345475254 (Globalising Gender Equality and Social Justice)
www.creaworld.org

Please Note - Academic Regulations and Accommodations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know
Requests for Academic Accommodations

For Students with Disabilities:
Students with disabilities needing academic accommodations are required to contact a co-ordinator at the Paul Menton Centre to complete the necessary letters of accommodation. The student must then make an appointment to discuss their needs with the instructor at least two weeks prior to the first class or ITV test. This is to ensure sufficient time is available to make the necessary accommodation arrangements.

For Religious Obligations:
Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors 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 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. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:
Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her 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
Plagiarism is a very serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures, please refer to the section on Instructional Offences in the Graduate Calendar.

What are the Penalties for Plagiarism?
A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures?
1. All allegations of plagiarism are reported to the faculty Deans. Documentation is prepared by instructors and/or departmental chairs.
2. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism.

3. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

**Important Information**

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, for us to respond to your emails, they must be written from your valid CONNECT address.