

Gender Equality and Politics

Course code: POS 395

Semester and year: Fall 2022

Day and time: Thursdays: 18.30 – 21.15 p.m. CET

Instructor: Zuzana Fellegi, Ph.D., LL.M.

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Consultation hours: After classes in the classroom and via Microsoft Teams upon prior agreement

Credits US/ECTS	3/6	Level	IntroductoryIntroductory
Length	15 weeks	Pre-requisite	None
Contact hours	42 hours	Course type	PS el, IR el, CEA

1. Course Description

This course aims to strengthen awareness and understanding of gender politics in an increasingly globalized world with a growing number of influential stakeholders, including states, international organizations, NGOs and various forms of social movements. It provides an introduction to the concepts, international framework and methods for working on gender equality. In each class, gender issues will be assessed and compared on the basis of different geographical and thematic levels. Students will analyze the current international framework regulated by the UN through its legal and political work, the Western approach to gender politics, and the situation in the developing world. The second half of the course will focus on the most problematic specific issues, including gender-based violence and issues of global peace and security, reproductive and family rights, and gender equality in education, work and politics. The course is intended to be an open discussion forum for exchanging experiences and ideas. Students will be invited to discuss some of the most relevant and urgent issues, including the right to life vs. right to choose; positive action to promote women vs. the right to equal treatment and non-discrimination; formal universal approach to gender equality vs. existing de facto regional and religious differences. Individual topics of the course will be supplemented by specific case studies prepared by the lecturer and the students.

2. Student Learning Outcomes

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

- understand the foundations of gender policy issues in different contexts;
- understand how culture, norms and traditions affect gender equality;
- understand the international legal and political context of gender equality;
- apply the concepts and theories of gender studies in different countries and at sectoral levels;
- gain awareness of how multilateral organizations promote gender equality in global programs;
- understand the interaction between different international players in the field of gender policy;
- think critically and offer possible solutions to current gender issues;
- contribute effectively to the wider public debate on the role of gender in society.

3. Reading Material (available in the AAU library)

- Goss, Kristin (2012). *The Paradox of Gender Equality: How American Women's Groups Gained and Lost Their Public Voice*. University of Michigan Press.
- Hellebrandt, Anne (eds.) (2013). *Women's Human Rights CEDAW in International, Regional and National Law*. Cambridge: Cambridge University Press.
- Hesse-Biber Nagy, Sharlene (2013). *Feminist Research Practice*. 2nd ed. Boston: Sage
- Htun, Mala, Weldon (2018). *The Logics of Gender Justice: State Action on Women's Rights Around the World*. Cambridge: Cambridge University Press.
- Kantola, Johanna (2010). *Gender and the European Union*. New York: Palgrave Macmillan
- Verloo, Mieke (eds.) (2018). *Varieties of Opposition to Gender Equality in Europe*. London: Routledge.
- Waylen, Georgina, Celis, Karen, Kantola, Johanna, Weldon, Laurel (eds.) (2016). *The Oxford Handbook of Gender and Politics*. New York: Oxford University Press.

Recommended Material (available in the AAU library)

- Alvesson, Mats (2009). *Understanding gender and organizations*. 2nd ed. London: Sage
- Bantekas, Ilias (2013). *International Human Rights Law and Practice*. Cambridge: Cambridge University Press.
- Brynson, Valerie (1999). *Feminist Debates: Issues of Theory and Political Practice*. London: Macmillan.
- Bego, Ingrid (2015). *Gender Equality Policy in the European Union: A Fast Track to Parity for the New Member States (Gender and Politics)*. New York: Palgrave Macmillan.
- Butorova, Zora (2008). *She and He in Slovakia: Gender and Age in the Period of Transition*. Bratislava: Institute for Public Affairs.
- Butler, Judith (2008). *Gender Trouble: Feminism and the Subversion of Identity*. 2nd ed. New York & Oxon: Routledge.
- Cichowski, Rachel (2004). Women's Rights, the European Court, and Supranational Constitutionalism. *Law & Society Review*, Vol. 38, No. 3, 507-508.
- Code, Lorraine (2000). *Encyclopedia of Feminist Theories*. London: Routledge.
- Duncanson, Claire (2016). *Gender and Peacebuilding*. Cambridge: Polity Press.
- Ellis, Evelyn (2015). *EU Anti-Discrimination Law*. 2nd ed. Oxford: Oxford University Press.
- Franceschet, Susan, Krook, Mona Lena, Piscopo, Jennifer (2012). *The Impact of Gender Quotas*. New York: Oxford University Press.
- Forsythe, David P. (2012). *Human Rights in International Relations*. 3rd ed. Cambridge: Cambridge University Press.
- Funk, Nanette, Mueller, Magda (1992). *Gender Politics and Post-Communism: Reflections from Eastern Europe and the Former Soviet Union*. London: Routledge.
- Gal, Susan, Kligman, Gail (2021). *Reproducing Gender: Politics, Publics, and Everyday Life after Socialism*. Princeton: Princeton University Press.
- Guerrina, Roberta (2010). *Mothering the Union: Gender Politics in the EU*. Ed. Manchester University Press.
- Genz, Stephanie (2009). *Postfeminism: Cultural Texts and Theories*. Edinburgh: Edinburgh University Press.
- Grusky, David (2011). *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. 2nd ed. Boulder: Westview Press.
- Havelkova, Hana (2014). *The Politics of Gender Culture under State Socialism: An Expropriated Voice*. London: Routledge.
- Helman, Ivy (2012). *Women and the Vatican: An Exploration of Official Documents*. Maryknoll: Orbis Books.
- Hooks, Bell (2014). *Feminist Theory: From Margin to Center*. 3rd ed. NY, London: Routledge.

- Jironet, Karin (2011). *Female Leadership: Management, Jungian Psychology, Spirituality, and the Global*. London: Routledge.
- Jonasova, Katerina, Jonssonova, Pavla, Kotisova, Milus (2007). *Viditelná žena = the visible woman*. Czech-English edition. Prague: Prezidentka.cz
- Kimmel, Michael S. (2004). *The gendered society*. 2nd ed. New York: Oxford University Press.
- Kodlinská, Katerina (2016). *How are EU Rules Transposed into National Law? Country Report. Gender Equality. Czech Republic*. DG Justice and Consumers. Luxembourg: Publication Office of the EU.
- Kolarova, Katerina, Sokolova, Vera (2007). *Gender And Generation: Interdisciplinary Perspectives and Intersections*. Prague: Litteraria Pragensia.
- Krook, Mona Lena, Zetterberg, Par. (2015). *Gender Quotas and Women's Representation: New Directions in Research*. London: Routledge.
- Krook, Mona Lena, Childs, Sarah (2010). *Women, Gender, and Politics: A Reader*. New York: Oxford University Press.
- Krook, Mona Lena, Mackay, Fiona (2011). *Gender, Politics and Institutions: Towards a Feminist Institutionalism*. Basingstoke: Palgrave Macmillan.
- Morgan, Sue (2006). *The Feminist History Reader*. London: Routledge.
- Ore, Tracy (2011). *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality*. 5th ed. New York: McGraw-Hill.
- Radacic, Ivana (2008). Gender Equality Jurisprudence of the European Court of Human Rights. *European Journal of International Law*, Vol. 19, no. 4, 841-857. Available at: <http://www.ejil.org/pdfs/19/4/1663.pdf>.
- Petricevic, Vanja (2015). *Compliance Patterns with EU Anti-Discrimination Legislation*. New York: Palgrave Macmillan.
- Pierce, Jennifer (2012). *Racing for Innocence: Whiteness, Gender, and the Backlash against Affirmative Action*. Stanford: Stanford University Press.
- Redfern, Catherine (2010). *Reclaiming the F word: The New Feminist Movement*. London: Zed.
- Saxonberg, Steven (2014). *Gendering Family Policies in Post-Communist Europe: a Historical-Institutional Analysis*. Basingstoke: Palgrave Macmillan.
- Saxonberg, Steven (2003). *The Czech Republic Before the New Millennium: Politics, Parties and Gender*. Boulder: East European Monographs.
- Schiek, Dagmar, Chege, Victoria (2009). *European Union Non-Discrimination Law: Comparative Perspectives on Multidimensional Equality Law*. Routledge-Cavendish.
- Sheperd, Laura (2017). *Gender, UN Peacebuilding, and the Politics of Space: Locating Legitimacy*. New York: Oxford University Press.
- Smith, Rhona K. M. (2014). *Textbook on International Human Rights*. 6th ed. New York: Oxford University Press.
- Sprague, Joey (2016). *Feminist Methodologies for Critical Researcher, Bridging Differences*. 2nd ed. Lanham: Rowman & Littlefield.
- Sumer, Sevil (2016). *European Gender Regimes and Policies: Comparative Perspectives*. Routledge
- True, Jacqui (2003). *Gender, Globalization, and Postsocialism: The Czech Republic after Communism*. New York: Columbia University Press
- Valenti, Jessica (2014). *Full Frontal Feminism*. 2nd ed. Berkeley: Seal Press
- Velluti, Samantha, Beveridge, Fiona (2016). *Gender and the Open Method of Coordination: Perspectives on Law, Governance and Equality in the EU*. London: Routledge

4. Teaching methodology

Each class will begin with a short revision of the previous lecture/seminar. The presentation of new material will be interactive and the students will be asked to give their opinions based on revised course material. Each class will present at least two case studies - one prepared by the lecturer and one by the students themselves. The last section of the class will be devoted to the discussion of assigned material and presented cases. The students are required to read the assigned material prior to each class in order to participate actively in class discussions. They also need to follow websites concerning the discussed institutions and the latest international news in the field of gender issues.

5. Course Schedule

Date	Class Agenda
Class 1 1.9.2022	Topic: <u>Introduction to the course</u> Description: Introduction to the course; explanation and division of research projects; introduction to the history of gender equality, distinction between feminism and women and gender studies. Reading: Goss – 1-7. Assignments: Assignment of research and presentation topics.
Class 2 8.9.2022	Topic: <u>Gender equality and gender stereotypes</u> Description: Concepts and changing perspectives on gender. Reading: Waylen – 1-27 Assignments: Student presentation 1, due 7.9.2022, 12.00 pm CET/Prague time.
Class 3 15.9.2022	Topic: <u>Women´s and LGBTQ+ rights, feminisms</u> Description: An introduction to women's and LGBTQ+ rights, intersectional and compound discrimination, and different waves and types of feminism. Reading: Waylen – 89-105 Assignments: Student presentation 2, due 14.9.2022, 12.00 pm CET/Prague time.
Class 4 22.9.2022	Topic: <u>Feminist methodology and methods</u> Description: Defining feminist methodology and methods. Reading: Waylen – 135-153. Assignments/deadlines: Student presentation 3, due 21.9.2022, 12.00 pm CET/Prague time.
Class 5 29.9.2022	Topic: <u>Feminist empiricism and standpoint theory</u> Description: Approaches to understanding the social world. Reading: Hesse-Biber– 14-35. Assignments/deadlines: Student presentation 4, due 28.9.2022, 12.00 pm CET/Prague time.
Class 6 6.10.2022	Topic: <u>Feminist postmodernism, poststructuralism, and Critical Theory</u> Description: Challenging the essentialist claims of standpoint feminism and empiricism. Reading: Hesse-Biber – 42-67. Assignments/deadlines: Student presentation 5, due 5.10.2022, 12.00 pm CET/Prague time.
Class 7 13.10.2022	Topic: <u>Gender and citizenship</u> Description: Main actors in the field of gender equality and their impact on regulation of gender issues. Reading: Waylen – 731-756. Assignments/deadlines: Student presentation 6, due 12.10.2022, 12.00 pm CET/Prague time.

Class 8 20.10.2022	Topic: <u>Universal gender regulations – UN Women, CEDAW, Resolutions on sexual orientation, gender identity and sex characteristics</u> Description: UN regulation and UN activities in the field of gender equality. Reading: Hellum – 95-124 Assignments/deadlines: Student presentation 7, due 19.10.2022, 12.00 pm CET/Prague time.
27.10.2022	Midterm break. No class.
Class 9 3.11.2022	Topic: <u>Gendering international organisations</u> Description: EU regulation and the CJEU approach to gender equality. Reading: Kantola –26-48. Assignments/deadlines: Student presentation 8, due 2.11.2022, 12.00 pm CET/Prague time.
Class 10 10.11.2022	Topic: <u>Gender equality in developing world</u> Description: Regulation and approaches to gender equality in developing countries. Reading: Htun –120-158. Assignments/deadlines: Student presentation 9, due 9.11. 2022, 12.00 pm CET/Prague time.
Class 11 24.11.2022	Topic: <u>Reproductive rights and family issues</u> Description: Main concepts and regulation of family issues including marriage, property and the custody of children. Reading: Htun – 201-229. Assignments/deadlines: Student presentation 10, due 23.11.2022, 12.00 pm CET/Prague time.
Class 12 1.12.2022	Topic: <u>Gender violence</u> Description: Gender violence including femicide and violence against LGBTQ+ people. Reading: Htun -28-84. Assignments/deadlines: Student presentation 11, due 7.9.2022, 12.00 pm CET/Prague time.
Class 13 8.12.2022	Topic: <u>Gender equality in education, work and politics</u> Description: Legal regulation and policies in the field of education, work and politics. Reading: Waylen - 489-508. Assignments/deadlines: Student presentation 12, due 30.11.2022, 12.00 pm CET/Prague time.
Class 14 15.12.2022	Topic: <u>Gender, peace and security issues including feminist foreign policy</u> Description: Involvement of women and minorities in the global politics. Reading: Waylen – 828-849. Assignments/deadlines: Student presentation 13, due 14.12.2022, 12.00 pm CET/Prague time.

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Research paper	40	35 %	Ability to critically analyze and independently evaluate the given topic.	Critical thinking
Literature review	30	15 %	Ability to critically analyze and independently evaluate the given topic.	Critical thinking
Presentation	20	30 %	Ability to effectively communicate the main issue and engage the audience.	Effective Communication
Preparation, participation	60	20 %	Ability to analyze and effectively discuss assigned readings. Regular and active participation.	Critical thinking; Effective Communication
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Research Paper and Presentation: Students are requested to prepare a research paper connected with one of the topics discussed during the course. The paper should prove students' capacity to make a theoretical argument and support it with factual/empirical information. Topics and format will be discussed at the beginning of the semester and all students will work in pairs. The deadlines for submitting the paper (including literature review) and presentation are given in CET/Prague time and they are listed in the course schedule (see point 5). All these assignments must be submitted together by midnight before the day of the presentation through the NEO system via NEO/assignments/presentation/attach file (please do not send them per email or through google drive). Each student must submit the final paper and the presentation individually, even if it is a team work. Students need to find at least two relevant academic sources of information (working papers from research institutes, articles from impact journals, book chapters etc.) pertinent to a chosen topic. Students will prepare a 30-minutes' presentation according to the manual Presentation Guidelines available on the NEO. This assignment includes the power point presentation delivered in-class or online via Microsoft Teams. Distance learning students from different time-zones will record their presentations and submit them through the NEO with a detailed commentary accompanying each slide. Distance learning students must also adhere to the deadlines listed in the course schedule. **No late submissions will be accepted.** Evaluation will be done on the basis of demonstrated analysis, the ability to critically interpret researched material and the quality of sources and discussion questions. Oral evaluation will be provided immediately after presentation and final evaluation will be provided at the end of semester.

Assessed area	%
Content – recent, relevant and correct information; ability to analyze main problems covered on the course and suggest creative solutions; ability to apply and to demonstrate acquired knowledge from the course; ability to link the topic of the presentation to the overall topic of the class; ability to apply a concrete theory to a	50%

particular problem; ability to formulate credible claims and evidence; reference to primary & secondary sources	
Form of written paper and presentation – ability to design a balanced and well-structured presentation including relevant figures, maps & charts; with logical and well-sequenced sections; with clear connection between the introduction, body and conclusion; with persuasive and informed argumentation	35%
Form of oral presentation – clear diction and speech; good voice intonation; eye contact with the audience; positive body language; ability to stress the most important issues and to explain difficult concepts; quick and appropriate reactions to possible interventions; ability to provide interesting and relevant examples	15%

Class Preparation and Participation: This part includes evaluation of students’ verbal participation throughout the whole semester and contribution to classes. **Students are asked to read the assigned material regularly prior to each class** and to apply knowledge from the reading to specific questions. Distance learning students from the CET zone need to take part and to participate actively in a real-time when classes take place. They will be evaluated based on their participation in the real-time classes. Distance learning students from different time-zones will be evaluated based on regular 1-page summaries of the reading for each week accompanied with their reflections and comments. The summaries need to be submitted electronically via email within 48 hours after each class session.

Assessment breakdown

Assessed area	%
Participation – ability to raise relevant questions and to provide correct and insightful answers concerning discussed topics	80%
Attendance – regular and active participation without disruptive elements such as late arrivals and the use of electronic devices for other than class purposes	20%

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU’s academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students’ university email address for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS. Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: “COM101-1 Mid-term Exam. Question”. All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take home exams and essays) can be submitted outside of NEO LMS. An instructor usually answers emails within 5 working days (excluding holidays and weekends).

Attendance

Attendance, i.e., presence in class in real-time, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.) Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will

be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of "FW" (Failure to Withdraw). Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

Online participation and learning based on recordings is provided for distance learning students only; remaining students need to take physical part in classes. Evaluation of the distance learning students in the CET zone will be based on their participation in the real-time classes. Evaluation of the distance learning students from different time-zones will be done based on regular 1-page summaries of the reading for each week accompanied with their thoughts and comments. The summaries need to be submitted electronically via email within 48 hours after each class session. Please make sure to address your requests to the instructor at least 5 working days prior to the stipulated deadlines, otherwise you risk not getting a response.

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he must submit to the Dean of Students an Absence Excuse Request Form supplemented with documents providing reasons for the absence. The form and documents must be submitted within one week of the absence. If possible, it is recommended to inform the instructor of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Assignments missed due to unexcused absences cannot be made up, which may result in a decreased or failing grade as specified in the syllabus.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows for a make-up. Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options. Please note that there are no adjustments for bad grades and there is no way to improve your final grade based on special tasks. Students aspiring to do well in the course must prepare diligently and study for each class.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (phones, tablets, laptops...) may not be used in classes due to widespread use of social networks. All presentations are available on NEO and students are invited to write the notes out by hand. No electronic devices may be used during tests or exams. The use of electronic devices during the classes will result in the student being marked absent and/or being expelled from the class. Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating (e.g., whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior, the student will be expelled from the exam and the exam will be marked as failed.

Plagiarism and Academic Tutoring Center

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

As the minimum policy the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU. If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Students with disabilities

Students with disabilities are asked to contact their instructor as soon as possible to discuss reasonable accommodation.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95 – 100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 – 94	
B+	87 – 89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B-	80 – 82	
C+	77 – 79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C-	70 – 72	
D+	65 – 69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 – 64	
F	0 – 59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Syllabus prepared by: Dr Zuzana Fellegi, 12.08.2022

Approved: Dr Silviya Lechner, 17.08.2022