

**Political Science A235
Gender and Global Politics**



Spring 2015

Tuesdays and Thursdays 3:30—4:45 p.m.

Instructor

Dr. Natasha Bingham

Email: nbingham@loyno.edu

Office: Monroe Hall 281

Office Hours: Tuesdays and Thursdays 11:00—12:15 p.m., Wednesdays 1:15—2:15 p.m., by appointment

Office Phone: 504-865-2794

Course Overview

April 2013 over 1,000 women were killed when a garment factory collapsed in Bangladesh. The December 2012 brutal sexual assault of an Indian female student sparked public protests and outrage that provoked the Indian government to revise antiquated laws. Britain and France are just the newest European countries to legalize same-sex marriage. The United States' Supreme Court overturned Section 3 of the Defense of Marriage Act and Proposition 8 in July 2012. Besides its legalization of same-sex marriage in 2010, Argentina pioneered a Gender Identity Law in 2012 that covers sex-change surgery on health insurance and allows individuals to change their gender with the state. These are just some of the gender and sexuality events showcased in recent news.

This course explores the ways in which gender has been incorporated into discussions of citizenship. The concept of citizenship is defined as one of civil rights, participation in formal political institutions, and membership in a political community. How we characterize who a citizen is and is not has become a determining factor for who has rights and who does not in a given country. Citizenship is based on the institutionalization of hegemonic forms of gender, race, and sexuality. This course aims to familiarize students with the main theories and debates about gender and sexuality in order to highlight citizenship as a gendered, sexed, raced, and nationalized phenomenon. This course analyses individuals' claims for citizenship in a variety of contexts, the limitations and struggle to challenge the ideological, political and material conditions of citizenship, and the role of international actors, social movements, and formal politics.

Service learning is required in this course. Service learning blends classroom learning and applied experience. It takes theories from the classroom and applies them to societal problems. This course will provide a broader and more meaningful grasp of the course material. It will facilitate a reflective learning experience while also fostering deeper connections within the community you live.

Required Readings

Readings come from book chapters and journal articles. These readings will be on Blackboard.

Course Goals and Objectives

By the end of this course you will have an understanding of:

- Theoretical discussions of gender and sexuality
- The impact of race and ethnicity on conceptions of gender and sexuality
- The influence of gender and sexual norms on the framing of gender policy in a comparative perspective
- The role of international organizations, social movements, and formal politics on gender policies
- The connection between theory, personal experience, and broader social realities

This course also fulfills the following goals of the department—

- Goal 5: communicating political facts orally and in writing.
- Goal 7: learning comparative methods to enhance critical and rigorous thinking.

Course Requirements

Class Participation (20% of your final grade- 10% In-Class Writing Assignments and 10% Class Blog)

Though there is no formal attendance policy, repeated absences will adversely affect your participation grade. You are expected to attend class and to come to class fully prepared to participate with the readings readily accessible. Class participation entails in-class writing assignments and participation in an online class blog.

***Makeup in-class assignments will not be allowed.

You are required to participate in an online class blog that I will setup on Blogger. Blogging refers to providing commentary on salient political events. First entry: Connections to the News. In this entry, you are required to find a news article (TV or print) that relates to one of the weeks of class. This entry should include a brief synopsis of the article, your opinion on the author(s)' perspective, and how this article relates to the themes of the class. Second entry: Connections to Popular Culture. In this entry, you are required to connect a representation from film or television to one of the weeks of class. This entry should include a brief synopsis of the film or television episode, your opinion on the director(s)' perspective, and how this representation relates to the themes of the class. Each post needs to be 600 words. Entries need to be posted by 5:00 p.m. Wednesday of the week you choose.

***Late assignments will not be accepted. If there is any trouble posting onto Blogger, you should email me your post as to ensure that your assignment will be counted.

Community Connections (10% of your final grade)

You will need to attend one campus or community event (such as a performance; lecture/speaker series/panel discussion; film viewing; or march/rally) that relates to the themes of the class. After attending the event, you will write a 4—5 page analysis of the event that draws on at least two readings from the class. In your paper, you should provide:

1. Critical analysis of the event's purpose.
2. Discussion of the organizers' objective for this event and how it was conveyed to the audience.
3. Analysis of the structure of the event and how this structure aided or hampered the ultimate goal of the event.
4. Analysis of the audience with a focus on who was in attendance (and who was not) and the implications.
5. Discussion of the event's significance for raising awareness about gender and sexuality issues in New Orleans.

***You will need to take a picture of yourself at the event for verification.

***You can turn in the assignment anytime throughout the semester until the last day of **April 16**. Please see paper format requirements below. No email assignments will be accepted.

Exams (45% of your final grade—Midterm 20% and Final 25%)

The midterm covers Part I. Theoretical Foundations and Part II. Defining Issues. The final exam is not cumulative and covers Part III. Politics of Gender: The Beginning) and Section IV. Politics of Gender. The exams will be a combination of multiple choice questions and short answer questions. Midterm exam is **March 10**, and final exam is **May 5**. Make sure to bring a blue book.

***Makeup exams have to be made up within a week of the missed exam with a documented, valid excused absence.

Service Learning Project (25% of your final grade)

As pairs, you will need to research how best to advance women's position in the global economy and means to improve women's economic independence. You will be required to write a 12-15 page proposal advocating a policy (or set a policies) that should be implemented at the local, state, or national level to help women achieve greater economic self-sufficiency and in turn what that would mean for the progression of women's political interests.

Before the completion of this project, you will be required to do the following items:

1. Participate in one *Dress for Success* suiting at the boutique (6117 Magazine Street) prior to March 19 (no more than two students may attend a single suiting together).
2. Attend the IRB filming viewing on March 19.
3. Attend the conducting research sessions on March 19.

*****Failure to attend and complete all three of the above events will result in a zero for the project. You cannot do the project without completing these items.**

You will administer telephone surveys between March 24th and April 14th to assess employment and personal outcomes among clients who have been suited by *Dress for Success* New Orleans. You will use the data you gather from the telephone surveys for the evaluation section of your policy proposal. Your research should include at least eight academic sources (no more than two of these sources can be from course readings). On April 30, each pair will have ten minutes to present the evaluation section of their proposals using PowerPoint (and any additional methods if you choose) to the class and the Executive Director of *Dress for Success*. More details will be discussed in the first few weeks of class. Policy proposal is due **April 23** at the beginning of class.

Before you start writing, consider the following questions.

1. What problem will you address?
2. Why is it a problem?
3. Whom does it affect?
4. How does it affect them?
5. Why hasn't it been solved yet?
6. What is your solution?
7. What are some other possible solutions?

8. Why should your solution be enacted?
9. How should your solution be enacted?
10. What are the consequences of doing nothing?

Proposal Contents

The questions offered in each section should be answered but it is not necessary to do them in the order they are posed in that section. This proposal should be backed up by sources that justify your statements.

Abstract (1/2 pp.)

- Should be able to stand alone.
- Answer the following clearly: what will be done, for what purpose, for how long, at what cost, what are the outcomes, and who will benefit?

Statement of Need (3—4 pp.)

- What is the issue you are addressing (what is the historical context)?
- Why does this matter? Why not another issue?
- What are you proposing?
- Why is what you propose necessary?
- Who benefits (what segment of the population)? What is the public good?
- Why hasn't this issue been addressed sufficiently in the past?

Proposal Alternatives (3—4 pp.)

- Why did you choose to address the issue in the manner that you have?
- Are there other approaches? If yes, why aren't they appropriate to the situation you are seeking to improve?

Evaluation (3—4 pp.)

- What are some outcomes you expect to achieve?
- What are the results of the telephone surveys?
- What are the significant outcomes and variables?
- What themes emerge from the results? What is the story that materializes?

Conclusion (3 pp.)

- What are the likely pitfalls of your policy?
- What does your policy proposal suggest about how women's interests can be advanced politically?

***This project will consist of an individual grade and a group grade. Your individual grade will consist of your presentation. The group grade will be based on the paper itself.

***Each group needs to update me on their progress on **February 26** and **March 26**. Each pair will need to submit a one-page progress report on each of these days detailing at least three sources with two sentences indicating why these sources are being used, the progress with the telephone interviews, and overall progress made in writing the policy proposal. Emailed assignments will not be accepted.

Paper Format Requirements:

- Times New Roman 12 pt.

- 1-inch margins
- Cover page with name and date (should be page numbered o)
- Typed and double-spaced with page numbers
- Must cite all sources (Wikipedia and encyclopedias are not proper sources!)
- Hard copy that must be stapled or paper-clipped

***Papers that do not follow the format requirements will receive no higher than a C.

***Papers will be docked half a letter grade for each day they are late. Emailed assignments will not be accepted.

Grading Policy/Grading Scale

A: 90—100
 B+: 87—89
 B: 80—86
 C+: 77—79
 C: 70—76
 D+: 67—69
 D: 60—66
 F: 59—0

Course Expectations

You are expected to attend all classes. Those who do not attend class will not do well in this course.

You are expected to keep up with the assigned readings according to the schedule below. This means dedicating substantial time to careful reading and thoughtful reflection before coming to class. Those who do not keep up with assigned readings will not do well in this course.

You must respect others' opinions. No view is forbidden, but equally important, no view is protected from critical challenges. However, this does not mean personal attacks, humiliations or dismissals.

You are expected to keep your cell phones on vibrate or silent.

You are expected not to read texts or newspapers, surf the internet, do crossword puzzles, sleep, or anything else that could be considered disruptive while in class. All attention should be focused completely on this class. Any of these offenses could result in being dismissed from that day's class.

You are expected to be on time for class. It is distracting when people come in and get settled while class is being conducted. As a result, once the door is closed, do not enter the classroom. If there is a reason why you would be perpetually late, please come see me as soon as possible.

You are expected to not begin packing up before class is over. It is extremely disruptive and disrespectful to me and fellow classmates.

During exams, all materials (i.e., textbooks, notebooks, cell phones) need to be put away and cannot be viewed during the exams. Any deviations will result in a zero for the exam.

Instructor Pledge

I am here to help you throughout the semester with any questions about the course or assignments. However, do not wait until right before exams or papers are due to ask them. I will consistently maintain office hours and check my email on a regular basis. My office is always open so please feel free to stop in anytime. If at anytime I have to cancel office hours or class, I will post an announcement on Blackboard.

Access to Blackboard

The course uses Blackboard: go to <http://loyno.blackboard.com/>. Once you are in the course site, you will have access to the syllabus, announcements, and additional readings. In the event that there is an interruption to our course due to cancellation of classes by the university as a result of an emergency, we will continue our course on Blackboard within 48 hours after cancellation. All students are required to sign on to Blackboard and to keep up with course assignments with 48 hours of evacuation and routinely check for announcements and course materials associated with each class. Class handouts will be posted under 'course materials'.

Disability Services

If you have a disability and wish to receive accommodations, please contact Sarah Mead Smith, Director of Disability Services at 504-855-2990. If you wish to receive test accommodations (e.g., extended test time), you will need to give the course instructor an official Accommodation Form from Disability Services. The Office of Disability Services is located in Marquette Hall 112.

Emergencies

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:

1. Practice signing on for each course through Blackboard.
2. Provide regular and alternative e-mail address and phone contact information to each instructor. In the event of an interruption to our course due emergency requiring an evacuation or suspension of campus activities, students will:
3. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension.
4. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.
5. Complete any reading and/or writing assignments given by professors before emergency began.

Assuming a power source is available....

6. Log on to university Web site within 48 hours of an evacuation/suspension.
7. Monitor the main university site (www.loyno.edu) for general information.
8. Log on to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
9. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened).

10. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work. Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergencyresponsibilities>.

Academic Misconduct

"Academic misconduct includes but not limited to cheating, plagiarism, knowingly furnishing false information to the University, its officials or duly constituted committees, forgery, and the alteration or use of institutional documents or identification with the intent to defraud." For further information about student code of conduct refer to:

<http://studentaffairs.loyno.edu/sites/studentaffairs.loyno.edu/files/loyola-university-new-orleans-2010-code-of-conduct.pdf>. Academic dishonesty will result in failure of the assignment or exam and a report to the Dean. A specific form of academic dishonesty is plagiarism. Plagiarism is the copying of another's words, ideas, and data without proper citation. Most plagiarism is the result of carelessness and laziness. You should not copy directly from the internet; provide references for all your sources of information; and never reprint published material without adequate citation. For more information on plagiarism, or on proper citation form, see <http://www.loyno.edu/wac/handouts-and-helpful-links>.

Writing Assistance

Writing Across the Curriculum assists students writing in any discipline and at any stage of the writing process—from brainstorming to revising. WAC tutors do not write or edit papers, but they do help student writers improve their writing and strengthen their critical thinking skills. Tutoring is free and no appointments are necessary. Visit us in Bobet 100, call us at 865-2297, or visit us on the web at www.loyno.edu/wac.

Course Outline and Readings

Readings are subject to change. I will inform you in class of any changes in the syllabus. Readings are meant to be read prior to the class.

Part I. Theoretical Foundations

Class 1 (January 8): Introduction to the Course: The Global in Gender and Global Politics

Classes 2-3 (January 13; January 15): Defining Gender and the Borders of Hegemony

- Dozier, Raine. 2005. "Beards, Breasts, and Bodies: Doing Sex in a Gendered World," in *The Gendered Society Reader 3rd Edition*, pp. 165—183.
- Coston, Bethany, and Michael Kimmel. 2012. "Seeing Privilege Where It Isn't: Marginalized Masculinities and the Intersectionality of Privilege." *Journal of Social Issues* 68 (1): 97—111.
- Hill Collins, Patricia. 2000. "Mammies, Matriarchs, and Other Controlling Images," in *Black Feminist Thought*, pp. 69—96.

Classes 4-5 (January 20; January 22): The History of Sexuality and Queer Diversities

- Foucault, Michel. 1978. "Scientia Sexualis," in *The History of Sexuality, Volume 1*, pp. 51—74.
- Sedgwick, Eve Kosofsky. 1990. "Epistemology of the Closet," in *Epistemology of the Closet*, pp. 67—90.
- Cohen, Cathy. 1997. "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?" *GLQ* 3: 437—465.

Classes 6-7 (January 27; January 29): The Gendered (and Sexual) Citizen

- Richardson, Diane. 1998. "Sexuality and Citizenship?" *Sociology* 32 (1): 83—100.
- Walby, Sylvia. 1994. "Is Citizenship Gendered?" *Sociology* 28 (2): 379—395.

Part II. Defining Issues

Classes 8-9 (February 3; February 5): Women's Work and the Political Economy

- Burn, Shawn Meghan. 2011. "Women's Work," in *Women across Cultures: A Global Perspective*, pp. 90—121.
- Sandburg, Sheryl. 2013. "The Leadership Ambition Gap: What Would You Do If You Weren't Afraid?" in *Lean In: Women, Work, and the Will to Lead*, pp. 12—26.
- Enloe, Cynthia. 2000. "Just Like One Family: Domestic Servants in World Politics," in *Beaches, Bases, and Bananas*, pp. 177—194.

Classes 10-11 (February 10; February 12): Violence against Women

- Sukhu, Raquel L. M. 2013. "Masculinity and Men's Violence against Known Women in Trinidad—Whose Responsibility?" *Men and Masculinities* 16 (1): 71—92.
- Alinia, Minoo. 2013. "Intersecting Oppression and the Multiplex of Violence against Women," in *Honor and Violence against Women in Iraqi Kurdistan*, pp. 31—52.
- Menjivar, Cecilia. 2008. "Violence and Women's Lives in Eastern Guatemala: A Conceptual Framework." *Latin American Research Review* 43 (3): 109—136.

Classes 12-13 (February 17; February 19): **Mardi Gras Holiday**

Classes 14-15 (February 24: February 26): Women's Reproduction and Reproductive Justice

- Smith, Andrea. 2005. "Beyond Pro-life versus Pro-Choice: Women of Color and Reproductive Justice," in *NWSA Journal* 17 (1): 119—140.
- El Dawla, Aida Seif. 2000. "Reproductive Rights of Egyptian Women: Issues for Debate," *Reproductive Health Matters* 8 (16): 45—54.
- Kasai, Makiko, and S. Craig Rooney. 2012. "The Choice Before the Choice: Partner Selection Is Essential to Reproductive Justice," in *Reproductive Justice: A Global Concern*, pp. 11—28.

Classes 16-17 (March 3: March 5): Sexual Rights

- Baer, Brian James. 2011. Queer in Russia: "Othering the Other of the West," in *Queer in Europe*, pp. 173—188.
- Encarnación, Omar G. 2011. "Latin America's Gay Rights Revolution." *Journal of Democracy* 22 (2): 104—118.
- Asher, Rachel. 2009. "Ireland, the Same-Sex Partnership Debate, and the Normal Sexual Citizen." *Journal of Bisexuality* 9 (3—4): 477—489.
- Hines, Sally. 2009. "A Pathway to Diversity? Human Rights, Citizenship and the Politics of Transgender." *Contemporary Politics* 15 (1): 87—102.

Class 18 (March 10): Guest Speaker

Class 19 (March 12): Midterm

Part III. Politics of Gender: The Beginning

Class 20 (March 17): The Struggle for Liberation: Western Women's Movement

- Rupp, Leila J., and Verta Taylor. 1999. "Forging Feminist Identity in an International Movement: A Collective Identity Approach to Twentieth Century Feminism." *Signs* 24 (2): 363—386.

Class 21 (March 19): IRB film and Conducting Research Sessions

Classes 22-23 (March 24; March 26): The Struggle for Gender (and National) Liberation

- Mohanty, Chandra Talpade. 2003. "Cartographies of Struggle: Third World Women and the Politics of Feminism," in *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*, pp. 43—84.
- Waylen, Georgina. 1994. "Women and Democratization: Conceptualizing Gender Relations in Transition Politics." *World Politics* 46 (3): 327—354.

Classes 24-25 (March 31; April 2): Easter Holiday

Part IV. Politics of Gender

Classes 26-27 (April 7; April 9): Movements and Informal Politics

- Basu, Amrita. 2010. "Introduction," in *Women's Movements in the Global Era: The Power of Local Feminisms*, pp. 1—28.
- Sloat, Amanda. 2005. "The Rebirth of Civil Society: The Growth of Women's NGOs in Central and Eastern Europe." *European Journal of Women's Studies* 12 (4): 437—452.
- Tripp, Ali M. 2003. "Women in Movement: Transformations in African Political Landscapes," *International Feminist Journal of Politics* 5 (2): 233—255.

Classes 28-29 (April 14: April 16): Formal Politics

- Burn, Shawn Meghan. 2011. "Women in Politics," in *Women across Cultures: A Global Perspective*, pp. 206—243.
- Prindeville, Diane-Michele. 2003. "Identity and the Politics of American Indian and Hispanic Women Leaders." *Gender and Society* 17: 591—608.
- Rai, Shirin M. 2012. "The Politics of Access: Narratives of Women MPs in the Indian Parliament." *Political Studies* 60 (1): 195—212.

*****Community Connections Assignment Due by April 16**

Class 30 (April 21): Guest Speaker

Classes 31-32 (April 23; April 28): UN, EU, and the Role of International Organizations

- Anderson, Leah S. 2006. "European Union Gender Regulations in the East: The Czech and Polish Accession Process." *East European Politics and Societies* 20: 101—125.
- Avdeyeva, Olga. 2010. "States' Compliance with International Requirements: Gender Equality in EU Enlargement Countries." *Political Research Quarterly* 63 (1): 203—217.
- True, Jacqui. 2010. "Mainstreaming Gender in International Institutions," In *Gender Matters in Global Politics: A Feminist Introduction to International Relations*, pp. 189—203.

*****Group Project Due on April 23**

Class 33 (April 30): Student Presentations

Class 34 (May 5): Final Exam (2:00—4:00 p.m.)