

**UNIVERSITY OF TORONTO
DEPARTMENT OF POLITICAL SCIENCE**

**POL 351H1S
GENDER, POLITICS, AND PUBLIC POLICY IN COMPARATIVE
PERSPECTIVE**

Mondays and Wednesdays 10am - 12 noon EST (online synchronous)

Instructor: Anika Ganness

Email: a.ganness@mail.utoronto.ca

Office Hours: virtually via Zoom; Day: Mondays from 1pm-2pm EST or by appointment

Course website: Quercus

Course Description:

This course examines the role that politics, policies and institutions play in constructing gender and gender relations. It also explores how political actors have challenged gendered roles to create political change in formal and informal settings through institutions and social movements. We will aim to understand the ways that human rights regimes, economic structures, cultures and access to resources can affect gender disparities around the world as well as explore policy solutions to gendered inequality. This course will tackle these topics from a comparative perspective since gender inequities and rights vary across national contexts by drawing on cases from North America, Europe and the Global South. This course will also pay particular attention to the complexities and multidimensional ways that intersectionality affects gender.

Goals of the course:

- Ability to use comparative politics and comparative policy analyses to examine how institutions and policies use gender to position people in hierarchies of power and contribute to or reduce inequality
- To understand how gendered constructs can systematically be used to disadvantage women, girls and 2SLGBTQI+ people and understand the challenges faced by these groups in relation to health, education, labour etc.
- Develop knowledge on how gender regimes differ globally due to the role of the state and how different actors including international organizations, social movements etc. can influence the state
- Ability to critically assess gender from an intersectional lens with an understanding of its interaction effects with race, class, sexual orientation, religion and other categories of difference
- Gain an understanding of how policies and laws can ameliorate gender inequities and create more equitable conditions

Course Requirements:

This course is designed to be an introductory course on gender, politics, and public policy from a comparative perspective. No previous study in gender studies is necessary or assumed. While the

course is meant to cover a wide range of topics, it is not an exhaustive list of issues on gender, politics and public policy. Students are expected to *complete all required readings prior to each Zoom lecture*. **Zoom lectures will occur online synchronous on Mondays and Wednesdays from 10am – 12 noon EST. You will find the link for Zoom lectures on Quercus.** Completion of required readings are pivotal to success in this course and provide the basis to inform assignments and in class discussions. In addition, students are encouraged to complete the recommended readings to gain a deeper understanding of lecture topics and and/or as additional resources for written assignments. All readings are accessible via the University of Toronto online library system.

Our Zoom virtual classroom provides an open space for the critical and civil exchange of ideas. Please note that this course addresses subject matter that some students may find challenging and/or traumatizing. I'll aim to forewarn students about potentially disturbing content (particularly, the weeks on violence, movements and health). If you believe that you will find the discussion to be disturbing/traumatizing, you may choose to not participate in the discussion. You will still, however, be responsible for material that you miss, so if you leave the virtual room for a significant time, please arrange to get notes from another student or see me individually. I encourage you to familiarize yourself with the syllabus and prepare yourself emotionally beforehand. I ask all students to keep in mind that we all come from different lived experiences and to help create an atmosphere of mutual respect and sensitivity.

Quercus will be used for sharing other important information and announcements. It is your responsibility to log on to Quercus regularly and obtain relevant information for the course. I suggest changing your settings to receive emails of any announcements and updates.

Office Hours and Communication:

I will be available to students during (virtual) office hours via Zoom on Mondays from 1pm-2pm EST or by appointment (if you have a valid reason for not being able to meet during office hours) for any course or content related questions. The Zoom invitation link for office hours is posted on Quercus.

I will try my best to respond to emails within a timely manner. Please anticipate longer response times for emails sent on the weekends or after 5pm on weekdays. Email is best for short clarification questions only. If you have concerns or questions that cannot be answered in a short response (1-2 sentences), please see me during virtual office hours.

Emails: Students must only use their official UTORONTO email addresses for all communication. Emails that do not come from an official UTOR account will not be responded to. This course uses Quercus but occasionally important course information may also be sent via email. When sending emails students must communicate respectfully and thoughtfully.

Students will *not* receive a reply from the instructor if:

- the email includes disrespectful, obscene, or aggressive language/tone
- the email asks a simple question that could easily be answered by reviewing the syllabus or lecture notes

- the email is sent within 48 hours of the deadline for an assignment

Evaluation:

Your performance in the course will be evaluated based on the following five components:

Assignment	Grade Value	Due Date
Class Participation	15%	Please come to Zoom lectures prepared to contribute to discussion
(5) Required Reading Reflections	15%	To be submitted to Quercus by 11:59pm the day prior to the Zoom lecture for that reading (submissions must be made for 5 of the 12 lectures)
Critical Article Review	15%	To be submitted to Quercus by 11:59pm the day prior to the Zoom lecture for that reading (submission must be for a different lecture week than your 5 required reading reflections)
Essay Proposal and Draft Bibliography	20%	To be submitted to Quercus by 11:59pm on July 17th, 2022
Final Essay	35%	To be submitted to Quercus by 11:59pm on August 14 th , 2022

Format for Assignments:

All written assignments must be submitted as Word or PDF documents. Submitting an unreadable file format will result in late penalties. Assignments *must strictly adhere to the following* guidelines: 12 point, Times New Roman font, double-spaced, 1-inch margins, page numbers at the bottom of the page, the title of the assignment appearing at the top of the first page, and your name and student number in the header of each page. *Title pages are not necessary.* Failure to adhere to these guidelines will result in a 5% penalty on each assignment. Assignments must be organized and demonstrate university-level writing. Assignments will not be accepted via email and students will be asked to submit their work to *Ouriginal* under terms set by the University of Toronto.

Citation Style for Assignments:

You are required to use the 17th edition of the Chicago Manual of Style (Author-Date System, also called in-text parenthetical method) for all assignments and essays. Failure to do so would entail penalties and the possibility of receiving a failing grade.

Please see the following link to the electronic version of The Chicago Manual of Style:

<https://www-chicagomanualofstyle-org.myaccess.library.utoronto.ca/book/ed17/part3/ch15/toc.html>

Class Participation (15%):

You are expected to attend all classes. However, simply attending class will not result in participation marks. Students are expected to actively participate during Zoom class. This includes attending Zoom lectures having completed all required readings and taking notes during class.

Some strategies for class discussions include:

- Actively completing readings with a critical analytical lens
- Completing notes on required readings prior to Zoom class, highlighting the following: author's thesis, key arguments and evidence used to support thesis, a critique of the strengths and weaknesses of the reading (e.g. identifying gaps in the author's argument)
- Outlining questions about the readings
- Engaging in discussions with peers by providing your own reflections
- Making connections between readings and amongst course lectures/themes
- Allowing space for everyone to voice their insights in a respectful manner
- Exercising classroom etiquette: arriving on time, using devices for notetaking purposes only
- A resource on notetaking in *lecture*:
 - U of T Academic Success Centre, "Note Taking":
<https://www.studentlife.utoronto.ca/asc/note-taking> (see especially PDF "Lectures - How to Take Notes")
- A resource on notetaking while *reading*:
 - MIT Effective Reading and Note-Taking:
<http://web.mit.edu/uaap/learning/study/reading.html>

I will take notes on your Zoom class virtual participation and record your grade accordingly. I encourage you to think of your participation in this class in terms of your responsibility to yourself, your colleagues and our shared learning goals for knowledge exchange. We should aim for an inclusive environment, where we can contribute our insights and challenge each other in a manner that is constructive, respectful, and conducive to learning. I hope you can practice mindful engagement with yourself, the readings, and each other. Please let me know if the name on the official course registration list does not for any reason match the name by which you would like to be addressed. If you have pronouns by which you would like to be addressed, please let me know. When you participate, please change your Zoom settings to list your preferred name and pronoun.

Required Reading Reflections (15%):

In preparation for Zoom lectures, I would like you to critically engage with the required readings and complete at least one discussion question and a reflection/response to one of your discussion questions. This is meant to help you actively engage with the readings and come to class prepared for discussion. You will be required to submit 5 *Required Reading Reflections* prior to any of the lectures for 2-12 (Required Reading Reflections must be submitted through Quercus by 11:59 pm the day before the lecture). All 5 of your Required Reading Reflections must be completed on different lectures than the lecture you have chosen to complete your Critical Article Review! Please see below for guidelines of discussion questions and reflections:

- required reading reflections should include the student's full name, student number and date
- reading reflections should be submitted online through Quercus by 11:59 pm the day before the Zoom lecture for that reading (late submissions will not be accepted)
- discussion questions must be based on a reflection of the required readings for the week (students should not merely re-state the research questions that are outlined in each reading)
- students should base reflections on their insights of each reading or a comparison of all required readings for the lecture
- reflections should be approximately one paragraph in length and should not exceed 250 words
- a required reading reflection should be submitted for 5 out of the 12 lectures, beginning with lecture 2
- each *required reading reflection* will be worth 3% (3% if discussion question(s) and reflection critically engage with readings and clearly demonstrate thought, 1.5% if discussion question(s) and reflection doesn't critically engage with reading and shows some thought, or 0% if discussion question(s) and/or reflection(s) do not demonstrate thought, are late, incomplete or not completed)

Critical Article Review (15%):

This assignment is designed to help students develop their critical reading and writing skills. Specifically, it will test how well you can put together a thoughtful but concise literature review. All academic essays require the author to devote one section to reviewing relevant previous studies they seek to respond to and draw from when putting forth an original contribution to an ongoing scholarly debate. Students may choose any pre-selected reading from the syllabus in order to complete this assignment. Your Critical Article Review must be completed on a reading that is from a different lecture than the weeks/lectures you choose to complete any of your 5 Required Reading Reflections! The Critical Article Review must be submitted through Quercus by 11:59 pm the day before the Zoom lecture for the reading you have chosen. For this assignment, students should demonstrate a clear understanding of the debate within political science that the author is responding to, their theoretical argument, and their research method. Students will be expected to cite all sources and are *not* permitted to cite lecture notes or quote the instructor.

The following are guidelines for the assignment:

- 2-3 pages
- select a required reading from the syllabus
- identify the author's thesis
- provide a brief summary of the main arguments and evidence the author uses to support their thesis
- indicate the research method used by the author
- identify the author's contribution to the wider debate on the topic (this requires situating the author's thesis amongst other studies on the same topic and citing other works related to this topic)
- critically assess the author's strengths and weaknesses

- Your Critical Article Review should be submitted online through Quercus by 11:59 pm the day before the Zoom lecture for the reading you have chosen (late submissions will not be accepted)

Essay Proposal and Draft Bibliography (20%):

This assignment is designed to help students prepare to conduct in-depth research for their final essay. Students will be expected to seriously develop a detailed plan for their final essay. The essay proposal should be 4 pages, double spaced, 12-point Times New Roman font with 1-inch margins plus the draft bibliography (bibliography not included in 4 page count for proposal).

The essay proposal (due by 11:59pm EST on July 17th, 2022) should be uploaded to Quercus and must include:

- a tentative thesis
- a thorough literature review including theoretical debates around the topic
- a detailed plan for how you will conduct research and analysis (e.g. theories and approaches you plan to draw on)
- identify key supporting evidence and explain how you will support your argument
- a draft bibliography including academic articles, books, government reports, data sets you will be using (you may build on this bibliography for your final essay)
 - A resource for evaluating sources: UBC, "Scholarly vs. Popular Sources" <<http://help.library.ubc.ca/evaluating-and-citing-sources/evaluating-information-sources/>>

Final Essay (35%):

The goal of this assignment is to help you engage academic skills of addressing a research question, developing a thesis, and supporting your thesis using evidence. You will have to respond to a research question which will cover some of the broad themes addressed in the course. Options for research questions will be posted to Quercus and you will have to choose one. The essay should be 10-12 pages. 10 pages is the absolute minimum. Papers will suffer a deduction of 2% per half page under 10 pages. 12 pages is the maximum. Anything over 12 pages will receive a penalty of 2% per half page. The essay proposal should be double spaced, 12-point Times New Roman font with 1-inch margins plus the bibliography (bibliography not included in page count). You will be expected to incorporate the feedback from your essay proposal in your final essay. We will discuss these points in more detail during Zoom lecture.

The Final Essay (due by 11:59pm EST on August 14th, 2022) should be uploaded to Quercus and will be evaluated based on:

- a strong thesis statement
- a demonstration of conceptual clarity and an understanding of the theoretical debates surrounding the issue
- depth and originality of analysis
- the quality and strength of the empirical evidence used to support their thesis
- organization of essay
- ability to convey your ideas in a clear and concise manner using university level writing

- diversity of academic sources and accuracy of citations

Some helpful resources for ensuring academic integrity:

- “Adding your own voice to a research assignment”:
<https://www.academicintegrity.utoronto.ca/smart-strategies/adding-your-own-voice-to-a-research-assignment/>
- “Citations, quotations and paraphrasing”:
<https://www.academicintegrity.utoronto.ca/smart-strategies/citations-quoting-and-paraphrasing/>

Some helpful resources for formulating a good thesis:

- U of T Writing Centre, "Using Thesis Statements":
<http://www.writing.utoronto.ca/advice/planning-and-organizing/thesis-statements>
- U of T Writing Centre, "The Transition from High School to University Writing":
<http://www.writing.utoronto.ca/advice/general/transition-to-university>
- Harvard College Writing Center, "Developing a Thesis":
<http://writingcenter.fas.harvard.edu/pages/developing-thesis>

SCHEDULE OF READINGS

Lecture 1: Monday, July 4th, 2022

Introduction: Understanding gender, politics and public policy

Required Readings:

- Read the syllabus
- Celis et al., (2013). “Gender and Politics: A Gendered World, A Gendered Discipline.” In *The Oxford Handbook of Gender and Politics*. Eds. Georgina Waylen et al. Oxford: Oxford University Press: 1-26 (eBook).
- Taylor, J. K. (2007). Transgender identities and public policy in the United States: The relevance for public administration. *Administration & Society*, 39(7), 833-856.

Lecture 2: Wednesday, July 6th, 2022

Gender analysis and thinking through an intersectional lens

Required Readings:

- Hancock, A. M. (2007). When multiplication doesn't equal quick addition: Examining intersectionality as a research paradigm. *Perspectives on politics*, 5(1), 63-79.
- Weldon, S. L. (2006). The structure of intersectionality: A comparative politics of gender. *Politics & Gender*, 2(2), 235-248.
- Htun, M. (2005). What it means to study gender and the state. *Politics & Gender*, 1(1), 157-166.

Recommended Readings:

- Davis, Heath Fogg. 2014. “Sex-Classification Policies as Transgender Discrimination: An Intersectional Critique.” *Perspectives on Politics* 12, 1: 45-60.

Lecture 3: Monday, July 11th, 2022
Navigating gender equality across cultural settings

Required Readings:

- Bawa, S. (2012). Women's rights and culture in Africa: a dialogue with global patriarchal traditions. *Canadian Journal of Development Studies/Revue canadienne d'études du développement*, 33(1), 90-105.
- Ayelet Shachar, *Multicultural Jurisdictions: Cultural Differences and Women's Rights* (New York: CUP, 2001), ch. 2. Book is available online via UofT libraries.

Recommended Readings:

- Inglehart, Ronald & Pippa Norris (2003) *Rising Tide: Gender Equality and Cultural Change*. Cambridge, UK: Cambridge University Press: 3-28 (eBook).

Lecture 4: Wednesday, July 13th, 2022
Gender based violence (GBV) and strategies to end it

Required Readings:

- Hall, R.J. (2015). Feminist Strategies to end violence against women. In *The Oxford handbook of transnational feminist movements*, Eds. Rawwida Baksh and Wendy Harcourt. Oxford: Oxford UP: 394-418. (eBook).
- Razack, S. H. (2016). Sexualized violence and colonialism: Reflections on the inquiry into missing and murdered Indigenous women. *Canadian Journal of Women and the Law*, 28 (2), i-iv.
- Wirtz, A. L., Pham, K., Glass, N., Loochkartt, S., Kidane, T., Cuspoca, D., ... & Vu, A. (2014). Gender-based violence in conflict and displacement: qualitative findings from displaced women in Colombia. *Conflict and health*, 8(1), 1-14.

Recommended Readings:

- Wood, R. M., & Thomas, J. L. (2017). Women on the frontline: Rebel group ideology and women's participation in violent rebellion. *Journal of Peace Research*, 54(1), 31-46.

Lecture 5: Monday, July 18th, 2022
Gender and Health: Reproduction, regulation and the social determinants of health

Required Readings:

- Mottier, V. (2013). "Reproductive Rights" In *The Oxford Handbook of Gender and Politics*. Eds. Georgina Waylen et al. Oxford: Oxford University Press: 282-289 (eBook).
- Roberts, D. E. (1992). The future of reproductive choice for poor women and women of color. *Women's Rights Law Reporter*, 14(2 and 3), 305-314.
- Mulé, N. J., Ross, L. E., Deeproose, B., Jackson, B. E., Daley, A., Travers, A., & Moore, D. (2009). Promoting LGBT health and wellbeing through inclusive policy development. *International journal for equity in health*, 8(1), 1-11.

Recommended Readings:

- Roberts, D. E. (1999). *Killing the black body: Race, reproduction, and the meaning of liberty*. NY: Vintage Books.
- Rothman, E. F., Sullivan, M., Keyes, S., & Boehmer, U. (2012). Parents' supportive reactions to sexual orientation disclosure associated with better health: Results from a population-based survey of LGB adults in Massachusetts. *Journal of homosexuality*, 59(2), 186-200.

Lecture 6: Wednesday, July 20th, 2022

Negotiating Traditional Gender Roles: How women exercise agency by challenging and reconceptualizing notions of motherhood

Required Readings:

- Tungohan, E. (2013). Reconceptualizing motherhood, reconceptualizing resistance: Migrant domestic workers, transnational hyper-maternalism and activism. *International Feminist Journal of Politics*, 15(1), 39-57.
- Howe, S.E. (2006). *The Madres de la Plaza de Mayo: Asserting Motherhood; Rejecting Feminism?* *Journal of International Women's Studies*, 7(3), 43-50.

Recommended Readings:

- Sylvia Bawa (2016): Paradoxes of (dis)empowerment in the postcolony: women, culture and social capital in Ghana, *Third World Quarterly*, DOI: 10.1080/01436597.2015.1086636

Lecture 7: Monday, July 25th, 2022

Movements and Activism: Resistance in informal settings, new social media and transnational movements

Required Readings:

- Lee, M., & Murdie, A. (2020). The Global Diffusion of the# MeToo Movement. *Politics & Gender*, 1-29.
- Serrano-Amaya and Vidal-Ortiz. (2015). Masculinities, “Profeminism,” and Feminism in Latin America. In *The Oxford handbook of transnational feminist movements*, Eds. Rawwida Baksh and Wendy Harcourt. Oxford: Oxford UP: 45-506. (eBook).
- Chaudhuri, S., & Fitzgerald, S. (2015). Rape protests in India and the birth of a new repertoire. *Social Movement Studies*, 14(5), 622-628.

Recommended Readings:

- Miriam Smith, “Identity and Opportunity: The Lesbian, Gay, Bisexual and Transgender Movement,” in Miriam Smith, ed., *Group Politics and Social Movements in Canada* (2nd ed.; Toronto: UTP, 2014), chap. 8. (eBook)
- Tungohan, E. (2017). The transformative and radical feminism of grassroots migrant women's movement (s) in Canada. *Canadian Journal of Political Science/Revue canadienne de science politique*, 50(2), 479-494.

- Ewig, C. (1999). The strengths and limits of the NGO women's movement model: Shaping Nicaragua's democratic institutions. *Latin American Research Review*, 75-102.

Lecture 8: Wednesday, July 27th, 2022

Institutionalism and the state's regulation of partnership and sexuality

Required Readings:

- Thompson D. Racial Ideas and Gendered Intimacies: the Regulation of Interracial Relationships in North America. *Social & Legal Studies*. 2009; 18(3):353-371.
- Miriam Smith, *Political Institutions and Lesbian and Gay Rights in the United States and Canada* (New York: Routledge, 2008), preface, chapter 1. Available as e-book via UofT libraries.

Recommended Readings:

- Miriam Smith, "The Impact of the Charter: Untangling the Effects of Institutional Change," *International Journal of Canadian Studies* 36 (2007), 17-40.

Lecture 9: Wednesday, August 3rd, 2022

Gender and politics: The effects of descriptive and substantive representation, quotas and representation in achieving equality

Required Readings:

- Celis, K., Erzeel, S., Mügge, L., & Damstra, A. (2014). Quotas and intersectionality: Ethnicity and gender in candidate selection. *International Political Science Review*, 35(1), 41-54.
- Mansbridge, J. (1999). Should Blacks represent Blacks and women represent women? A contingent "yes". *The Journal of politics*, 61(3), 628-657.
- Haider-Markel, D. P. (2007). Representation and backlash: The positive and negative influence of descriptive representation. *Legislative Studies Quarterly*, 32(1), 107-133.

Recommended Readings:

- Krook, M. L., & Norris, P. (2014). Beyond quotas: Strategies to promote gender equality in elected office. *Political Studies*, 62(1), 2-20.
- Wängnerud, L. (2009). Women in parliaments: Descriptive and substantive representation. *Annual Review of Political Science*, 12, 51-69.
- Beckwith, K. (2007). Numbers and newness: The descriptive and substantive representation of women. *Canadian Journal of Political Science/Revue canadienne de science politique*, 40(1), 27-49.
- Caiazza, A. (2004). Does women's representation in elected office lead to women-friendly policy? Analysis of state-level data. *Women & Politics*, 26(1), 35-70.
- Hughes, M. M., Krook, M. L., & Paxton, P. (2015). Transnational women's activism and the global diffusion of gender quotas. *International Studies Quarterly*, 59(2), 357-372.

Lecture 10: Monday, August 8th, 2022
Gender and the economy: the cost of gender inequality

Required Readings:

- Barrientos, S., Kabeer, N., & Hossain, N. (2004). The gender dimensions of globalization of production. ILO Working Paper, (17). < http://www.oit.org/wcmstp5/groups/public/---dgreports/---integration/documents/publication/wcms_079121.pdf>
- Khan, Z. (2015). Gender responsive budgeting. *In The Oxford handbook of transnational feminist movements*. Eds. Rawwida Baksh and Wendy Harcourt. Oxford: Oxford UP: 485-506. (eBook).
- Fuwa, M. (2004). Macro-level gender inequality and the division of household labor in 22 countries. *American sociological review*, 69(6), 751-767.

Recommended Readings:

- Mandel, H. (2012). Winners and losers: The consequences of welfare state policies for gender wage inequality. *European Sociological Review*, 28(2), 241-262.
- Klasen, S. (2002). Low schooling for girls, slower growth for all? Cross-country evidence on the effect of gender inequality in education on economic development. *The World Bank Economic Review*, 16(3), 345-373.

Lecture 11: Wednesday, August 10th, 2022
Welfare states and social policies: parental leave, “women friendly policies”, and ECEC policies

Required Readings:

- White, Linda A. 2017. “Which Ideas, Whose Norms? Comparing the Relative Influence of IOs on Paid Maternity/Parental Policies in Liberal Welfare States.” *Social Politics* 24, 1: 55-80.
- Borchorst, A., & Siim, B. (2008). Woman-friendly policies and state feminism: Theorizing Scandinavian gender equality. *Feminist theory*, 9(2), 207-224.
- Eydal, G. B., & Rostgaard, T. (2011). Gender equality revisited—changes in Nordic childcare policies in the 2000s. *Social Policy & Administration*, 45(2), 161-179.

Recommended Readings:

- White, L. A. (2011). The internationalization of early childhood education and care issues: Framing gender justice and child well-being. *Governance*, 24(2), 285-309.
- Vesely, C. K. (2013). Low-income African and Latina immigrant mothers’ selection of early childhood care and education (ECCE): Considering the complexity of cultural and structural influences. *Early Childhood Research Quarterly*, 28(3), 470-486.

Lecture 12: Monday, August 15th, 2022

A Rights Based Approach Towards Gender Equity: MDG goals, women's empowerment and girls' rights

Required Readings:

- Kabeer, N. (2005). Gender equality and women's empowerment: A critical analysis of the third millennium development goal 1. *Gender & Development*, 13(1), 13-24.
- Hendriks, S. and Bachan, K. (2015). Because I Am a Girl: The Emergence of Girls in Development. In *The Oxford handbook of transnational feminist movements*, Eds. Rawwida Baksh and Wendy Harcourt. Oxford: Oxford UP: 895-918. (eBook).
- Dairiam, M. S. (2015). CEDAW, gender and culture. In *The Oxford handbook of transnational feminist movements*, Eds. Rawwida Baksh and Wendy Harcourt. Oxford: Oxford UP: 367-393. (eBook).

Recommended Readings:

- Croll, E. J. (2006). From the girl child to girls' rights. *Third world quarterly*, 27(7), 1285-1297.
- Rafferty, Y. (2013). International dimensions of discrimination and violence against girls: A human rights perspective. *Journal of International Women's Studies*, 14(1), 1-23.

COURSE POLICIES

Assistance and accommodation:

The University of Toronto is committed to supporting student accessibility and overall student well-being. Many resources exist on campus to help students who are in need of assistance for a number of reasons. Those resources include but are not limited to: accessibility services, health and counseling services, writing centres, and peer mentoring systems. The University also is committed to providing allowances for religious observances.

If you have an accessibility consideration that may require accommodation, please contact Accessibility Services as soon as possible. The Accessibility Services office is located at 455 Spadina Ave, 4th Floor, Suite 400 (next to the camps bookstore). In addition to drop in-services Accessibility Services staff can be contacted via email at accessibility.services@utoronto.ca and phone at (416) 978-8060.

A few (i.e. not exhaustive) links to additional resources include:

- <http://healthandwellness.utoronto.ca/>
- <http://www.writing.utoronto.ca/writing-centres/arts-and-science>
- <http://uoft.me/religiousaccommodation>

Policy on missed assignments

The policies regarding late or missing weekly reflections and the critical article review are outlined above. For the essay proposal and draft bibliography; and final essay, **if you miss the deadline, your grade for this component will be reduced by 3 per cent per day, including weekends. Late assignments will not be accepted after 7 days.**

In the event that you miss an assignment deadline because of illness or personal emergency, you must inform me as soon as possible and preferably in advance of the assignment deadline, and you must submit one type of official medical documentation: Verification of Illness or Injury Form (illnessverification.utoronto.ca); Student Health or Disability Related Certificate; College Registrar's Letter; Accessibility Services Letter.

Students are strongly advised to keep rough and draft work and hard copies of their assignments. These should be kept until the marked assignments have been returned and grades have been posted on ACORN.

Grade Appeals

Grade appeals must be made within one week of receiving the grade. They must include a 100-200 word written statement sent via email of why the assignment deserves to be re-graded. The grade will change only in cases where the second grading is more than 5 points different from the first (i.e. a 60 will not be changed unless the second grading produces a score of 65+ or 55-). Please note decisions on appeals are ultimately at the instructor's discretion. Once an appeal is submitted, the entire assignment (and not specific questions/parts) will be examined. Please note that your grade may go down, go up or remain unchanged after this process.

Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including: ◦ working in groups on assignments that are supposed to be individual work;
- Having someone rewrite or add material to your work while "editing"
- Lending your work to a classmate who submits it as his/her own without your permission

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.

- Falsifying institutional documents or grades.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact the instructors. If you have questions about appropriate research and citation methods, seek out additional information from us, or from other available campus resources like the [U of T Writing Website](#).

How Not To Plagiarize: *Please note that all students are expected to read and understand this document before submitting any written assignments.* <https://advice.writing.utoronto.ca/wp-content/uploads/sites/2/how-not-to-plagiarize.pdf>

In this course, we use *Ouriginal* for submission of assignments

Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).