

## Topics in International Politics: Gender and Intersectionality in Global Politics

### POL380 H1 (S)

**Winter term 2020**

**Monday 10:00 AM - 12:00 PM**

**Room:** McLennan Physical Labs (MP) MP, 255 Huron Street, Room 118

**Instructor: Professor Abigail Bakan**

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#### **Course Description:**

This course will consider gender and politics from the standpoint of ‘intersections’ with issues such as race and class. Intersectional feminism has emerged as a highly influential approach in Political Science and other social science disciplines, and in policy formulation from the global to the local. Various approaches in the literature that have addressed intersectionality and its impact will be addressed, as well as relevant debates within global politics. The course will consider topics such as the history of the concept of intersectionality; intersectionality and state power; intersectionality in Political Science; and intersectionality and identities. Specific United Nations world conferences and declarations addressing intersectionality and human rights, gender, race and Indigeneity will also be addressed.

#### **Course Texts (required):**

There are two course texts (required) for the course. They are available for purchase from the University of Toronto Bookstore, and also on reserve in the university library.

*Intersectionality*, by Patricia Hill Collins and Sirma Bilge (Polity Press, 2016).

*Framing Intersectionality: Debates on a Multi-faceted Concept in Gender Studies*, edited by Helma Lutz, Maria Teresa Herrera and Linda Supik (Ashgate Press, 2011)

Additional selected readings include journal articles available through the U of T library system and/or the course webpage.

#### **Structure and Evaluation:**

This is a combined lecture and seminar course. It is essential that students read the required readings for each class. Students are expected to participate in all classes, and to be well-prepared for commentary, questions, and discussion related to the literature. Formats for class discussion will vary, including, for example: “roundtable”, “ask the Prof”, “keywords”, “reflective/reflexive exchange”, “pair and share”, debates on specific quotes or issues, small

group guided questions, on-line questions and conversations, and/or open discussion of the texts. **Class engagement throughout the term is considered a key aspect of the course, and will be valued at 10% of the final course mark.**

There are also three written assignments for the course: (i) a Single Article Review (SAR); (ii) a research essay précis; and (iii) a final research essay.

### **Single Article Review (SAR):**

All students are required to prepare a brief essay, based on ONE article or chapter from the course readings. Any one article or chapter from the required readings from any week in the course may be selected for the SAR. **The SAR is to be 3-5 typed pages (double spaced), and is valued at 20% of the course mark.**

The SAR should be structured as an analytical review, based only on the selected text as a source. A maximum of three additional sources may be used in the SAR. The review should provide: (i) a brief summary of the key points of the selected article; (ii) consideration of the contribution of the article or chapter in terms of our understanding of the politics of intersectionality; and (iii) an assessment of the strengths and/or limitations of the article or chapter, and reasons for such an assessment. The SAR should also include standard format references and a bibliography. **The SAR is due on Monday, March 2 (Week 7). The SAR must be submitted to the instructor through the Quercus course dropbox, by selecting “Assignments”, then “Submit” and uploading your file.**

### **Research Essay:**

A scholarly research essay of approximately 12 typed pages (double spaced), not including bibliography, is also required. Topics for research are to be chosen by the student, subject to the written approval of the instructor. The research essay may focus on any topic of interest related to the course, either related to, or different from, issues addressed in course readings. This is an opportunity for students to advance research related to gender, intersectionality and global politics in more depth, on a topic either directly related to course material or one that is related to their own research interests beyond topics covered in the course.

**The essay is valued at 60% of the course mark. The research essay is due on Monday, March 30 (Week 12). It is to be submitted to the instructor through the Quercus course dropbox, by selecting “Assignments”, then “submit” and uploading your file.**

### **Essay Précis:**

To facilitate research essay preparation, all students are required to submit a brief written précis, or summary and outline, of their proposed research paper. The précis should be approximately 2-3 pages in length. The précis should consist of: (i) a title; (ii) an identified thesis, presented in the form of an argument rather than simply the statement of a topic for research; (iii) a preliminary outline of the central points to be developed in the argument; and (iv) a preliminary bibliography of sources.

**The essay précis is valued at 10% of the course mark. The précis is due on Monday, March 2 (Week 8). It is to be submitted to the instructor through the Quercus course dropbox, by selecting “Assignments”, then “submit” and uploading your file.**

**NOTE: All written assignments are expected to be submitted by the due dates.** Exceptions will be granted only if a request for an extension is presented in writing prior to the due date, stating the reason for the request with a suggested alternate due date, and this is approved by the instructor in writing. **Non-submission of work without an approved extension from the instructor will be assigned a mark of “0”.**

Incomplete work at the end of the term may be eligible for a coursework extension (unexpected challenges, illness, etc.) subject to approval of the instructor and following a process approved by the department.

**Evaluation in sum:**

Class Engagement: 10%  
Single Article Review (SAR): 20%  
Précis for Research Essay: 10%  
Final Research Essay: 60%

**Due dates in sum:**

Single Article Review (SAR): Week 7 – Monday, February 24  
Précis for Research Essay: Week 8 – Monday, March 2  
Research Essay: Week 12 – Monday, March 30

**Weekly Schedule:**

**Week One – January 6 – Welcome and Introduction to the Course**

**Week Two – January 13 – What is Intersectionality? I: History and Origins**

**READINGS:**

***Framing Intersectionality, Introduction and chapters 1-3:1-68.***

“Framing Intersectionality: An Introduction”, Helma Lutz, Maria Teresa Herrera Vivar and Linda Supik: 1-22.

“Demarginalising the Intersection of Race and Sex: A Black Feminist Critique of Anti-Discrimination Doctrine, Feminist Theory, and Anti-Racist Politics”, Kimberlé Crenshaw: 25-42.

“Intersectionality as Buzzword: A Sociology of Science Perspective on What Makes a Feminist Theory Successful”, Kathy Davis: 43-54.

“The Discursive Politics of Feminist Intersectionality”, Myra Marx Ferree: 55-65.

### **Week Three – January 20 – What is Intersectionality? II: Going Global**

#### **READINGS:**

***Intersectionality*, Patricia Hill Collins and Sirma Bilge, chapters 3-4: 63-113**

“Getting the History of Intersectionality Straight?”: 63-87

“Intersectionality’s Global Dispersion”: 88-113

“Intersectionality and the United Nations World Conference Against Racism”, Abigail B. Bakan and Yasmeen Abu-Laban. *Atlantis: Critical Studies in Gender, Culture and Social Justice*, vol. 38, no. 1, 2017: 220-235.

### **Week Four – January 27 – Intersectionality and State Power I: Approaches and Political Power**

#### **READINGS:**

***Intersectionality*, Patricia Hill Collins and Sirma Bilge, chapters 6-7: 136-190**

“Intersectionality, Social Protest, and Neoliberalism”: 136-158

“Intersectionality and Critical Education”: 159-190.

***Framing Intersectionality*, chapter 6: 105-120**

“Exposures and Invisibilities: Media, Masculinities and the Narratives of Wars in Intersectional Perspectives”, Dubravka Zarkov: 105-120

“Background Paper for the Expert Meeting on the Gender-Related Aspects of Race Discrimination”, Kimberlé Crenshaw. Zagreb, Croatia (November 2000): 1-22.

**Note:** Also available as Crenshaw, Kimberlé (2002). “Document for the Meeting of Experts on Gender-Related Aspects of Racial Discrimination”, *Feminist Studies Magazine, (Revista Estudos Feministas)*, vol. 10, no. 1 (January).

### **Week Five – February 3 – Intersectionality and State Power II: Knowledge Production**

#### **READINGS:**

***Intersectionality*, Patricia Hill Collins and Sirma Bilge, chapters 1-2: 1-62**

“What is Intersectionality?”: 1-30.

“Intersectionality as Critical Inquiry and Praxis”: 31-62.

“The Synthesis of Age and Gender: Intersectionality, International Human Rights Law and the Marginalisation of the Girl-Child”, Nura Taefi, *International Journal of Children’s Rights*, no. 17 (2009): 345-376.

### **Week Six – February 10 – Intersectionality and State Power III: Political Science**

#### **READINGS:**

*IPSA Gender and Diversity Monitoring Report 2017*, Yasmeen Abu-Laban, Marian Sawyer and Mathieu St-Lauren (Montreal: IPSA (International Political Science Association) 2018): 5-25.

Available at: [www.ipsa.org](http://www.ipsa.org):

“Are We There Yet?: Addressing Diversity in Political Science Subfields”, Rebecca A. Reid and Todd A. Curry, *PS: Political Science and Politics*, vol. 52, no.2, April 2019: 281-286.

“Narrating Canadian Political Science: History Revisited”, Presidential Address to CPSA, May 30, 2017. *Canadian Journal of Political Science*, vol. 50, no. 4 (December, 2017): 895-919.

## **February 17 –READING WEEK – NO CLASS**

### **Week Seven – February 24 – Intersectionality and Identities**

**NOTE: SAR due date**

#### **READINGS:**

***Framing Intersectionality*, chapters 4, 5 and 7: 69-104; 121-136**

“Marginalised Masculinity, Precarisation and the Gender Order”, Mechthild Bereswill and Anke Neuber

“Neglected Intersectionalities in Studying Men: Age(ing), Virtuality, Transnationality”. Jeff Hearn

“Sexuality and Migration Studies: The Invisible, the Oxymoronic and Heteronormative Othering”, Kira Kosnick

“In Pursuit of Self-Determination: Indigenous Women’s Challenge to Traditional Diplomatic Spaces”, Laura Parisi and Jeff Corntassel, *Canadian Foreign Policy*, vol. 13, no. 3, 2007: 81-98.

### **Week Eight – March 2 – Intersectionality and the United Nations I: Global Politics, Women’s Rights, Human Rights and Civil Society**

**NOTE: Essay précis due date**

#### **READINGS:**

Charlotte Bunch and Samantha Frost, “Women’s Human Rights: An Introduction”, *Routledge International Encyclopedia of Women: Global Issues and Knowledge* (Routledge: 2000): 1-6

“Has Intersectionality Reached its Limits?: Intersectionality in the UN Human Rights Treaty Body Practice and the Issue of Ambivalence”, Pok Yin S. Chow. *Human Rights Law Review*, no. 15 (2016): 453-481

“Global Governance, Gains and Gender: UN-Business Partnerships for Women’s Empowerment”, Madgalena Bexell, *International Feminist Journal of Politics*, vol. 14, no. 3 (September, 2012): 389-407

“Translating Intersectionality Theory into Practice: A Tale of Romani-Gadze Feminist Alliance”, Debra L. Schultz. *Signs*, vol. 38, no. 1 (Autumn 2012): 37-43.

**Week Nine – March 9 – Intersectionality and the United Nations II:** The Beijing Declaration and the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)

**READINGS:**

*Beijing Declaration and Platform of Action, and Beijing+5 Political Declaration and Outcome, UN Women* (1995; 2014), 270 pp (passim)

**Week Ten – March 16 – Intersectionality and the United Nations III:** Durban Declaration and Programme of Action (DDPA) and the International Day for the Elimination of Racial Discrimination (March 21)

**READINGS:**

*World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance: Declaration and Programme of Action, United Nations High Commission for Human Rights,* (2002), 145 pp (passim)

**Week Eleven – March 23 – Intersectionality and the United Nations IV:** United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Truth and Reconciliation Commission (TRC)

**READINGS:**

*United Nations Declaration on the Rights of Indigenous Peoples, United Nations* (September 2007), 15 pp.

Truth and Reconciliation Commission of Canada (2015), “Preface”, “Introduction: and “The History”, *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*, pp. v-23 and 37-134 (passim). Available at: [http://nctr.ca/assets/reports/Final%20Reports/Executive\\_Summary\\_English\\_Web.pdf](http://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf)

**Week Twelve – March 30 – Summary and Review**

*Note: Research Essay due*

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**NOTE: On Access and Accommodation:**

Students with diverse learning styles and needs are welcome in this course. The University of Toronto recommends that students immediately register with Accessibility Services <http://www.accessibility.utoronto.ca/>. In particular, if you have a disability or health consideration that may require accommodation, please approach the instructor and/or the Accessibility Services Office as soon as possible. This course works with the assumption that access is always an issue and needs to be negotiated by all those involved in the course. This negotiation includes considering the consequences of our many conceptions of ‘disability’, as these relate to the classroom at the level of individual rights and needs, and as they relate to scholarly inquiry and research.

***NOTE: On Academic Integrity:***

It is important to be aware of issues of academic integrity. Note that plagiarism, whether intentional or not, is a serious academic offence that carries serious penalties. Please see further clarification and information on plagiarism at University of Toronto

<http://www.writing.utoronto.ca/advice/using-sources>. And particularly see: “How Not to Plagiarize” <https://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/>

***NOTE: On Web Platform for the Course:***

We will be using a web-based course platform called Quercus for our class. All students enrolled in the course will have access through their Quercus account. If you have any questions or challenges please see Quercus Support Resources.