

GENDER & POLITICS
POLSCI 3V03
Winter 2023

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Course Description

Theoretical and empirical approaches to understanding the role of gender in politics, including electoral politics, democratization, peace and security, organized women's movements and broader social developments around the expression and performance of gender in the context of social power.

Course Objectives

By the end of the course students should be able to:

- Understand the major theories and research findings on the role of gender in politics, including its relationship to the state, political attitudes and behavior, electoral systems and outcomes, political leadership, and public policy and law.
- Think analytically about complex issues regarding gender, sexuality and politics, drawing on findings of high-quality research and reputable web-based resources;
- Deploy strong reading and written communication skills;
- Deliver ideas effectively through presentations;
- Practice good time management and self-organization skills, including the ability to balance and complete multiple tasks, as is expected in professional careers.

Required Materials and Texts

- Fiona MacDonald and Alexandra Dobrowolsky (eds) (2020) *Turbulent Times: Gender and Politics Today and Tomorrow*. Toronto: University of Toronto Press.
- Available as hardcopy or ebook through the bookstore or at the following link: <https://utorontopress.com/9781487588328/turbulent-times-transformational-possibilities/>

Class Format

Three hour lecture and discussion.

Course Evaluation – Overview

1. Group Presentation – 20%, due on date to be assigned
2. Group Discussion – 20%, completed weekly in class
3. Reflection Paper – 20%, due on Wednesday following class
4. Pop Quiz – 10%, in class, unscheduled
5. Take-home – 30%, due April 5

Course Evaluation – Details

Group Presentation (20%), due on date to be assigned

Students will be organized into groups and will prepare and deliver a 30 minute presentation on one week in the course, during the second half of class. Good presentations will:

- draw points from the reading and illustrate each with extra details that complement the arguments in the reading. For example, providing additional charts or stats, further context or background information on a theme or problem in the reading, or provide a story or case that illustrates kinds of issues the reading identifies.
- provide a clear “Link To Reading” (LTR) for each point or theme to show how this example or illustration ties into key ideas in the chapter.
- Be carefully prepared in advance
- Use the reading to frame its main ideas & use terminology that demonstrates mastery of the major themes
- Explain key terminology that’s unfamiliar
- Build on prior course learning, including key terms and ideas
- Be clear and concise,
- Showcase the contributions of all group members Note: this does not mean everyone has to speak, but “behind the scenes” contributions like preparing visual materials, organizing preparation discussions, and writing text, etc. should be attributed in some form. Think of it as “end credits.”

Group Discussion (20%), completed weekly, in class

Each group will spend 30 minutes discussing an assigned question and developing ideas to be included in the weekly Reflection Post. Each student will receive an individualized grade that reflects their participation in group discussions based on a weekly “Roll Call” that lists the participating students for a given week. The Roll Call is the responsibility of the student assigned completing a reflection paper for that week. If that person is absent, another group member should upload a Roll Call to the Reflection paper assignment area in Avenue. Good discussions will:

- Take a firm position on an issue (avoid “it depends” as a position unless you can be specific about WHAT it depends upon)
- Draw on the reading, lecture, and presentation to develop an argument
- Use appropriate evidence from the reading and presentation to support claims
- Anticipate future challenges or unresolved questions
- Provide all the participants’ names in the “Roll Call.”

A special note on absences for group-related work:

- Absences without appropriate documentation will result in forfeiting that portion of a student's Group Discussion grade.
- Those with six or more absences should not expect to pass this section of the course.
- Absences within a group will not affect the grade of other group members so long as a "roll call" is uploaded each week.

Reflection Paper (20%), due on Wednesday following class

One member from each group will post a summary (approximately 500 words) of their discussion through Avenue to Learn by midnight on the Wednesday following class. They should begin with a "Roll Call" of the members who participated in discussion. The reflection should then be built around the in-class discussion and take a firm position on the question that was posed. Each member of a group will be assigned a date to submit a reflection, and each student will submit one reflection. A good post will:

- Provide an accurate "Roll Call"
- Indicate how your group responded to the assigned question
- Draw on readings, presentations, and other course resources to support an argument
- if the group did not reach a consensus, it is the author's job to identify a position that reasonably reflects the group's thinking while still delivering a focused response

Pop quiz (10%), in class, unscheduled

A short written quiz that covers the assigned reading for that week will be conducted at the start of class before lecture. This test will not be announced in advance. Latecomers will not be allowed additional time to complete it.

Take home Test (30%), due April 5

Students will answer 3 of 5 questions. Each question will require an approximately 500 words response. The take-home test will be issued by 9am April 3 and is due by midnight April 5. A strong take-home test will:

- demonstrate mastery of the course themes and assigned readings
- draw on useful examples from presentations as appropriate
- concisely address the question, getting right to the point
- take a clear well-informed position
- use the most relevant evidence available
- be well written, with clear, grammatically correct prose

Weekly Course Schedule and Required Readings

Week 1 (Jan 10)

Course Introduction

Week 2 (Jan 17)

Transformation vs Inclusion

Chapter 1: Alexandra Dobrowolsky, "A Diverse, Feminist "Open Door" Canada? Trudeau-Styled Equality, Liberalism, and Feminisms," 23-48.

Week 3 (Jan 24)

Gender Sensitivity

Chapter 3: Jeanette Ashe, "Gender Sensitivity under Trudeau: Facebook Feminism or Real Change?" 68-99.

Week 4 (Jan 31)

Sexual Assault Law

Readings: Chapter 4: Elaine Craig "Feminism, Public Dialogue, and Sexual Assault Law," 100-20.

Week 5 (Feb 7)

Indigenous Politics

Readings: Chapter 5: Gina Starblanket "Transforming the Gender Divide? Deconstructing Femininity and Masculinity in Indigenous Politics," 121-40.

Week 6 (Feb 14)

Military & Defence Policy

Readings: Chapter 6: Maya Eichler "How Gender Became a Defence Issue: A Feminist Perspective on Canadian Military and Defence Policy," 141-158

Week 7 (Feb 21) NO CLASS

Mid-term recess

Week 8 (Feb 28)

Resources & the Body

Readings: Chapter 7: Isabel Altamirano-Jiménez "Free Mining, Body Land, and the Reproduction of Indigenous Life," 159-76.

Week 9 (Mar 7)

Social Media

Readings: Chapter 8: Tamara A. Small "The Promises and Perils of Hashtag Feminism," 177-98.

Week 10 (Mar 14)

Intersectionality

Readings: Chapter 11: Debra Thompson "The Intersectional Politics of Black Lives Matter," 240-57.

Week 11 (Mar 21)

Pinkwashing

Readings: Chapter 12: Alexa DeGagne "Pinkwashing Pride Parades: The Politics of Police in LGBTQ2S Spaces in Canada," 258-80.

Week 12 (Mar 28)

Disability

Readings: Chapter 15: Stacy Clifford Simpican "Rethinking Disability, Citizenship, and Intersectionality: New Directions for Political Science," 326-48.

Week 13 (Apr 4)

Appearance

Readings: Chapter 16: Michael Orsini "Engendering Fatness and "Obesity": Affect, Emotions, and the Governance of Weight in a Neoliberal Age," 349-67.

Week 14 (Apr 11)

Masculinity

Readings: Chapter 17: John Grant and Fiona MacDonald "The 'Alt' Right, Toxic Masculinity, and Violence," pp. 368-88.

Course Policies

Submission of Assignments

- Assignments should be submitted through Avenue to Learn.
- All submissions should be in “.pdf” format.
- Students are expected to complete the assignments on schedule, except in cases of illness or immediate personal emergency covered by an MSAF.
- Those registered with SAS for accommodations must communicate the need for an extension in advance of any assignment being due.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

- Late penalties of 10% per day (including weekends) will be assigned to work that arrives after the assignment deadline.
- Grade appeals should be made no sooner than 24 hours after the work is returned. If sufficient grounds exist, an assignment will be re-evaluated. Please note that re-evaluation may also result in a grade being lowered.

Absences, Missed Work, Illness

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Courses With An On-Line Element

Some courses may use on-line elements (e.g., e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames for the McMaster e-mail

accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to

www.mcmaster.ca/academicintegrity.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should

submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>.

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.