PAI7032

GENDER, POLITICS AND DEMOCRACY

Convenor: Professor Yvonne Galligan

Autumn Semester 2011-2012

Module Convenor:
Room 22G.04
Email address: y.galligan@qub.ac.uk
Consultation Hours: Tuesdays 2-3 and 5-6 or by arrangement

Timetable
Lectures: One two-hour seminar per week, comprising a mix of lecture and presentation/group discussion

Assessment:
Coursework: 2 essays of 1250-1500 words each
Deadlines: Essay 1: Friday 18 November 2011 at 12 noon
           Essay 2: Friday 13 January 2012 at 12 noon
Examination: There is no end of semester examination

School of Politics, International Studies and Philosophy
Student Handbook

This module guide should be read in conjunction with the Postgraduate Student Handbook which contains important details of School policies. A copy of the Postgraduate Student Handbook can be obtained from the School Office (21 University Square) or downloaded from the resources section of any PAI or PHL module on Queen's Online.
**MODULE DESCRIPTION**

This module analyses the link between gender, politics and democracy in a comparative context. It begins by discussing approaches to researching gender in a social science context. It takes political representation as the core theoretical prism through which patterns of gender presence and interest representation are explored. It takes numerical representation as a starting point, and discusses the role of parties, electoral systems and gender quotas in addressing women's under-representation in politics. The module also interrogates the issue of an increased presence of women in legislative office producing gender-sensitive politics.

**MODULE AIMS:**

In this module, we aim to impart an understanding of the connections between gender and democratic politics. In some respects, the political field has been strongly resistant to the inclusion of women, perpetuating a strong gender imbalance among public decision-makers. Yet, there are other instances in which this imbalance has been addressed with varying levels of success through the deployment of a range of strategies. This module is designed to provide students with a basis for developing their own critical and gender-aware appraisal of democratic institutional arrangements in a comparative context.

**LEARNING OUTCOMES:**

On successful completion of this module, students will:

- Provide a multi-dimensional analysis of the connections between gender, politics and modern democratic practices;
- Understand and evaluate a range of feminist research methods appropriate to the social sciences;
- Have an understanding of normative thinking on gender and democracy;
- Understand current analyses of political representation;
- Offer a comparative analysis of gender balances in parliaments;
- Address the utility of quota measures as a tool for redressing under-representation;
- Have an understanding of the gendered nature of parliaments as institutional organisations;
- Have the capacity to analyse the effectiveness of parliamentarians in addressing gender matters in a range of democracies;
- Evaluate the importance of gender mainstreaming and state feminism as routes to raising gender concerns in contemporary political systems.

**SKILLS**

This module will assist in developing students’ skills in a number of important areas. These include:

**Intellectual skills**

- *Managing & Prioritizing Knowledge:* identify relevant and subject-specific knowledge, sources and data; manage such information in an independent manner
- *Analytical Thinking:* identify, understand, interpret and evaluate relevant subject-specific arguments made by others; construct independent arguments
• **Critical & Independent Thinking:** ability to think critically and construct one’s own position in relation to existing and ongoing debates in the field

**Professional and career development skills**

• **Communication Skills:** ability to communicate clearly with others, both orally and in writing

• **Teamwork:** ability to work with others in a team, negotiate conflicts and recognize different ways of learning

• **Diversity:** ability to acknowledge and be sensitive to the range of cultural differences present in the learning environment

• **Self-Reflexivity:** ability to reflect on one’s own progress and identify and act upon one’s own development needs with respect to life-long learning and career development

• **Time Management:** ability to negotiate diverse and competing pressures; cope with stress; and achieve a work / life balance

**Technical and practical skills**

• **Information Technology:** demonstrate the knowledge and ability to use contemporary and relevant ICT

**Organizational skills**

• **Efficient and effective work practice:** demonstrate ability to work efficiently to deadlines

• **Clear organisation of information:** show efficiency in the organisation of large amounts of complex information and the ability to identify, describe and analyse the key features of the information

• **Organisation and communication:** demonstrate ability to use evidence to develop logical and clear argument; show aptitude for the effective use of information in a direct and appropriate way

• **Enterprising thinking:** Demonstrate ability to think and argue in novel and enterprising ways, to display originality of thought and argument and the ability to clearly support arguments in innovative ways

**Assessment**

The assessment structure for this module is as follows:

Coursework 1: 50%
Coursework 2: 50%

Each essay shall be between 1250-1500 words.

The word count shall include all references in the text, all footnotes and all endnotes but exclude the bibliography.

The word count shall be indicated following the title of assignment.
Where the word count exceeds the upper limit of the specified range a penalty shall be imposed. Where the word count exceeds the upper limit of the specified range:

- by up to 25% a penalty of 10 percentage points shall be imposed;
- by up to 50% a penalty of 15 percentage points shall be imposed;
- by up to 75% a penalty of 20 percentage points shall be imposed;
- by up to 100% a penalty of 25 percentage points shall be imposed;
- by more than 100% a penalty of 30 percentage points shall be imposed.

The submission deadlines are: 1200 noon on Friday 18 November 2011 (essay 1) and 12 noon on Friday 13 January 2012 (essay 2)
For details on submission arrangements see below

**Assignment Questions**

Students choose one of the themes below for their first essay:

1. Can democracy flourish in the 21st century without women’s participation equally with men?
3. What is the future for the women’s movement?
4. Can the veil liberate women?

For Essay 2, the interest of the individual student in a gender and politics subject will determine the substance of this piece of work. The subject matter must be agreed with the module convenor, Professor Galligan, by Week 10 at the latest. Research on Essay 2 can commence at any time during the module.

**Submission of assignments**

A single copy of each assessed assignment must be submitted to the School Office (21 University Square) on or before 1200 noon on the due date indicated above.

When submitting an assessed assignment, you must complete and sign an ‘Essay Cover Sheet’ available from the School Office. The School uses a system of anonymous marking so do not include your name on the assignment.

All assignments are retained by the School for scrutiny by internal and external examiners.

All assignments submitted after the deadline will be penalized 5 percentage points per day after 12 noon.

**Conceptual Equivalents Marking Scale**

The School of Politics, International Studies and Philosophy uses the University’s conceptual equivalent marking scheme for all postgraduate assessment. For further information on the University’s conceptual equivalent marking scheme and the marks used, see the School’s Postgraduate Student Handbook. This is available from the School Office and will be posted
on the resources page on QOL for each module. The University’s conceptual equivalent marking scale can also be accessed online via: www.qub.ac.uk/pisp/Education/Postgraduates

Feedback

The School is committed to return feedback to students within three weeks of the deadline for submission of coursework.

It is important that students who submit their essays by the deadline receive feedback in a timely fashion so that they can properly prepare for their exams or further assignments. Students can therefore expect to receive feedback on their essays within no later than 3 weeks of the submission deadline (this policy does not apply to students who submit their coursework after the deadline). Students will receive their essay report sheets individually by email. If students have not received feedback within 3 weeks of the deadline, they should contact their module convenor directly. Students who wish to discuss their grade should do so with the convenor during her office hours, or at an agreed time.

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Plagiarism

The School takes a very severe line on students who plagiarise work. Students who attempt to pass off another’s work as their own will receive a mark of ZERO. In some cases, acts of plagiarism can result in the student failing the entire degree. Remember, plagiarism includes information from books, newspapers, journals and the Internet. All suspected cases of plagiarism will be investigated in line with University procedures.

For details of University Regulations on Academic Offences, see: www.qub.ac.uk/pisp/Education

The page also provides a link to guidance on how to identify and so avoid plagiarism. Please also refer to the School’s Student Handbook Guide for more information about referencing and plagiarism, as well as general advice on essay-writing:

www.qub.ac.uk/pisp/FileStore/PDFfiles/Filetoupload,38127,en.pdf
Postgraduate Student Resource Centre

The Student Resource Centre is situated on the ground floor of 63 University Rd. The centre is for the exclusive use of PISP postgraduate taught students, and offers a quiet place for study, areas for collaborative work, and a suite of 15 pcs with a networked printer and photocopier. Please feel free to call into the Resource Centre at any time. PISP postgraduate students have 24 hour access – with a unique personal access code available from the Postgraduate Secretary, Caroline McNeill [c.mcneill@qub.ac.uk].

Seminar Schedule

The standard structure at MA level is one two-hour seminar per week with a balance of lecture inputs and class discussion. All seminars for this module will begin at 3pm and end at 5pm.

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<td>Politics, Gender and Concepts 1: democracy and representation</td>
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<td>3</td>
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<td>Politics, Gender and Concepts 2: welfare state, governance and development</td>
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<td>4</td>
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<td>Reading Week – No Lecturers, Seminars or Tutorials</td>
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<td>Breaking the representation glass ceiling: are quotas the answer?</td>
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Week 1
Introduction to Module
Date 27 September

Outline: This first session will be used to outline the module content and discuss arrangements regarding assessment. It will also include a preliminary discussion of gender politics and democracy in order to tease out the dimensions of this subject matter.

Required Readings:

Additional readings:

Week 2
Politics, Gender and Concepts 1: Democracy and Representation
Date 4 October

Outline: This session provides an overview of some of the main issues in doing gender research in a political context. It reflects on two fundamental concepts in the study of politics – democracy and representation – and explores how these concepts have excluded women, and gender. It also discusses how women/gender has been brought back into the study of democracy and representation and explores a feminist research methodology developed during the course of a study on reconstituting democracy in Europe.

Required readings:

NOTE: This book is available as print copy and as an e-book in the library catalogue. It can also be purchased as an e-book at the following website: http://www.cambridge.org/uk/catalogue/catalogue.asp?isbn=9780511460838

It also has a useful free, downloadable appendix that gives brief reviews and readings for a number of other gender politics concepts such as gender quotas and feminist public policy.


Additional readings:
Kenny, Meryl, 2007. Gender, institutions and power: a critical review, Politics 27:2, 91-100

**Week 3**

**Politics, Gender and Concepts 2: the Welfare State and Governance**

**Date**
11 October

**Outline:** This seminar focuses on the core concepts of the welfare state and governance. It continues the critique of widely-used conceptual frameworks in political science from a gender-sensitive perspective.

**Required readings:**

**Additional readings:**
As for week 2.

**Week 4**

**Gender, civic engagement and political participation**

**Date**
18 October

**Outline:** This session explores the interaction of gender and politics in a real world context. It discusses the concept of the gender gap and its manifestation in civic and political activity,
including voting behaviour, attitudes and political participation. It compares a wide variety of countries on these measures.

**Required readings:**
Atkeson, L. R., 2003. Not all cues are created equal: the conditional impact of female candidates on political engagement *Journal of Politics* 65, 1040-1061.

**Additional readings:**
Wolbrecht, Christina and Campbell, David, 2005. Leading by example: Female members of parliament as role models. QOL.

**Week 5**

**State feminism**

**Date**

25 October

**Outline:** This session will consider a relatively new aspect of gender representation, that of state bureaucracies and institutions created to focus on gender interests, issues and policies. Accompanying this development is a rise in the gender-proofing method of gender mainstreaming in public policy. These interlinked developments have been the subject of considerable study over the last decade. This session seeks to describe and evaluate the impact of state feminism on engendering democratic decision-making.

**Required readings:**
Additional readings:

Week 6

Parties and electoral politics: gender bias?

Date
1 November

Outline: In this seminar we explore the political opportunity structure for women’s representation as it is shaped and mediated by political parties and electoral systems. Given
that these are critical in shaping democratic politics, the extent to which parties and electoral systems are open to women’s inclusion is an important consideration in any assessment of gender and democracy.

**Required readings:**

**Additional readings:**

**Week 7**

Reading Week

**Week 8**

Breaking the representation glass ceiling: are quotas the answer?

Date

15 November

**Outline:** In this seminar we explore the political opportunity structure for women’s representation as it is shaped and mediated by political parties and electoral systems. Given that these are critical in shaping democratic politics, the extent to which parties and electoral systems are open to women’s inclusion is an important consideration in any assessment of gender and democracy.
**Required readings:**

**Additional readings:**

**Week 9**

**Making a difference: gendered outcomes in democratic politics**

**Date**
22 November

**Outline:** The study of gender politics has consistently engaged with the question of „do women make a difference”. This seminar focuses on the substantive representation of women and the claim that a gender-balanced legislature is likely to produce a more varied, and more woman-friendly, range of policy decisions than a male-dominated legislature. In this context, the concept of „critical mass” becomes important in analysing relative success in engendering policy decisions.

**Required readings:**

**Additional readings:**


**Week 10  Women and globalization**

**Date**  29 November

**Outline:** Globalization has become an important concept in political studies in the last decade, and is generally understood as the increasing interactions between countries and individuals in terms of politics, economics and society. Driven by new communication technologies, these interactions have affected women’s lives in complex ways, through the global markets for goods and labour, immigration, security, and the spread of political ideologies, to name but a few. This lecture will focus on two aspects of the effects of globalization on women: changes in the labour market, and immigration/movement of people.

**Required readings:**


**Additional readings:**


Week 11

Transnational politics and gender democracy

Date
7 December

Outline: Debates on women’s political representation have filtered beyond the nation state to the supra-state level. In this context, globalization and multi-level democratic arrangements exert a particular influence on gender questions and on who gets to speak for women in these arenas. This seminar explores the nature of transnational gender politics, asks how relevant it is to promoting the inclusion of gender in the democratic discourse at supra-national level and assesses the impact of globalised activism on national feminist political agendas.

Required readings:

Additional readings

Week 12

Summary and Conclusions

Date
16 December

Outline: This seminar will review the course, pulling out the main themes as discussion points.

Summary of Module Review (2010-11)

Students found this module enjoyable and challenging. They found that the readings and class discussions fostered a feminist critique of democratic politics. They found that they were encouraged to think about these issues in new ways.
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