

Gender and Democracy in the Contemporary World
Women's Studies 597/Political Science 597.03

Professor: Cricket Keating
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Office Hours: T: 2:30-4:30 pm and
by appointment

This course fulfills GEC Category 5: Capstone: Issues of the Contemporary World

Overview of the GEC Issues in the Contemporary World Capstone: By drawing upon multiple disciplines, Issues of the Contemporary World coursework provides a capstone experience that helps students attain and enrich their experiences of the increasingly global nature of the contemporary world.

Expected Learning Outcomes of this GEC Category:

1. Students synthesize and apply knowledge from diverse disciplines to contemporary issues.
2. Students demonstrate an understanding of the relationships between information derived from different disciplines by interacting with students from different majors.
3. Students write about or conduct research on the contemporary world.

Course Objectives:

1. to understand central debates pertaining to questions of gender and democracy
2. to enhance awareness of, and respect and appreciation for, the diversity of individuals within society and of societies within the larger world community.
3. To explore approaches to questions of gender and democracy in the world community
4. To synthesize and apply knowledge from diverse disciplines to understand the relationship between gender and democracy in the contemporary world.
5. To demonstrate an understanding of the relationships between information derived from different disciplines by interacting with students from different majors through discussion and analysis
6. to write about and conduct research on the issues pertaining to gender and democracy in contemporary world.

Course Description:

The course will focus on the topic of gender and democracy in the contemporary world. Although the notion of equality is critical to democracy as an ideal, gendered subordination and marginalization often mark democratic politics. In contemporary democracies across the world, for example, women are often under-represented and marginalized in legislatures and other decision-making bodies, face processes of social, legal, and economic subordination, and have differential access to the rights and privileges of citizenship. In the course, students will explore the following questions: What are feminist critiques of contemporary democratic theories and practices? How have feminists from various contexts across the globe analyzed issues central to democracy such as citizenship, representation, and participation? What are models of

feminist democracy and how might they be fostered? What are the possibilities for and problems associated with the notion of global democracy? Throughout the course, we will examine the interplay of gender, race, class, sexuality, and nationality in relation to these questions.

Required Texts:

Marilyn Friedman, ed. *Women and Citizenship*

Joni Seager, *The Penguin Atlas of Women in the World*

Nevedita Menon, *Recovering Subversion: Feminist Politics Beyond the Law*

Carol Gould, *Globalizing Democracy and Human Rights*

Valentine Moghadam, *Globalizing Women: Transnational Feminist Networks*

Course Requirements:

Class participation (20%): All students must complete the assigned readings and should come to class prepared with questions and comments. The course will involve regular in-class exercises as well as small and large group discussions. You are encouraged to take an active role in classroom discussions by bringing relevant questions, concerns and experiences to the classroom. Students that have more than two unexcused absences will have their participation score lowered by a grade for each additional unexcused absence.

Essay 1 (20%) For this 5-7 page essay, compare and contrast the critiques, alternative visions, and strategies of three analyses of democracy that we have studied together.

Essay 2 and class presentation (40%) For this 8-10 page paper, research an effort to build gender-just democracy in a particular contemporary political context. I will hand out a list of possible topics or your group can choose your own, in consultation with me. You will be responsible for sharing your research with the class in a 10 minute presentation.

Final Exam (20%)

Grading:

Overall grades will be based on the quality of your written assignments and the constructive nature of your class participation. The essays will be graded according to (a) the clarity of your argument, (b) your use of evidence to support your argument, (c) the relevance and insight of your question(s), and (d) the accuracy of grammar, syntax and spelling. All assignments are due at the beginning of class. A late paper will be penalized by half a grade for every day that the paper is overdue.

Grading Scale:

A	93-100	B	83-86	C	73-76	D	60-66
A-	90-92	B-	80-82	C-	70-72	E	59 and below
B+	87-89	C+	77-79	D+	67-69		

Plagiarism policy:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at studentaffairs.osu.edu/resource_csc.asp

Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources. Always ask questions before you turn in an assignment if you are uncertain about what constitutes plagiarism. Always see your TA or professor if you are having difficulty with an assignment. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, do not plagiarize.

Accommodation of students with disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Questions or concerns

Please feel free to email me or to speak with me if you have questions about the material, or if you have personal concerns that will affect your class performance. I am happy to arrange appointments with students to discuss issues at greater length.

Course Schedule

WED 1/4 Introduction to course and to each other

Democracy and Domination

MON 1/9

Readings:

- Marilyn Friedman, *Women and Citizenship* (Introduction, 1-12)
- Joni Seager, *The Penguin Atlas of Women in the World*, 9-72

WED 1/11

Readings:

- Joni Seager, *The Penguin Atlas of Women in the World*, 74-123

MON 1/16

Readings:

- Charles Mills, Selections from *The Racial Contract* (Carmen)
- Kimberle Crenshaw, “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Anti-discrimination Doctrine, Feminist Theory, and Anti-racist politics” (Carmen)

WED 1/18

Readings:

- Carole Pateman and Charles Mills, Selections from *Contract and Domination* (Carmen)

MON 1/23

Readings:

- Iris Marion Young, “The Logic of Masculinist Protection: Reflections on the Current Security State” in *Women and Citizenship*
- Nancy Naples, “The Gendered Social Contract: Constructing the ‘New Consensus’” (Carmen)
- Suad Joseph, “The Kin Contract and Citizenship in the Middle East” in *Women and Citizenship*

Towards Gender Just Democracies

WED 1/25

Readings:

- M. Jacqui Alexander and Chandra Talpade Mohanty, “Introduction: Genealogies, Legacies, Movements”
- Selections from Andrea Smith, *Conquest*
- Maria Lugones, “Heterosexism and the Modern-Colonial Gender System”

First essay due

MON 1/30	Readings: <ul style="list-style-type: none">• Gay Seidman, “Gendered Citizenship: South Africa’s Democratic Transition and the Construction of a Gendered State” (Carmen)• Joan Wallach Scott, “French Universalism in the Nineties” in <i>Women and Citizenship</i>
WED 2/1	Readings: <ul style="list-style-type: none">• Nivedeta Menon, <i>Recovering Subversion: Feminist Politics Beyond the Law</i> 1-65
MON 2/6	Readings: <ul style="list-style-type: none">• Nivedeta Menon, <i>Recovering Subversion: Feminist Politics Beyond the Law</i> , 166-203
WED 2/8	Readings: <ul style="list-style-type: none">• Group Presentations
MON 2/13	Readings: <ul style="list-style-type: none">• Group Presentations
Transnational Feminism and Global Democracy	
WED 2/15	Readings: <ul style="list-style-type: none">• Valentine Moghadam, <i>Globalizing Women: Transnational Feminist Networks</i>, 1-49, 78-141 <i>Second Essay due</i>
MON 2/20	Readings: <ul style="list-style-type: none">• Valentine Moghadam, <i>Globalizing Women: Transnational Feminist Networks</i>, 142-202
WED 2/22	Readings: <ul style="list-style-type: none">• Carol Gould, <i>Globalizing Democracy and Human Rights</i>• Masao Miyoshi, “A Borderless World: From Colonialism to Transnationalism and the Decline of the Nation State” (Carmen)
MON 2/27	Readings: <ul style="list-style-type: none">• Carol Gould, <i>Globalizing Democracy and Human Rights</i>, 1-50, 139-159• Nikhil Pal Singh, “Internationalizing Freedom” (Carmen)
WED 3/1	Readings: <ul style="list-style-type: none">• Carol Gould, <i>Globalizing Democracy and Human Rights</i>, 159-264

MON 3/6	Readings: <ul style="list-style-type: none">• Iris Marion Young, “Self-determination and Global Democracy” (Carmen)• Brooke Ackerly, “Deliberative Democratic Theory for Building Global Civil Society: Designing a Virtual Community of Activists” (Carmen)
WED 3/8	Course Conclusions
MON 3/13	<i>Final Exam</i>

Gender and Democracy in the Contemporary World

GEC Assessment Survey, to be filled in and turned in on the final day of class.

Please help your instructor know how well the course met its GEC goals. Mark each question according to the following key:

Strongly disagree	1
Somewhat disagree	1
Neutral (neither agree or disagree)	1
Somewhat agree	1
Strongly agree	1

This course helped me to understand central debates pertaining to questions of gender and democracy

1 2 3 4 5

The course enhanced my awareness of, and respect and appreciation for, the diversity of individuals within society and of societies within the larger world community.

1 2 3 4 5

This course helped me to synthesize and apply knowledge from diverse disciplines to questions of gender and democracy.

1 2 3 4 5

This course helped me to understand of the relationships between information derived from different disciplines by interacting with students from different majors

1 2 3 4 5

This course developed my ability to write about and conduct research on the contemporary world.

1 2 3 4 5