

SYLLABUS

Political Science 350 A: *The Politics of Gender*

**Fall Semester 2014, T/R 1230-1350
HM Tory 1-107**

Course website: <http://cressidaheyes.com/students/political-science-350-politics-of-gender/>

This website requires a password, which you'll be given in class.

Please don't share the password with anyone except other students registered in this course.

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Office hours: Mondays 9.30-11.30 starting September 8 and ending December 8 (no office hours on September 15, October 13 [Thanksgiving], November 10 [Remembrance Day weekend], or November 17). Also by appointment.

Prerequisite: Any 200-level POLS class or the consent of the Department.

Policy about course outlines can be found in §23.4(2) of the University *Calendar*.

This syllabus is only available on-line as a PDF at <http://cressidaheyes.com/students/political-science-350-politics-of-gender/>

It may be amended to correct errors, or to make minor additions or changes as the course progresses only with consent of students registered in the course; subsequent editions of the syllabus will be posted alongside the original. The most recent version of the syllabus is binding.

“Every course outline must include an indication of how students will be given access to past or representative evaluative course material”

(GFC 23.4). As this course does not include an exam, this regulation is not applicable.

“Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.”

Course description

The course has four units: first, we'll read some theoretical analyses of the concepts of "gender" and "politics" and their interrelation, as well as their relation to feminisms. One of the key insights of feminist analyses of politics has long been that conventional distinctions between public and private function to keep gendered political structures within families, in "conjugal" relationships, and between children and carers (for example) out of the realm of overt political life. Thus the second unit will examine the politics of the family, care labour, and state regulation of relationships in both local and global contexts. These most "private" institutions turn out to be intensely political, but typically with under-articulated value-commitments. Thus, third, we turn to institutionalized politics and the more overt inclusion or exclusion of gender from policy capacity, legislative assemblies, slates of party candidates, and representations of politicians. Finally the course makes gender into a vector of analysis for the global economy and international relations.

Throughout we will consider "gender" as simultaneously a diverse set of personal identities, political structures, and symbolic formations that can be described through languages of femininities, masculinities, and gender transition or ambiguity. Gender, as we will treat it, intersects with (and is local to) racial and ethnic formations, states and nations, sexualities, class structures, and economic systems. Gender is thus not only a way of being a particular individual, but also an analytic frame for understanding power, conflict, violence, inclusion and exclusion, peace and security, work, exploitation, and political affect.

The course is taught with an active learning component—i.e. in addition to listening to me lecturing, students will be expected to participate in neighbourly or small group conversation, reading comprehension, writing, or problem-solving exercises, and class discussion or Q & A. Important qualities for success include not just ability to think theoretically but also a willingness to be open to diverse and seemingly heretical perspectives and to engage in thoughtful criticism, including quite possibly self-criticism. I try hard to make the class into a positive environment for students of all genders/sexualities, cultural or ethnic backgrounds, and political affiliations, and this effort also relies on the good faith, compassion, and generosity of all participants.

Reading

All readings for the course are available on-line. The course website includes a reading list with links to each reading. The reading averages two articles of 15-20 pages per week, and careful preparation for class activities and discussion is expected. Give yourself time to access, print (if necessary), and read the texts. If you find yourself perplexed by the level of detail at which the readings are discussed, or unable to recall the content of arguments you've read when we analyse them in class, you may not be reading well. Look at the reading guidelines posted on the course website. NB that you should always have a copy of the reading being discussed in front of you in the classroom.

Schedule

Class will meet from September 4 to December 2 every Tuesday and Thursday 1230-1350, with the exception of Tuesday November 11 (Remembrance Day/fall term class break). Please make every effort to arrive on time for class and do not leave early unless you have an unavoidable reason on a particular day.

Etiquette and use of technology

The use of laptops and tablets is permitted in the classroom **ONLY** for purposes of notetaking or accessing course readings. Please, switch off your phone in class, and especially do **not** text. Do **not** use your laptop or tablet for game-playing, social media, or any other purposes not related to the material of the day's class. A recent study indicated that not only do students who use their devices in these ways during class negatively affect their own focus, comprehension, and retention, but they also negatively effect those around them, including their teacher. We only spend 160 minutes per week together: please respect that time, and respect the rights of others to be part of an engaged and focused class.

Course goals

1. Content-oriented goals

This course aims to...

- Teach you a rigorous yet accessible set of concepts and methods for making sense of gender and gender injustice in political contexts.
- Dispel myths about feminism, and introduce you to the richness and diversity of feminist frameworks and other critical modes of thinking about gender.
- Link critical gender studies with the broader field of political science so that you can grasp the potential role of gender in your other POLS courses.

2. Skill-based goals

This course aims to...

- Show you how to read moderately difficult academic texts closely and well.
- Teach you how to ask a good critical question about a text.
- Model unpacking complex political positions and constructing stepwise arguments in their defence, or raising strong and charitable objections.
- Teach you how to represent and communicate complex texts or ideas in short, pithy pieces of writing.

Evaluation

See also the guiding documents on the website under "evaluation," which are appendices to this syllabus.

- Attendance and participation will count for 20% of your grade. Included in this component are points for: consistent attendance; arriving on time and staying to the end of class; listening attentively to lecture or other students' contributions to class; *not* using devices in prohibited ways in the classroom; asking good questions; participating in class activities; showing through your participation that you have done the reading carefully in advance.
- Short papers: during the term you'll write **four** short papers (maximum length strictly 500 words). Each paper will summarize an assigned article for your purposes and then motivate and pose a critical question about it. Each paper will be worth 10% of your grade. The papers will be

assigned on articles we have already discussed, so that you can draw on the class. They will be due by the end of the class (1.50pm) *after* the class in which we discussed the reading.

- Blogpost assignments: as take-home assignments you'll write two blogpost-style essays that relate what you've learned in class to an issue involving gender and politics (maximum length strictly 1000 words). #1 is due November 20 by 1.50pm. #2 is due December 2 by 1.50pm. Each is worth 20% of your grade.

Late penalty for written assignments is one grade increment per 24 hours or part of 24 hours: e.g. a B+ paper due on Tuesday at 1.50pm but handed in on Thursday at 9.30am will receive a B-. Late papers may be e-mailed as Word attachments but otherwise please hand in a paper copy of your work in class. Regarding absences that may be excusable and procedures for addressing course components missed, consult [section 23.3 \(1\) of the University Calendar](#).

Please attach a "cover page" to the BACK of your short paper and put your name ONLY on that page, or write your name on the back of the last page. (I grade papers anonymously in the first instance as there's now quite a bit of evidence that this helps to correct various kinds of implicit bias.)

The class is graded to a standard of merit, not on a curve (i.e. it's possible for everyone to get an A—or a D!). Nonetheless, my historical grading record tracks the U of A averages for 300-level courses, with the median grade typically being a B.

If you have special needs that could affect your performance in this class, please let me know during the first week of the term. If you are not already registered with Specialized Support and Disability Services, contact their office immediately at 492 3381 or ssdsrec@ualberta.ca.

If something goes terribly wrong in your life, avoid at all costs skipping class, not handing your work in or doing it really badly, and then showing up in December when you realise a poor grade is inevitable to plead your case. If you explain yourself as soon as possible it is much easier to sympathise and help you avoid penalties.

Policy on academic dishonesty:

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."

If you are unsure how to reference texts, want to know how much collaboration constitutes cheating, or need any other advice about academic honesty, please ask me ahead of time for guidance. You will never be penalized for asking for help in advance of submitting work.

Class-by-class schedule

September 4: Introduction to the course

Part I: Conceptualizing gender and politics

Week 1:

September 9: Leslie Feinberg, "We are All Works in Progress," in *Trans Liberation: Beyond Pink and Blue*; AND Anne Fausto-Sterling, "The Five Sexes: Why Male and Female are Not Enough." *The Sciences*.

September 11: Discussion.

Week 2:

September 16: Simone de Beauvoir, "Introduction" *The Second Sex*.

NB: September 16 is drop/add deadline.

September 18: Judith Squires, "Politics Beyond Boundaries: A Feminist Perspective"

Week 3:

September 23: R. W. Connell, "The Sexual Character" (esp. the section "Hegemonic Masculinity and Emphasized Femininity")

September 25: Winona Stevenson, "Colonialism and First Nations Women in Canada;" AND Andrea Smith, "Native American Feminism, Sovereignty, and Social Change."

Part II: Politicizing gender: the public and the private

Week 4:

September 30: Susan Moller Okin, "Gender, the public and the private"

October 2: Discussion

Short paper #1 on Okin due

NB: October 2 is Fall term refund deadline

Week 5:

October 7: Iris Marion Young, "Reflections on Families in the Age of Murphy Brown."

October 9: Kim Anderson, "Marriage, Divorce, and Family Life;" AND Arlie Russell Hochschild, "Global Care Chains and Emotional Surplus Value."

Week 6:

October 14: Lois Harder, "The State and the Friendships of the Nation"

October 16: Discussion

Short paper #2 on Harder due.

III: Representing gender: policies, institutions, and media

Week 7:

October 21: Janine Brodie, "Canada's 3 Ds"

October 23: Linda Trimble, "Assembling Women, Gendering Assemblies"

Week 8:

October 28: Mona Lena Krook, Joni Lovenduski, and Judith Squires, "Gender Quotas and Models of Political Citizenship"

October 30: Discussion

Short paper #3 on Krook, Lovenduski, and Squires due.

Week 9:

November 4: Linda Trimble, "Melodrama and Gendered Mediation"

November 6: Yasmin Jiwani, "Doubling Discourses and the Veiled Other: Mediations of Race and Gender in Canadian Media."

Short paper #4 on Trimble due

IV: Globalizing gender

Week 10:

No class November 11 (Remembrance Day/fall term class break)

November 13: Cynthia Enloe, "Gender Makes the World Go Around"

Week 11:

November 18: Anne Runyan and V. Spike Peterson, "Gender and Global Political Economy"

November 20: Discussion

First blogpost assignment due

Week 12:

November 25: Iris Marion Young, "The Logic of Masculinist Protection"

NB: November 26 is the last day for withdrawal from Fall term courses

November 27: Satoshi Ikeda, "Masculinity and Masculinism Under Globalization"

Week 13:

December 2: Closing lecture and discussion

Second blogpost assignment due