

POL 359: SELECTED TOPICS IN POLICY AND GOVERNANCE
VIOLENCE, REPRESENTATION AND EMPOWERMENT:
PROTEST AND POLICY IN GLOBAL PERSPECTIVE

Fall 2020
W 9:30-10:30 Synchronous
On-line (includes asynchronous activities)

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appointment

“The Master’s Tools will never take down the Master’s House”
-Audre Lorde

Course description:

This course will explore the relationship between protest and policy theoretically and empirically in selected areas of importance to marginalized groups such as women, racialized minorities, and indigenous peoples in Canada and around the world. Themes of representation, dis/empowerment (and marginalization), and systematic violence- the faces of oppression- will be explored (Young 1990). We will examine the conceptual underpinnings of these phenomena as they are treated in democratic and social theory, and we will explore the implications for understanding the role of protest and policy in redressing these dimensions of oppression.

Course Books and Articles

Most articles and excerpts of books will be available on the canvas page or on reserve in the library.

Pedagogical Approach (Approach to Teaching)

Some students and teachers think of teaching as an exercise whereby one party (the instructor) imparts knowledge to another (the student). On this view, the student sits passively and accepts and internalizes the knowledge presented. Pedagogical research and common sense, though, show that students learn more and better when they are actively involved in questioning material and drawing on their own ideas and lived experience. These days, many teachers and students want to adopt a more “active learning” approach to the classroom. When successful, this approach is more enjoyable for everyone: everybody enjoys a classroom in which students and instructors freely and enthusiastically exchange ideas.

This approach can be more demanding on students, since the teaching relationship is one that involves work and action on the part of both the instructor and the students. Although I can work hard to present the material clearly and design activities and presentations that are interesting, students will find the class much more rewarding when they work hard to master the class material and to engage each other and the instructor in discussion and debate. In a good class, we will all learn about each others’ ideas, and this will enrich us all. But this requires that we all work hard to be prepared for class, think hard and to listen carefully to the contributions of others (even when we strongly disagree with them).

Contacting the Instructor:

My contact information is in the top right-hand corner of the first page. Please feel free to contact me with any questions or concerns you may have about the class, about political science, graduate school, and the like. The best way to contact me is by email. I will only receive messages left at my office phone when I am physically in the office, so email is better.

Assignments:

Each student will make a presentation on the readings, participate in class, complete a short (5 page) essay and write a policy research paper (15-20 pages). They will also be four tests. Students are expected to come to class having carefully read the assigned texts, prepared to ask questions and discuss those readings, and to complete all assignments on time. The assignment structure for the class is:

Participation 10%

3 Tests 45% (15% each)

Short (5 double spaced pages) paper 15%

Research Paper (approx. 10 pages double spaced) 15%

Reading presentation (video) (less than 5 minutes) or PPT slides with notes/ voice overs 10%

Paper presentation (video) (1-3 minutes) or Powerpoint (~5-10 slides w. notes/voiceover) 5%

More detail about the course requirements and assignments is provided below.

Attendance and Participation:

Students are expected to attend class on-line and participate in class discussion on B-Boards, through chats, in breakout rooms, and through the other opportunities available to them. Students should prepare for these discussions by reading the pages listed under the class date in advance of class (see schedule below). I will be asking questions and making a note of who is contributing and prepared. Class participation includes participating in on-line chats or breakout rooms, zoom discussions (e.g. through the chat or by raising your hand) and also commenting on others' presentations on electronic discussion boards on Canvas. The class participation grade is not an attendance grade. Regular, high-quality observations, coupled with respectful listening and responding thoughtfully to others, constitutes good class participation.

Information that is essential for doing a good job on assignments will be covered in class. Any changes to the syllabus or additional handouts will be announced in class and on the Canvas page announcements. Students who do not attend are responsible for obtaining any missed information or materials. Participating in class discussions will help you to sort out your own ideas and to understand the readings. Every student should strive to ask questions and otherwise participate in class discussion as much as possible, even given the on-line format. I expect students to attend unless there are extenuating circumstances. Although there is not a specific proportion of the grade set aside for attendance, students should be aware that it is impossible to do well in this class without attending virtually all the classes.

Reading Presentation:

Each student will make a brief (maximum 5 minute) video presentation to the class based on one of the assigned readings, where they present the main argument of the reading, review key points, examples and/or themes from the readings and raise some questions for discussion. By video here I just mean a presentation that you record on your phone or computer (e.g. using zoom)- no bells or whistles are expected. Students may do a powerpoint presentation with accompanying voice recordings or notes, if they wish, but note that the powerpoint slides and notes **MUST** stand on their own and be understandable and engaging. They will upload this presentation to the Canvas assignment dropbox on the Monday before the presentation date, and the professor will make it available to the other students at that time. All students should also develop a handout or powerpoint slide with a brief summary of the main argument (no more than a sentence or two, or two or three bullet points) and some reading questions for circulation to the rest of the class. These presentations should not exceed five minutes, and it is fine if they are 2 or 3 minutes. Students will begin signing up for readings in-class on **September 9**, and are required to have signed up for one of the readings on the syllabus by **September 14**. The readings are listed in the syllabus but a separate sign up sheet is available on Canvas that shows dates and readings available. Students should request the reading they want but this is first come first serve and they may not get the one they prefer.

Tests:

There will be three tests or quizzes. Each test will be cumulative, but will focus primarily on new materials covered since the last test. These tests will be taken on-line, through canvas, in a two-hour window, either during class or at another time during the day if students prefer. Test questions will mostly be made up of matching, multiple choice and true/false questions, but may also include identifications or a limited number of short answer questions. See list of important dates at end of syllabus for test dates, and note that they are also noted on the reading schedule.

Short Essay:

Students will complete a short (3-5 page typed, double-spaced pages) essay on an assigned topic or question, a question that draws upon class materials (readings, lectures, videos, class discussions, etc), but they are exercises in *thinking* and *writing*, rather than research. In this assignment, the emphasis will be on understanding arguments, applying concepts and theories, and developing one's own perspective on gender politics. Students will be graded on writing and organization as well as on content. The result should be a well written and organized, thoughtful, concise treatment of the question or issue at hand. The page limit will be strictly enforced. The short essay is due **Oct 16 by 11:59pm**.

Politics and Governance Research Paper:

In the research paper, students identify an issue or problem in policy and governance related to one of the themes identified here, provide some historical context for the issue, explain why the

issue is a problem, provide an explanation or theoretical account of why it is a problem, illustrate the problem by application to a particular case or dataset, and draw some conclusions about the problem or issue, including drawing out the implications for policy and/or governance. A list of potential topics will be provided, but students may also propose their own topic to the instructor, and **if approved**, may undertake a topic of their own design. Paper topics must be approved by **Sept 30**. Though these papers will draw heavily on course materials, these are research papers, and students will be expected to read and research beyond the syllabus. More information on this assignment will be provided in a separate handout. It is expected that this paper will be about 15 double-spaced pages. These papers are due **Friday December 4**.

Academic Integrity:

Students are expected to adhere to University standards concerning academic integrity. Please see the end of this syllabus for more information on what plagiarism is and how to avoid it.

SCHEDULE OF READINGS AND TOPICS

Intro 1 week

Wednesday, September 9, 2020

Recommended: Iris Young. *The Five Faces of Oppression*.

II Social Movements, Governance and Policy

Wednesday, September 16, 2020: *Representation, Protest, Governance*

Pam Paxton and Melanie Hughes *Women, Politics and Power: A Global Perspective*:

Intro. And Chapter 8

Daniel Q. Gillion *The Political Power of Protest: Minority Activism and Shifts in Public Policy*.

Introduction and Chapter 3

Moghadam *Globalization and Social Movements*.

Chapters 1 and 2

Wednesday, September 23, 2020: *Violence and Non-Violence, Protest and Repression*

Chenoweth and Stephan *Why Civil Resistance Works: The Strategic Logic of Nonviolent*

Conflict. Part I. Why Civil Resistance Works

1. The Success of Nonviolent Resistance Campaigns

2. The Primacy of Participation in Nonviolent Resistance

3. Exploring Alternative Explanations for the Success of Civil Resistance

Davenport C, Soule SA, Armstrong DA. "Protesting While Black?: The Differential Policing of American Activism, 1960 to 1990." *American Sociological Review*. 2011;76(1):152-178.

doi:10.1177/0003122410395370

Wednesday, September 30, 2020: *Protest, Representation, and Counterpublics*

When Protest Makes Policy: Chapter 1

<https://www.press.umich.edu/pdf/9780472117482-ch1.pdf>

Friedman-Interpreting the internet. Chapter 2

III Representation: **Test #1**

Wednesday, October 7, 2020 *Women and Representation*

Karen Celis, Sarah Childs, Johanna Kantola & Mona Lena Krook (2008) RETHINKING WOMEN'S SUBSTANTIVE REPRESENTATION, *Representation*, 44:2, 99-110, DOI: [10.1080/00344890802079573](https://doi.org/10.1080/00344890802079573)

Shireen Hassim. 2009. Rethinking Gender Politics in a Liberal Age: Institutions, Constituencies and Equality in Comparative Perspective. UNRISD.

Krook, Mona Lena. "Violence Against Women in Politics." *Journal of Democracy* 28, no. 1 (2017): 74-88.

Wednesday, October 14, 2020: *Race, Ethnicity, Indigeneity and Representation*

*****Short Essay Due**

Klenk, N.L., Reed, M.G., Lidestav, G. and Carlsson, J. (2013), Models of Representation and Participation in Model Forests: Dilemmas and Implications for Networked Forms of Environmental Governance Involving Indigenous People. *Env. Pol. Gov.*, 23: 161-176. doi:[10.1002/eet.1611](https://doi.org/10.1002/eet.1611)

Jose Antonio Lucero *Struggles of Voice* Chapter 1 constructing movements and comparisons

Mala Htun. 2004. Is Gender like Ethnicity? The Political Representation of Identity Groups *Perspectives on Politics*, Vol. 2, No. 3 (Sep., 2004), pp. 439-458

New Zealand elections: Māori seats once again focus of debate September 7, 2017 8.36pm EDT. <https://theconversation.com/new-zealand-elections-maori-seats-once-again-focus-of-debate-83293>

Recommended:

Avigail Eisenberg. Domination and Political Representation in Canada

IV Violence: Gender, Race and the State

Wednesday, October 21, 2020 *Protest and Violence Against Women*

HEISE LL. Violence Against Women: An Integrated, Ecological Framework. *Violence Against Women*. 1998;4(3):262-290. doi:10.1177/1077801298004003002

<https://journals-sagepub-com.proxy.lib.sfu.ca/doi/pdf/10.1177/1077801298004003002>

Emma Fulu and Stephanie Miedema . Violence Against Women: Globalizing the Integrated Ecological Model. <https://journals-sagepub-com.proxy.lib.sfu.ca/doi/pdf/10.1177/1077801215596244>

Htun, Mala & S. Laurel Weldon. (2012). The Civic Origins of Progressive Policy Change: Combating Violence against Women in Global Perspective, 1975–2005. *American Political Science Review*, 106(3), 548-569. doi:10.1017/S0003055412000226.

http://ncdsv.org/images/APSR_CivicOriginsProgressivePolicyChangeCombatingVAWinGlobalPerspective-1975-2005_8-2012.pdf

Walsh, S., & Menjivar, C. (2016). "What Guarantees Do We Have?" Legal Tolls and Persistent Impunity for Femicide in Guatemala. *Latin American Politics and Society*, 58(4), 31-55. doi:10.1111/laps.12001

Wednesday, October 28, 2020: **Reading Week**

Wednesday, November 4, 2020: *Police, Violence, Race, and Intersectionality*
****Test #2****

Williamson, V., Trump, K., & Einstein, K. (2018). Black Lives Matter: Evidence that Police-Caused Deaths Predict Protest Activity. *Perspectives on Politics*, 16(2), 400-415.

doi:10.1017/S1537592717004273

https://www.cambridge.org/core/services/aop-cambridge-core/content/view/BFA2E74F4BCB25C3C222807E8B1111D4/S1537592717004273a.pdf/black_lives_matter_evidence_that_policecaused_deaths_predict_protest_activity.pdf

Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls

<https://www.mmiwg-ffada.ca/final-report/>

Graham, Jack. Canada Confronts Racism in Politics in Wake of Indigenous Deaths.

<https://www.reuters.com/article/us-canada-indigenous-police-trfn/canada-confronts-racism-in-police-in-wake-of-indigenous-deaths-idUSKBN23W00F>

Krista Maxwell 2011. Ojibwe Activism, Harm Reduction and Healing in 1970's Kenora, Ontario: A Micro-History of Canadian Settler Colonialism and Urban Indigenous Resistance *Munk School of Global Affairs Working Papers Series 2009-10, 2009*: 13 Oct 2011
[Krista Maxwell](#)

Recommended:

Dhillon, Jaskiran K. "Indigenous girls and the violence of settler colonial policing." *Decolonization: indigeneity, education & society* 4, no. 2 (2015).

V Empowerment, Neo-Liberalism and Human Rights

Wednesday, November 11, 2020: Remembrance Day- No Class

Wednesday, November 18, 2020 *Women and Economic Empowerment*

Goetz and Gupta. Who Takes the Credit? Gender, Power, and Control Over Loan Use in Rural Credit Programs in Bangladesh

Moghadam, Valentine M., and Lucie Senftova. "Measuring women's empowerment: participation and rights in civil, political, social, economic, and cultural domains." *International Social Science Journal* 57, no. 184 (2005): 389-412.

Naila Kabeer. Conflicts Over Credit: Re-Evaluating the Empowerment Potential of Loans to Women in Rural Bangladesh

Prügl, Elisabeth. "Neoliberalism with a feminist face: Crafting a new hegemony at the World Bank." *Feminist Economics* 23, no. 1 (2017): 30-53.

Recommended:

Prügl, Elisabeth. "Neoliberalising feminism." *New Political Economy* 20, no. 4 (2015): 614-631.

MahMud et al Measuring Empowerment.

Wednesday, November 25, 2020: Neo-liberalism, Feminism and Human Rights

****Student Paper Presentations and Discussion****

Rottenberg, Catherine. "Neoliberal feminism and the future of human capital." *Signs: Journal of Women in Culture and Society* 42, no. 2 (2017): 329-348.

Weldon et al. Feminism for the 99%? Feminist Mobilization and Economic Empowerment in a Neo-Liberal World

Evans and Sewell. Neoliberalism: Policy Regimes, International Regimes, and Social Effects

Jane Jenson and Ron Levi. Narratives and Regimes of Social and Human Rights. The Jack Pines of the Neoliberal Era

Wednesday, December 2, 2020

Conclusion

Student Paper Presentations and Discussion

*****Test #3*****

Important Dates:

Sept. 9- Reading presentation sign up begins (deadline: Sep 14).

Sep 30- Research Paper Proposal Due

Oct 7-Test 1

Oct 16- Short paper due (submit electronically on canvas)

Oct 28 Reading Week- No class

Nov 4-Test 2

Nov 11- Remembrance Day- No Class

Nov 25 - Student Paper Presentations

Dec 2- TEST 3 Student Paper Presentations

Dec 4- Final Papers Due (submit electronically on canvas)

AN IMPORTANT REMINDER:

Plagiarism involves using another author's words without attribution or otherwise presenting another person's work as one's own. It is a fraudulent and serious academic offence that will result in a severe academic penalty. Also, close paraphrasing of another author's work & self-plagiarism, including submitting the same, or substantively the same, work for academic evaluation more than once, are unacceptable practices that will result in a severe academic penalty.

The university policies on academic honesty are available at:

<http://www.sfu.ca/policies/gazette/student.html>

The Department of Political Science's interpretation of this policy can be found at:

<http://www.sfu.ca/content/dam/sfu/politics/undergraduate%20docs/PLAGIARISM%20Policy%20-%20%20Pol%20Dept.%20Jan.pdf>, and is available in hard copy format outside our General Office. All students are responsible for familiarising themselves with these policies.

A helpful SFU Library tutorial on plagiarism is at
<http://www.lib.sfu.ca/researchhelp/tutorials/interactive/plagiarism/tutorial/introduction.htm>

The DOs and DON'Ts of AVOIDING PLAGIARISM

Do not:

- submit an entire paper or part(s) of a paper or papers that has been written or researched by any other person(s);
- submit a paper as an assignment that has been bought from another person or from a 'paper mill' or essay service;
- submit a paper or other written assignment that has been submitted at another time or for a different course by yourself or any other student or former student;
- submit material that has been downloaded from a website, without acknowledging (using appropriate citation style) that you have done so;
- take someone else's idea(s) and represent it/them as your own;
- copy any text verbatim, or with only slight variation from the original text, without using quotation marks and documenting the source with proper citation style;
- do not closely paraphrase another's material; either paraphrase completely in your own words, or cite as a direct quotation using quotation marks (in either case, give full credit and details regarding authorship and location of the original material);

Do:

- learn how to cite material properly (there are many good guides on this, including the departmental one);
- use a recognized citation style (eg. APA, MLA, Chicago), according to instructions given by the course instructor, and be consistent in the use of the style throughout any single piece of written work;
- carefully read and make sure you understand the university's policy on academic honesty;
- ask the instructor of this course or other faculty members if you have any questions about plagiarism