Course Description

What counts as female? What counts as male? What counts as gender? 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, time and based on different social identities?

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; using an intersectional lens to enable us to make connections between and think about differences across the experiences of women in diverse countries and locations with a particular focus on the US and Spain; 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 our lived experience in Spain focusing on some key issues facing us in the world today such as: Women’s Political Participation; poverty alleviation and structural adjustment; reproduction; trafficking; human rights; economic justice and popular culture.

Student Learning Outcomes:

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

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;
3) Evaluate the role of gender in modern day Spain and the US and how it plays out in modern politics.

Required Course Materials


Power Surge: A Conduit for Enlightened Leadership by Margaret Seidler (This book will be provided for you by the author at no cost – do NOT purchase it. You will receive it in Trujillo)

Other readings accessible through OAKS and JSTOR.

Assignments and Grading

Class Participation (100 points): Students are expected to read all assignments prior to class and participate in class discussions. Class participation is an important component of this class and the student’s overall learning experience. Each student is required to turn in two discussion questions, based on your readings, to me at the beginning of each class. 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 a given, in our society. Accordingly, there will often be contentious issues raised in the classroom. Mutual respect, openness and practicing intentional civility are minimum guarantees for any discussion. Further details on what is expected for each reflection can be found on OAKS under the heading Discussion Questions.

Critical Reflections (70 points): Each student will turn in seven 2-3 page critical reflections or photo essays (10 points each) of selected reading assignments/classroom cultural experiences. It is important to incorporate observations from daily life in Spain into these reflections. Due dates are noted on the schedule. All papers must be uploaded to the respective Critical Reflections folder in the dropbox section of OAKS. Further details on what is expected for each reflection can be found on OAKS under the heading Critical Reflection guide.

Media Presentation (30 points): 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. Therefore, I expect everyone to frequently browse the various news outlets, which will be used as a basis of discussing current events related to the class. Students may want to subscribe to “The Lilly” by the Washington Post or “In Her Words” by the New York Times. These are both newsletters put out by these media organizations focusing on gender in the news – mostly, but not exclusively, in the US. Throughout the semester each student will be asked to define a concept from the readings by finding a media source that illustrates that concept and explaining 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 to me prior to class and share the news story with the class in a brief presentation and lead discussion on this. Class days where media presentations will be shared a noted on the syllabus with an asterisk (*). See “Evaluating Concept and Media
Presentations” on OAKS for the specific guidelines that I will use to evaluate your work.

Exams (200 points): Knowledge of the course readings and discussions will be tested on midterm and final exams (100 points each). Make-up exams will not be given unless permission is received prior to the exam, or there is a documented medical emergency.

Because this is a discussion-based course out of respect for each other no electronics are allowed during class. This will also help you learn and absorb more in class. If you have a documented disability or extenuating circumstance and need an exception to this, please let me know.

The course grade will break down as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/discussion questions</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Media Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Critical Reflections (7 @ 10 points)</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
</tr>
</tbody>
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A 372-400  A- 360-371  B+ 352-359  
B 332-351  B- 320-331  C+ 312-319  
C 292-311  C- 280-291  D+ 272-279  
D 252-271  D- 240-251  F 239 and below

Academic Honesty
Plagiarism, or presenting another’s works or ideas as one’s own, is a form of stealing. The instructor reserves the right to examine any source used by the student before giving a grade on an assignment, and to give and “incomplete” in the course if necessary, to allow time to obtain sources. Students should be prepared to show source material to the instructor for the purpose of verifying information. Academic dishonesty will not be tolerated and students will receive an F on any assignment or exam the instructor determines is in violation of the academic honesty policy. Academic dishonesty includes the following offenses:
1) Claiming as your own work a paper written by another student.
2) Turning in a paper that contains paraphrases of someone else’s ideas but does not give proper credit to that person for those ideas.
3) Turning in a paper that is largely a restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The thesis and organizing principles of a paper must be your own.
4) Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in a citation, or that changes the words only slightly and claims them to be paraphrases.
5) Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved.
6) Using any external source (notes, books, other students, etc.) for assistance during an in-class exam, unless given permission to do so by the professor.

_College of Charleston Honor Code and Academic Integrity_

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

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](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

_Disability Statement_

If you are in need of accommodations for this course due to a disability, please contact the Center for Disability Services at SNAP@cofc.edu or (843) 953-1431. The instructor is very willing to make any adjustments necessary to address all student needs.

_Course Schedule_
Listed below are the reading assignments for each class. The instructor reserves the right to modify this schedule as necessary.

**September 9**  
*Introduction*

**September 12**  
*Why Study Comparative Gender Politics?*  
OAKS: 1) Beckwith “Introduction: Comparative Politics and the Logics of a Comparative Gender” 2) Caraway “Gendering Comparative Politics” 3) Schwindt-Bayer “Comparison and Integration: A Path toward a Comparative Politics of Gender”

**September 16**  
*Why Study Comparative Gender Politics?*  

**September 18-20**  
*Madrid Field Trip*

**September 26**  
*The Power of Gender*  
Global Gender Issues Chapter 1  
“Spanish Women Advancing in Politics, Still Battle Sexism”  
**Critical Reflection #1 due**

**September 30**  
*Gendered Lenses on World Politics*  
Global Gender Issues Chapter 2  
“A Movement that’s Being Driven by Young Women”  

**October 3**  
*Gender as a Framework for Analysis*  
Is Gender Fluid Introduction & Chapter 1  
OAKS: Anne Fausto-Sterling “The Five Sexes Revisited”  
[https://pdfs.semanticscholar.org/21a4/4d10b40354a974c8d1d3a9a0e66feef731e75.pdf](https://pdfs.semanticscholar.org/21a4/4d10b40354a974c8d1d3a9a0e66feef731e75.pdf)  
**Critical Reflection #2 due**

**October 7**  
*Gender & Spain*  
*Ghosts of Spain* Chapter 8

**October 10**  
*Gender as a Framework for Analysis*  
Is Gender Fluid Chapter 2
“Spain’s Gender Gap”
https://www.politico.eu/article/vox-feminism-spain-far-right-gender-gap/

October 14
Please note – this class will meet 11:15-1:45
Polarity Thinking – Margaret Seidler
Power Surge Chapters 1-5
Critical Reflection #3 due

October 16-21
Program Field Trip to Southern Spain

October 24
Midterm Exam

Oct 25-Nov 3
No Class – Fall Break

*November 4
Gender as a Framework for Analysis
Is Gender Fluid Chapter 3
Critical Reflection #4 due

*November 7
Gender and Global Governance
Global Gender Issues Chapter 3
“Women Outnumber Men in Spain’s Historic New Government”
Review the United Nations stance on gender equality here:

*November 11
Gender and Global Security
Global Gender Issues Chapter 4
“Gender & National Security” by Carol Cohn
“The Courage of Transgender Soldiers”
https://www.nytimes.com/2014/02/22/opinion/sunday/baird-the-courage-of-trans-soldiers.html?hp&rrref=opinion&_r=0
Critical Reflection #5 due

November 13-15
Program Field Trip to Lisbon

*November 18
Gender & the Global Political Economy
Global Gender Issues Chapter 5
Global Gender Gap Report
Critical Reflection #6 due

*November 21
The Politics of Reproduction
OAKS: 1) Linda Gordon: “Malthusianism” 2) Anna Davin,

*November 25  Working Across Social & Cultural Differences
Is Gender Fluid Chapter 4
“Elections in Spain…”
Critical Reflection #7 due

November 28  No Class – Happy Thanksgiving!

December 2  Where do we go from Here?
Global Gender Issues Chapter 6
OAKS: Enloe, “Beyond the Global Victim”

December 5  Final Exam

December 9  Final Class Wrap-up