

# PSCI 370

## Gender and Politics

Winter 2021

Lectures posted Mondays & Wednesdays

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**Instructor:** Dr. Anna Drake

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**(Virtual) Office Hours:** By appointment.

**Contact Policy:** The easiest way to contact me is via email. I will aim to respond within 24 hours (except during weekends and holidays, when I do not answer work email), but given we're in the middle of a pandemic this may not always be possible.

**Course Description:** This course examines gender and politics with a particular emphasis on questions of power, equality, oppression, representation, and autonomy. What does it mean to be a feminist? Are there any “rules” and what does this mean for those who disagree with particular goals? We will examine the ways gender is informed by—and challenges—key political ideas (such as the public-private distinction, contract, rights, and justice). We will look at various ways of mobilizing for gender equality, examine major legal, political, social, and economic developments, and pay particular attention to challenges that arise. The category “women” will be analyzed as we examine questions of identity and look at the pursuit of gender equality alongside other forms of equality (race, class, sexuality, etc.). This intersectional approach will guide much of the course’s analysis. We will examine conceptual and practical problems by looking at contemporary issues and policy questions (sexual violence, slutwalk, abortion access, prostitution, polygamy, pornography, etc), and profile people involved in the advancement of gender equality.

**Pre-Requisites:** *At least one course in PSCI or WS; Level at least 2B*

### Learning Objectives:

Upon completion of this course, students should be able to:

- Understand the difference between sex and gender, and articulate the way that gender equality requires consideration of other forms of equality (race, class, sexuality, etc)
- Describe key concepts (oppression, representation, autonomy), understand the way they apply to the question of gender equality, and be able to explain how these concepts apply to specific problems that women encounter

- Identify the ways gender affects news and media coverage
- Develop critical analytical skills, both written and verbally, and develop research skills
  - Effectively convey understanding of different concepts
  - Develop their own arguments, and be able to support these with evidence

## University Regulations:

### Cross-listed course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

### Academic Integrity and Discipline

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [Office of Academic Integrity webpage](#) for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of Academic Integrity](#) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

### Grievances and Appeals

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

## Accommodation for Students with Disabilities

*Note for students with disabilities:* The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

**Turnitin.com:** Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

## Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

### On Campus

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext 32655
- **MATES:** one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

### Off campus, 24/7

- **Good2Talk:** Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- **Here 24/7:** Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME:** set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

## Texts:

All course materials are available as e-readings on LEARN.

## Format

This is a lecture course. I will upload two lectures to LEARN each week. Each lecture will be broken into 4 modules (give or take) of approximately 15 minutes each (not exceeding 1h20mins).

## Course Requirements and Assessment:

Assignment:	Worth:	Due:
Course engagement & analysis (x8)	40%	Throughout term (dates on LEARN)
Essay Exam #1	30%	Monday March 1 <sup>st</sup>
Essay Exam #2	30%	Monday April 19 <sup>th</sup>

## Course Requirements, Expectations, and Standards:

### Assignments:

#### Course engagement and analysis:

The aims of this assignment are 1) to keep you engaged in the course, 2) to provide me with a sense of how you're processing the material and to respond as the course develops, and 3) for you to demonstrate your knowledge via substantive analysis of and engagement with the course material. Six of these assignments deal with course content: in each assignment I will set out several questions (approximately 4) that I will expect you to engage with. Assignments will be approx. 1 page, single-spaced and you will have 1 week to complete and upload them to LEARN. Two of these assignments will be simple course feedback questions that will enable me to check in and to make any adjustments to course delivery as we go: these two (non- content related) questions will count for half the value of each of the 6 substantive questions (i.e.: together these two will count for one grade entry for the course engagement analysis assignment, and are an easy way to boost your grade).

### Tests & Examinations:

#### Essay exams:

There will be 2 essay exams: one due on **Monday March 1<sup>st</sup>** at 5pm and **Monday April 19<sup>th</sup>** at 5pm. Each one will consist of two essay questions, which you'll receive one week before the exam is due and will upload to the LEARN dropbox when complete. Questions will ask you to engage with and apply course material (both assigned readings and lecture material). I will discuss the essay exams further in-class. The second essay exam focuses on material assigned & taught after the first essay exam (although students may have the option of drawing from material taught in the first half of the course). Essay exams will have a 2000 word limit.

## **Late Policy:**

We are in the middle of a global pandemic and I will not penalize students for late assignments. This is (another) tough year: take care of yourselves (and each other). For assignments that are time-sensitive (the exam essays), if you're unable to complete them on time then we can discuss an alternative exam essay to be submitted later. If you're able to, please do hand things in on time: this avoids work piling up and lets me give you feedback when it's most useful. Please note the University does have a deadline for me submitting grades at the end of the term, so you still need to hand things in ☺

## **Online Support & Services:**

The student success office and the writing centre offer a number of online workshops and one-on-one sessions. Counselling services offers a variety of free resources, including coping skills workshops and crisis support.

<https://uwaterloo.ca/student-success/>

<https://uwaterloo.ca/writing-and-communication-centre/>

<https://uwaterloo.ca/counselling-services/node/1>

<https://uwaterloo.ca/health-services/mental-health-services>

## **Care obligations:**

If you have care obligations when you are participating in the course (whether attending virtual office hours or posting video questions) please know there are no penalties or judgment for kids, animals, etc. onscreen or making noise in the background.

## **Schedule:**

### **Week 1: Introduction: Gender & Politics (January 11<sup>th</sup>)**

#### **W1L1:**

Introduction (no assigned readings)

## **W1L2:**

Iris Marion Young. 1997. "Gender as Seriality: Thinking about Women as a Social Collective." *Intersecting Voices: Dilemmas of Gender, Political Philosophy, and Policy*. Princeton, NJ: Princeton University Press. 12-37

## **Week 2: Gender and Collective Movements (January 18<sup>th</sup>)**

### **W2L1**

Amanda Bittner and Elizabeth Goodyear-Grant. 2017. "Sex isn't Gender: Reforming concepts and measurements in the study of public opinion." *Political Behaviour* 39(4): 1019-1041.

### **W2L2**

Elizabeth Cady Stanton. 2003. "Address at Seneca Falls." *Ripples of Hope: Great American Civil Rights Speeches*. New York: Basic Civitas Books. 36-42.

Sojourner Truth. 2003. "Ar'n't I a Woman?" *Ripples of Hope: Great American Civil Rights Speeches*. New York: Basic Civitas Books. 43-44.

Susan B. Anthony. 2003. "Suffrage and the Working Woman." *Ripples of Hope: Great American Civil Rights Speeches*. New York: Basic Civitas Books. 98-102.

Mary Jane Logal McCallum and Shelisa Klassen. 2017. "Because it's 1951: The Non-History of First Nations Female Band Suffrage and Leadership." *Surviving Canada: Indigenous Peoples Celebrate 150 Years of Betrayal*, Kiera L. Ladner and Myra J. Tait, eds. Winnipeg: ARP Books. 215-235.

## **Week 3: Political Representation (January 25<sup>th</sup>)**

### **W3L1**

Lisa Young. 2013. "Slow to Change: Women in the House of Commons." *Stalled: The Representation of Women in Canadian Governments*, Linda Trimble et al., eds. Vancouver: UBC Press. 253-272.

### **W3L2**

Rosemary Nossiff. 2009. "Gendered Citizenship: Women, Equality, and Abortion Policy." *New Political Science* 29(1): 61-76.

## **Week 4: Representation and the Media (February 1<sup>st</sup>)**

### **W4L1**

Jeremiah J. Garretson. 2015. "Does Change in Minority and Women's Representation on Television Matter?: a 30-year study of television portrayals and social tolerance." *Politics, Groups, and Identities* 3(4): 615-632.

#### **W4L2**

Heather Latimer. 2009. "Popular Culture and Reproductive Politics: *Juno*, *Knocked Up* and the enduring legacy of *The Handmaid's Tale*." *Feminist Theory* 10 (2): 211-226.

#### **Week 5: Oppression (February 8<sup>th</sup>)**

##### **W5L1**

Marilyn Frye. 1983. "Oppression." *The Politics of Reality: Essays in Feminist Theory*. New York: The Crossing Press. 1-16.

##### **W5L2**

Rookie Staff. 2012. "It Happens all the Time: A private conversation about street harassment, made public." *Rookie: Yearbook One*, Tavi Gevinson, ed. Montreal: Drawn & Quarterly. 306-315.

Eileen Hoenigman Meyer. 2017. "My daughter got her first catcall, and I didn't know what to tell her." *The Washington Post*. November 22.

#### **Reading Week: February 15<sup>th</sup>-19<sup>th</sup>**

#### **Week 6: Review & Exam #1 (February 22<sup>nd</sup>)**

##### **W6L1**

No assigned readings: Review and Q&A slides posted

##### **W6L2**

No assigned readings: Time to prepare for & write Essay Exam # 1

## **Week 7: Consciousness-Raising and Mobilization (March 1<sup>st</sup>)**

### **W7L1**

Betty Friedan. 1963. "The Problem That Has No Name." *The Feminine Mystique*. New York: W. W. Norton & Co. 15-32.

### **W7L2**

Bonnie J. Dow. 2003. "Feminism, Miss America, and Media Mythology." *Rhetoric & Public Affairs* 6 (1): 127-149.

## **Week 8: Gender, Rights, and Justice (March 8<sup>th</sup>)**

### **W8L1**

Lara Karaian. 2005. "Troubling the Definition of Pornography: *Little Sisters*, a New Defining Moment in Feminists' Engagement with the Law?" *Canadian Journal of Women and the Law* 17 (1): 117-133.

### **W8L2**

Sonya Charles. 2010. "How Should Feminist Autonomy Theorists Respond to the Problem of Internalized Oppression?" *Social Theory and Practice* 36 (3): 409-428.

Rachel Griffin. 2019. "Feminist Consciousness and 'Unassimilated' Feminisms." *Women's Studies in Communication* 37(3): 254-258.

## **Week 9: Sex, Gender, and Autonomy (March 15<sup>th</sup>; shortened week: 15<sup>th</sup> & 16<sup>th</sup> are break days)**

### **W9L1 (shortened week: only one lecture due to university break)**

Mary Gaitskill. 1989. "Secretary." *Bad Behavior* New York: Vintage Books. 131-147.

*Recommended:* Steven Shainberg. 2002. "Secretary." [movie]

## **Week 10: Sex, Agency, & Autonomy (March 22<sup>nd</sup>)**

### **W10L1**

Carole Pateman. 1988. "Contracting In." *The Sexual Contract* Stanford: Stanford University Press. 1-18.



## **W10L2**

Naomi Sayers. 2018. "Municipal Regulation of Street-based Prostitution and the Impacts on Indigenous Women: A Necessary Discussion." *Red Light Labour: Sex work regulation, Agency, and Resistance*. Eds. Elya M. Durisin et al. (Vancouver: UBC Press). 57-66.

Sarah Beer. 2018. "Action, Advocacy, and Allies: Building a Movement for Sex Worker Rights." *Red Light Labour: Sex work regulation, Agency, and Resistance*. Eds. Elya M. Durisin et al. (Vancouver: UBC Press). 329-339.

## **Week 11: Feminism, Pluralism, and Intersectionality (March 29<sup>th</sup>)**

### **W11L1**

Roxane Gay. 2014. "The Solace of Preparing Friend Foods and Other Quaint Remembrances from 1960s Mississippi: Thoughts on *The Help*." *Bad Feminist: Essays* (New York: Harper Perennial). 207-217.

### **W11L2**

Audre Lorde. 1984. "Learning from the 60s" (134-144) and "The Master's Tools Will Never Dismantle the Master's House" (110-113.) *Sister Outsider: Essays and Speeches*. Trumansburg, NY: Crossing Press.

## **Week 12: Revisiting Gender & Collective Movements (April 5<sup>th</sup>)**

### **W12L1**

Kamila Shamsie. 2015. "Let's have a year of publishing only women: a provocation." *The Guardian*. June 5.

Ian Youngs. 2018. "The publishing company that's only publishing female authors in 2018." *BBC News*. February 15.

Nicole Lamy. 2018. "Celeste Ng is more than a novelist." *The New York Times*. December 20.

### **W12L2**

No assigned readings: Review and Q&A slides