

POL 351H1F
Gender, Politics and Public Policy in a Comparative Perspective
Summer 2012

Mondays and Wednesdays 6-8 PM

Instructor: Pinar Dokumacı
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Office Hours: By appointment

Course Description:

The aim of this course is to provide an introduction to a broad range of theoretical and empirical approaches to the study of gender and politics including feminist theory and theories of multicultural accommodation. More specifically, lectures will enable students to understand and make connections between gendered representations of modernity and nationalism, public policy and identity politics, and colonialism and imperialism. In this way, the course aims to provide an opportunity to get familiarized with various Western and non-Western feminisms and with important concepts such as gender, agency, and subjectivity. Theoretical discussions will be illustrated by case studies drawn out from both Western societies and developing nations—the Middle Eastern context, in particular.

Course Format:

POL351 will convene twice a week (Mondays and Wednesdays) for 2-hour seminars. *Attendance is mandatory.*

Required Readings:

Readings are available online through Blackboard (under Course Materials); and, a course pack is available for the readings that are not available in soft copy form. The course pack is sold at Imagexprs, 193 College Street (Phone: 416 596 1708).

Course Requirements:

- 1) 2 Short Papers, 2-3 pages, (20% each)

Students are asked to write two short papers during the term. Each short paper will address an article from the syllabus. Students can choose the article that they want to reflect upon as long as one of the short papers addresses an article from the first half of the course (the first three weeks), and the other one from the second half (the second three weeks). Each short paper is due on the day the article is assigned for at the beginning of class before the discussion begins. In these short papers, the students are asked to: 1) Identify the thesis and main ideas of the article 2) Reflect critically on these arguments—possibly by drawing on other readings although it is not mandatory to do so.

2) Research Paper Proposal and Outline (15%) , 1-2 pages each.

Students must submit their research paper topic (that relates to the main theoretical issues of the course and engage with some of the assigned reading), a short proposal, and an outline on a gender focused topic of the student's choice by **June 6**. Students are encouraged to start exploring possible topics early in the semester. If students want to discuss their projects, they are advised to book an appointment with me as early as possible.

3) Research Paper, 12-15 pages (35%), Due on **June 20**.

The final research paper is due on the last day of classes June 20th. The paper can focus on a particular gender-related issue (in general, in a specific context, or from a comparative framework) ; or it can be more theoretically focused, taking up some of the debates about the grounds for and challenges to gender related issues discussed in class and beyond.

4) Class Attendance & Participation (10%)

10% will be composed of 5 % Class attendance and 5% Class participation.

Guidelines for Essay Writing

1. You should use consistently one recognized system for citing references (either in footnotes, endnotes, or in-text citations) and your paper should conclude with a bibliography that cites, in full, all of the sources that you refer to in your essay.
2. Pay careful attention to the appropriateness of your sources, particularly web-based ones. Note that "Wikipedia," for example, is NOT considered an appropriate source for an academic paper.
3. Read carefully and observe the advice contained in this syllabus regarding plagiarism and assignment format. I will also be happy to provide guidance at any point prior to the submission of your work as to what constitutes plagiarism and how to avoid it.
4. You may not submit the same or very similar papers to two separate university courses unless you receive in advance the consent of both course instructors.
5. Pay particular attention to the organization of your ideas and to the clarity and quality of your writing. Ensure that you preview your argument or thesis in the introduction to your paper, that you support that argument in the body of your paper with appropriate evidence (citing any contrary views or evidence as relevant) and that you conclude by summarizing your findings, considering their implications and/or suggesting what questions remain unanswered.

Extensions

Only valid and documented reasons will be accepted for late submissions of assignments. Requests due to work overload will not be accepted. Please be advised that computer problems will NOT be accepted as grounds for extensions. Make sure you back up your and avoid leaving work to the last minute to prevent problems.

If you foresee difficulties in meeting the deadline AND you have documentation, please contact me **as soon as possible**. *Do not wait until the due date has passed to contact me.* Please note that, while valid documentation may result in the reduction of a late penalty, it does not guarantee that the penalty will be entirely eliminated. **Students must submit late papers by e-mail after June 20th.** If there is proper documentation that I need to see to determine the late penalty, it must also be scanned and submitted through e-mail as an attachment.

Format, Penalties and Re-grading policy

All assignments should be submitted in class, at the start of class, on their due date. You should keep a copy of all your work (including research notes and rough drafts) in order to prevent problems in the unlikely event that your assignment is misplaced or in case we should need to see it. Once you receive your graded assignment, make sure to keep it until all final grades have been submitted and posted on ROSI.

The page limit for the assignments refers to double-spaced pages, with 12-point font, and one-inch margins.

You may use the referencing style of your preference (MLA, Chicago, APA, etc), as long as you are consistent and provide complete references. Please consult a style guide in case you have doubts regarding how to properly include a reference in your assignment.

The late penalty for assignments handed in beyond their due date is **2% per day**, including weekends and holidays.

If you would like to have your essay re-graded, you must submit a written request (1-2 pages) clearly outlining why you feel the grade you received was not a correct assessment of your work. In that request, you must indicate the grade (number grade, not simply letter grade) you feel your essay deserves. There must be a significant difference between the grade you received and the grade you feel your essay deserves. Please include the original essay with your request. You should note that, as a result of the re-grade request, your essay grade may remain the same, go up, or go down.

Plagiarism

Plagiarism is a most serious academic offense and the offender will be punished. In the academy where the currency of the realm is ideas, to cite someone else's words or thinking without due attribution is theft. *It is not sufficient merely to list your sources in the bibliography or to only use footnotes.* You must ensure that you identify and attribute all of your sources in text, whether you are quoting them directly or paraphrasing them.

Please see <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize> and <http://www.writing.utoronto.ca/advice/using-sources/documentation> for two important documents entitled *How Not to Plagiarize* and *Standard Documentation Formats* respectively.

Should you require any further assistance with how to properly reference and footnote your work, please consult one of the many guides available in the library or the Writing Center.

Turnitin.com

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website.

While we hope that all students will make use of Turnitin.com, if you object to using Turnitin.com please see us to establish appropriate alternative arrangements for submission of your written assignments. This will involve devising alternative methods for verifying the originality of your work, likely including submitting rough work along with your essay and having a brief interview about the work with one of the instructors for the course

Course Schedule:

1. Ways of Thinking About Politics of Gender and Gendered Politics I

May 14: Introduction

West, Candace and Don Zimmerman. 1987. "Doing Gender." *Gender & Society* 1, 2: 125-52.

Dietz, Mary G. 2003. "Current Controversies in Feminist Theory." *Annual Review of Political Science* 6: 399-431.

May 16: Different Approaches

Laslett, Barbara and Johanna Brenner. 1989. "Gender and Social Reproduction: Historical Perspectives." *Annual Review of Sociology* 15: 381-404 .

Pollert, Anna. 1996. "Gender and Class Revisited: Or the Poverty of Patriarchy." *Sociology* 30, 4: 639-59.

McCall, Leslie. 2005. "The Complexity of Intersectionality." *Signs* 30, 3: 1771-1800.

2. Ways of Thinking About Politics of Gender and Gendered Politics II

May 21: Victoria Day—No Class

May 23: Gender, Power and Post-structuralism

Butler, Judith. 1993. *Bodies that Matter: On the Discursive Limits of 'Sex'*. New York: Routledge. [Introduction]

Digester, Peter. 1994. "Performativity Trouble: Postmodern Feminism and Essential Subjects" *Political Research Quarterly* 47, 3: 655-673

Foucault, Michel. 1990 (1978). *The History of Sexuality: An Introduction Volume I*. New York: Vintage Books [77-102; 135-159]

3. Gender and the Nation: Feminisms and Nationalisms

May 28: Colonizing Discourses and The Other (s).

Mohanty, Chandra Talpade. 1984. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Boundary 2* 12, 3: 333-358.

Spivak, Gayatri Chakravorty. 1988. "Can the Subaltern Speak?" In *Marxism and the Interpretation of Culture*, eds. Cary Nelson & Lawrence Grossberg. Urbana: University of Illinois Press.

Ahiska, Meltem. 2003. "Occidentalism: The Historical Fantasy of the Modern". *The South Atlantic Quarterly* 102: 351-379.

May 30: Women as the Agents of the Nation

Moghadam, Valentine. 1999. "Gender, National Identity and Citizenship: Reflections on the Middle East and North Africa". *Comparative Studies of South Asia, Africa and the Middle East*, XIX (1): 137-156.

Kandiyoti, Deniz. 1992. "Identity and Its Discontents: Women and the Nation". *Millenium* 20 (3): 429-43.

Rai, Shirin. 2002. "Introduction". *Gender and the Political Economy of Development: From Nationalism to Globalization*. Cambridge: Polity Press.

4. Modernity and Its Discontents: Construction of Politics of Identity/Difference

June 4: Education and Women in the Middle East

Hatem, Mervat. 1998. "A'isha Taymur's Tears and the Critique of the Modernist and the Feminist Discourses on Nineteenth-Century Egypt". In *Remaking Women: Feminism and Modernity in the Middle East*, ed. Lila Abu-Lughod. New Jersey: Princeton University Press.

Najmabadi, Afsaneh. 1998. "Crafting the Educated Housewife in Iran". In *Remaking Women: Feminism and Modernity in the Middle East*, ed. Lila Abu-Lughod. New Jersey: Princeton University Press.

Shakry, Omnia. 1998. "Schooled Mothers and Structured Play: Child Rearing in Turn-of-the-Century Egypt". In *Remaking Women: Feminism and Modernity in the Middle East*, ed. Lila Abu-Lughod. New Jersey: Princeton University Press

June 6: The Question of Alternative Modernities

Göle, Nilüfer. 1996. *The Forbidden Modern: Civilization and Veiling*. Michigan: The University of Michigan Press. [1-26] [83-130]

Mahmood, Saba. 2005. *Politics of piety: The Islamic revival and the feminist subject*. New Jersey: Princeton University Press. [1-39]; [R][153-188]

Deeb, Lara. 2006. "Pious and/is/as Modern". *An Enchanted Modern: Gender and Public Piety in Shi'i Lebanon*. New Jersey: Princeton University Press.

5. Feminist Subjectivity and Public Policy

June 11: Public/Private: Liberal Approaches to Rethink about Cultural Conflict and Gender

Benhabib, Seyla. 1992. "Models of Public Space: Hannah Arendt, the Liberal Tradition and Jürgen Habermas". *Situating the Self: Gender, Community and Postmodernism in Contemporary Ethics*. New York: Routledge. [89-120]

Deveaux, Monique. 2006. "Liberal Approaches to Conflicts of Culture". *Gender and Justice in Multicultural Liberal States*. Oxford: Oxford University Press. [23-53]

June 13: Feminism, Freedom, and the Subject

Philips, Anne. 2002. "Does Feminism Need A Conception of Civil Society". In *Alternative Conceptions of Civil Society*, eds. Simone Chambers and Will Kymlicka. New Jersey: Princeton University Press.

Zerilli, Linda M. G. 2005. "Why Feminism and Freedom Both Begin with the Letter F". *Feminism and the Abyss of Freedom*. Chicago: University of Chicago Press. [1-31]

6. Feminism, Multiculturalism, and the Public Policy

June 13: Issues of and related to Multiculturalism

Gunning, Isabelle R. 1991. "Arrogant Perception, World-Travelling and Multi-Cultural Feminism: The Case of Female Genital Surgeries". *Columbia Human Rights Law Review* 23 (179): 189-248

Franke, Catherine M. 2006. "Politics of Same-Sex Marriage Politics". *Columbia Journal of Gender and Law* 15 (1): 236-248

Pratt, Nicola. 2007. "The Queen Boat Case in Egypt: Sexuality, National Security and State Sovereignty." *Review of International Studies* 33: 129-144.

June 20: "Is Multiculturalism Bad for Women?"

Okin, Susan Moller. 1999. "Is Multiculturalism Bad for Women?". In *Is Multiculturalism Bad for Women?*, eds Joshua Cohen, Matthew Howard and Martha Nussbaum. New Jersey: Princeton University Press.

Philips, Anne. 2007. *Multiculturalism Without Culture*. New Jersey: Princeton University Press. [1-41]

Benhabib, Seyla. 2002. "Multiculturalism and Gendered Citizenship". *The Claims of Culture*. New Jersey: Princeton University Press