

Hollis France

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Office Hours: Wednesdays 9-10 am & 11-12 pm; and also by appointment

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Office – Political Science Department room #302 (corner of Wentworth and Coming)

Comparative Gender Politics POLI 350.001 (Spring 2018)

Course Description

What counts as female? What counts as male? Where did our ideas about femininity and masculinity come from? Do we all answer these questions in the same way? How do we make connections among women, and across place and time? Answering such questions requires us to look at how societies are organized, and at the ways in which we, individually and collectively, accept, participate in and challenge gendered definitions of our lives. To do this, we will take an approach that can best be summarized by the phrase: *Thinking backwards and thinking outwards*. This means that issues are looked at historically, and are also situated in a global context. The aim of this is three-fold: To encourage us to develop critical questions about aspects of our daily realities that we take for granted; to enable us to make connections between and think about differences across the experiences of women in diverse countries and locations; and to allow us to explore how society works, in order to think about and evaluate strategies for making social change. We will situate this discussion against the backdrop of some key issues facing us in the world today: Women's Political Participation, militarization; ethnic cleansing; poverty alleviation and structural adjustment; women and the global assembly line; tourism and the sex trade; trafficking; human rights; anti-globalization movements; popular culture; migration and refugee issues.

Learning Outcomes:

1. Demonstrate Knowledge of various ideas of gender cross-nationally
2. Illustrate connections between and think about differences across the experiences of women and men in diverse countries and location

Course Requirements:

The course will employ both lecture and discussion. However, for the most part it will be conducted like a seminar

Required Text: Available at the College Bookstore

V. Spike Peterson and Anne Sisson Runyan Global Gender Issues (4th Edition Westview Press 2013).

Barbara Ehrenreich and Arlie Russell Hochschild (ed) Global Woman: Nannies, Maids and Sex Workers in the New Economy. 2002

All other reading materials and handouts are available on OAKS. Reading material on OAKS will be designated by an *. You can access OAKS from MyCharleston.

I. Class Participation counts for 10% of your final grade. Each student is required to turn in two discussion questions, based on your readings, to me via OAKS by 7 am the day of class - *discussion questions will not be accepted anytime after 7am*. Please also note that failing to show up to class despite the fact that you have turned in questions to me via OAKS will not count as having turned in discussion questions. Failure to turn in and not show up to class will significantly lower your participation grade (which is 10% of your final

grade). Active student participation in class discussion is imperative. Students, therefore, are required to come to class having read the assigned readings critically. (Note that you cannot participate if you are not present!) The readings require careful attention as they raise many complex questions for us to consider. Much of the material is also difficult in another way, as it asks critical questions about things that we often take for granted, or see as given, in our society. Accordingly, there will often be contentious issues raised in the classroom. Mutual respect and open -ness are minimum guarantees for any discussion.

Handout #.1 (Discussion Questions)

II. Critical Reflections of 8 Chapters from “Global Woman ...” will count for 10% of your final grade.

Each student will turn into me a 2-3 page critical reflection of the 8 selected chapters. Two chapters will be due on or before **Friday January 26th**, two chapters on or before **Friday February 9th**, two chapters on or before **Friday February 16th** by 4PM via OAK, and the last two chapters on **Thursday February 22nd** in class. All papers must be uploaded to the respective Critical Reflections folder in the dropbox section of OAKS, except for the last two critical reflections which will be **turned in both in hard copy format and in the dropbox** on Thursday February 22nd. Further details on what is expected for each reflection can be found on OAKS under the heading **Handout #2 Critical Reflection guide**.

III. Concept / Media presentations and discussion – To connect course material with the world beyond the classroom, another component of the course is finding and discussing news or other real-world items that illustrate concepts, ideas, or issues from the assigned readings. Each class session, two students, as a team, will be asked to define a concept from the readings find a media source that illustrates that concept, and explain the concept to the class and how the media piece illustrates it. You are required to submit a short, one paragraph definition of the concept and one paragraph explanation for how the media source illustrates the concept and 2-3 questions to facilitate discussion. This should be submitted to me via email (**send to franceh@cofc.edu**) by noon the day before your presentation. We will address your questions in class.

The concept / media presentations count towards **15% of your grade**. See **Handout “Evaluating Concept and Media Presentations”** for the specific guidelines that I will use to evaluate your work on OAKS

SPECIAL NOTE: Failure to conduct your presentation on the date scheduled will result in a zero for that presentation. **No make-ups will be issued.**

IV. Mid-Term Exam counts for 20% of your final grade.

The mid-term exam will consist of approximately seven (7) to ten (10) terms for which students will be required to write brief descriptions. Additionally, students will be required to choose one (1) essay question from among a list of three (3) questions to answer. The entire exam will draw on all class discussions, presentations, and readings done prior to Feb. 27. **The scheduled date for the mid-term is February 27th**

V. Course Paper and presentation counts for 30% of your final grade- 15% each.

The course paper assignment is to analyze the life and times of an individual or group fighting for gender equality. A handout will be distributed describing what is to be addressed in this paper. The paper should be ten (10) to twelve (12) pages in length typed, double spaced. Students are expected to present a synopsis of their paper during the last two weeks of class. **The course paper is due Monday April 23th by 5 pm.** (Note: under no circumstances will late papers be accepted!) **Handout No.3 (paper expectations) and Handout No.4 (oral presentation expectations)**

VI. Final Exam (take-home counts for 15% of your grade.)

The final is a take home exam which will consist of two essays. Exams are due **Thursday April 26th by**

3pm Via OAKS under the tag Final Exam.

Summary of Final Grade Calculation

Discussion Questions	10 %
Critical Reflections	10%
Concept Media Presentation	15%
Mid-Term Exam	20 %
Research Paper	15%
Research Presentation	15%
Final Exam (take home)	15%

Grading Scale : A: 100-94, A- : 93-90, B+: 89-87, B: 86- 83, B-: 82-80, C+: 79- 78, C: 77- 73, C-: 70-72, D+: 69-68, D: 67- 63, D-: 62-60, F: 59 + Below

****Note:** Failure to show up to class on the assigned day for your in-class exams, without a valid excuse (which is entirely at the discretion of the instructor), will automatically result in an F. Also, failure to notify the instructor within 24 hours of your absence from an exam will also result in an F.

**** Note:** If you have a disability of any kind- learning, physical, psychological- which requires accommodation, please let me know early so that your learning needs can be appropriately met. Students who have a documented disability and have been approved to receive accommodations through the center for Disability Services (Lightsey Center Room#104, phone # 953-1434) are asked to approach me about it no later than the second week of class. If you are entitled to take tests at their testing center, you must provide me with the relevant paperwork at least one week in advance, and I expect you to take the test on the same day as your classmates.

****Note:** Please ensure that all Laptops, Cell phones and other electronic devices are turned off before entering the class room. Failure to adhere to this rule will result in you being reported to the Honor's Board and the possibility of suspension from the College.

****Note:** Cheating, copying or plagiarism in all of its forms will be penalized as a willful violation of the College of Charleston honor code. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class. Students can find the complete Honor Code and all related processes in the Student Handbook at <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>

**** Weather cancellations:** If class is cancelled due to a weather situation or any other campus wide emergency, you must keep up with your syllabus and check OAKS and your email to receive instructions on what to do for class that day.

****Note:** Extra Credit; This semester there maybe a number of events on campus. Extra credit will be offered for attending a maximum of 3 (three) events. For each event you are required to (1) summarize briefly what happened or what you did, what you heard or saw or experienced; (2) relate the ideas discussed or portrayed

at the event to a class discussion and or articles read in class; (3) finally you are expected to react to the event by relating what your overall impressions, position, and or strengths and weaknesses of the ideas presented. No less than 2 pages no more than 3 pages typed double spaced (with 1 inch margins) will be accepted. For each extra credit assignment you can receive a maximum of 6 points (providing of course you meet all of the requirements). Hence you stand the chance of receiving 6 extra points which will be added on to your final grade at the end of the semester. You may submit extra credit assignments through-out the semester at anytime. However, all extra credit submissions must be made by the last day of class. (Events, times and locations will be announced later)

Course Outline (The instructor reserves the right to make changes)

January 9: Introduction (course overview)

January 11: How to do successful Critical Reflections

Have Read: Global Woman:- “Introduction,” Chapter 2 “Love and Gold,” & Chapter 4 “The Care Crisis in the Philippines.”

Have Done: Typed up in bullet format for “**Love and Gold**” pp 15-30, and “**The Care Crisis**” pp 39-54 : (1) the author’s thesis (what is it she or he is trying to prove/ main point of the chapter/ purpose etc.) – select what you think is the thesis and place it in quotation marks; (2) proceed to then list the countries/country, time period(s), and which group(s) are being studied in the article?; (3) list 2-3 central points the author makes that are intended to support his or her thesis, list 2-3 pieces of evidence used to support each point -interviews, participant observation, statistics, etc, (4) list any opposing position, to the author’s, that are mentioned- list one way in which the author refutes the opposing view. (5). List 2 strengths and two weakness of the article **Note: you are to prepare the above for each chapter: “Love and Gold” and “The Care Crisis.** I will collect these after class.

January 16: Why study Gender and Politics Globally

Have Read :- Global Gender Issues (chapter 1)

Have Done: Sent discussion questions via OAKS by 7 am the morning of class

Concept Media Presentation 1.-----, 2.-----

January 18: Gender as a framework for analysis– Women’s bodies in Science and Culture

Have Read :- Global Gender Issues (chapter 2)

* *Nelly Oudshoorn:* “Sex and the body” pp 6-9

* Carole Vance: “Social Construction Theory” pp 29-32.

Have Done: Sent discussion questions via OAKS by 7 am the morning of class

Concept Media Presentation 1.----- 2.-----

January 23: Gender as a framework for analysis– Women’s bodies in Science and Culture

Cont/d

Have Read:- *Linda Gordon: “Magic”

*Shelia Rowbotham: “Feminist Approaches to Technology”

*Anne Fausto-Sterling: “The Biological Connection”

* Stephen Jay Gould: “Women’s Brains”

*Udo Schuklenk , et al: “The Ethics of Genetic Research on Sexual Orientation”

* Surya Monro, “Transmuting Gender Binaries: The Theoretical Challenge
<http://www.socresonline.org.uk/12/1/monro.html>

Have Done: Sent discussion questions via OAKS by 7 am the morning of class

Concept Media Presentation 1.-----, 2-----

January 25: Gender as a framework for analysis – Man’s bodies in Science and Culture

Have Read:- * R.W. Connell “The Science of Masculinity”

Have Done: Sent discussion questions via OAKS by 7 am the morning of class

Concept Media Presentation 1.-----, 2-----

(Critical Reflection of “Love and Gold” and “The Care Crisis” from Global Woman Due this Friday January 26th by 4 PM via OAKS)

January 30: Gendered Political Participation : Female Elites

Have Read :- Global Gender Issues Chapter 3
“A 21st Century Model of diplomacy..”

Have Done: Sent discussion questions via OAKS by 7 am the morning of class

Concept Media Presentation 1.-----, 2-----

February 1: Gendered Relationship to the State

Have Read:- Global Gender Issues Chapter 4
The courage of transgender soldiers (February 21, 2014) <http://www.nytimes.com/2014/02/22/opinion/sunday/baird-the-courage-of-trans-soldiers.html?hp&rref=opinion&r=0>, NY Times.

Have Done: Sent discussion questions via OAKS by 7 am the morning of class

Concept Media Presentation 1.-----, 2-----

February 6: The Politics of Reproduction

Have Read :- *Linda Gordon: “Malthusianism”
*Anna Davin: “Imperialism and Motherhood”
*Susan Davis: “Contested Terrain: The historical Struggle for Fertility Control”
*Angela Davis: “Reproductive Rights”
*Betsy Hartman: “Family matter”

Have Done: Sent discussion questions via OAKS by 7 am the morning of class

Concept Media Presentation 1.-----, 2-----

February 8: The Politics of Reproduction

Film: It's A Girl –selective abortion and infanticide

Have Read: Neither Pro-life nor Pro-Choice can solve the selective abortion crisis

<http://www.theatlantic.com/sexes/archive/2013/03/neither-pro-life-nor-pro-choice-can-solve-the-selective-abortion-crisis/273704/>

Critical Reflection of “Maid to Order” and “Just Another Job” from Global Woman Due this Friday February 9th by 4 PM)

February 13: The Politics of Reproduction Cont/d

Have Read :- *Elisabeth Bumiller, May You be the Mother of a Hundred Sons, Chap.5.

* Rajani Bhatia: Constructing gender From The Inside Out: Sex-Selection Practices in The United States

Have Done: Sent discussion questions via OAKS by 7 am the morning of class

Concept Media Presentation 1.-----, 2-----

February 15: The Politics of Reproduction Cont/d

Have Read :- *Betsy Hartman “Vertical Reform or Lateral Solidarity?

The Politics of Privilege in the International Women’s Health Movement.”

*Ellen Goodman “Foreign policy at a dollar per person

* Betsy Hartmann: : “The ‘New’ Population Control Craze: Retro, Racist, Wrong Way to Go”

http://www.ontheissuesmagazine.com/2009fall/2009fall_hartmann.php

Have Done: Sent discussion questions via OAKS by 7 am the morning of class

Concept Media Presentation 1.-----, 2-----

(Critical Reflection of “Selling Sex for Visas” and Because she looks like a child” from Global Woman Due this Friday February 16th by 4 PM)

February 20: Gendering Globalization

Have Read: Global Gender Issues, Chapter 5

Have Done: Sent discussion questions via OAKS by 7 am the morning of class

Concept Media Presentation 1.-----, 2-----

February 22: Global Woman Discussion

Have Read: Discussion of the all 8 Chapters from Global Woman

Have Done: (Critical Reflection of “Clashing Dreams” and Global Cities Survival Circuits” from Global Woman Today in class)

February 27:

Mid-Term in Class Exam

March 1: **Research Plan and Annotated Bibliography Due Via Oaks Dropbox: In Class Research Project Up Date- Doing a Powerful Presentation**

March 6: **Gendering Consumption and its relationship to the Global Expansion of Capitalism : Consumer Beauty Culture : commodifying the body**

Have Read: *Robert Bocoock: “Gender and Consumption”
 *Elaine Abelson: “Urban Women and the Emergence of Shopping”
 * Jenifer Scanlon: “Excerpt from inarticulate Longings”
 * Amy Gluman: “The Gay Marketing Moment

Have Done: Sent discussion questions via OAKS by 7 am the morning of class

Concept Media Presentation 1.-----, 2-----

March 8 : **Gendering Consumption and its relationship to the Global Expansion of Capitalism : Consumer Beauty Culture : commodifying the body**

Have Read: *Rosalind Coward : “The body beautiful”
 * Roland Marchand : “Grotesque Moderne”
 *Celestine Bohlen: “Italians contemplate beauty in a Caribbean brow
 *Kathleen LeBesco: “Fat and fabulous: Resisting constructions of female body Ideals”
 *Francine Odette. 1994. [Body beautiful/body perfect: Where do women with disabilities fit in?](http://www.upworthy.com/do-you-spot-whats-not-quite-right-with-these-fashion-posters)
 Canadian Woman Studies. 14(3), 41-43.
 <http://www.upworthy.com/do-you-spot-whats-not-quite-right-with-these-fashion-posters>

Have Done: Sent discussion questions via OAKS by 7 am the morning of class

Concept Media Presentation 1.-----, 2-----

March 13: **Gendering Globalization : Travel and Tourism**

Have Read:- *Cynthia Enloe: “On the Beach”
 *Mary Seacole: “Wonderful Adventures of Mrs Seacole in many lands”
 * Sylvia Jacobs: “Give a Thought to Africa”

*Sylvia Chant: Female Employment in Puerto Vallarta”

Have Done: Sent discussion questions via OAKS by 7 am the morning of class

Concept Media Presentation 1-----, 2-----

March 15: Gendering Globalization : Sex Tourism

Film: Cowboys in Paradise
<https://vimeo.com/134703876>

Have Read:- * Jacqueline Sanchez Taylor: “Female sex tourism: a contradiction in terms.”
* Paulla A Ebron “ Travel Stories.”

Have Done: You are required to turn in no less than one and half pages no more than two pages (double space) analysis of the above film. You are expected to capture the following: 1. Demonstrate how any aspect of Jacqueline Sanchez Taylor’s argument and any aspect of Paulla A Ebron’s argument converges and or diverges from the evidence and claims made in the film? 2.Your reaction: How was your knowledge/learning on the topic/issue presented enhanced/ was it something you knew about before? How did it add to your knowledge base? What was the major takeaway(s) for you? What did you find problematic about any aspect of the film?

Completed Assignment to be uploaded to OAKS dropbox (due no later than March 27th by 1.30 pm) **tagged DQ 14.**

March 27: No Class (Cowboys in Paradise Film Analysis due by 1.30 pm via OAKS tagged DQ 14.)

March 29: Gendering Globalization : Women, Work, and Immigration

Have Read :- * Evelyn Nakano Glenn : “ Women and Labor Migration”
* Rigoberta Menchu : “A Maid in the Capital”
* Buy a discount maid at Singapore’s malls (June 27, 2014) <http://www.aljazeera.com/indepth/features/2014/06/buy-discount-maid-atsingapore-malls-201462495012940207.html> Al Jazeera
* Satoko Watenabe: “From Thailand to Japan”

Have Done: Sent discussion questions via OAKS by 7 am the morning of class

Concept Media Presentation 1-----, 2-----

April 3: Where Do We Go From Here? Ungendering World Politics and Feminist Futures!

Have Read:- Global Gender Issues, Chapter 6
*Cynthia Enloe: Beyond the global Victim

Have Done: Sent discussion questions via OAKS by 7 am the morning of class

April 5 Student Presentations
April 10 Student Presentations
April 12 Student Presentations

Note: All students are expected to bring to class on this day some kind of electronic device, whether it’s a

smartphone,, laptop or tablet in order to complete the online course evaluations .

April 17 Student Presentations
April 19 Student Presentations
Last Day of Class/ Wrap up