Comparative Gender Politics POLI 350.001
(Spring 2020)

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 other minoritized groups, across geographies, time and based on different social identities? 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; using an intersectional lens to enable us to make connections between and think about differences across the experiences of women and minoritized groups 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: the caring economy; women’s political participation, militarization and gender as a decoy; neoliberal governmentality; tourism and the sex trade; reproductive and gender justice; popular/beauty culture; agency and resistance; 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.
1. Class Participation counts for 15% 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 15% 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, open -ness and practicing intentional civility are minimum guarantees for any discussion. Handout #.1 (Discussion Questions)
II. Critical Reflections of 8 Chapters from “Global Woman ...” will count for 15% of your final grade. Each student will turn into me a 2-3 page critical reflection of each of the 8 selected chapters. Two chapters will be due on or before Thursday January 16th, the other six chapters will be due on or before the last day of class Tuesday April 21. 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 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, one to two students, as a team, will be asked to define a concept/idea from the readings, find a media source that illustrates that concept/idea, and explain the concept/idea to the class and how the media piece illustrates it. You are required to submit a short, one paragraph definition of the concept/idea 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 10% of your grade. See Handout “Evaluating Concept and Media Presentations” on OAKS for the specific guidelines that I will use to evaluate your work.

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 five (5) 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 four (4) questions to answer. The entire exam will draw on all class discussions, presentations, and readings done prior to March 10. The scheduled date for the mid-term is March 10th.

V. Course Paper and presentation counts for 35% of your final grade- 15% (presentation) & 20% (paper).
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 27th 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. Lecture/Events Responses counts for 5% of your final grade - Students are required to attend three lectures/events outside of class and to submit a one page
response to EACH event/lecture linking the topic of the event/lecture to a class reading/discussion. The lectures/events will be announced in class AND posted on OAKS. These three (3) responses are due no later than the last day of class April 21, by 5 pm in OAKS. Grading rubric available on OAKS.

Summary of Final Grade Calculation

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Questions</td>
<td>15</td>
</tr>
<tr>
<td>Critical Reflections</td>
<td>15</td>
</tr>
<tr>
<td>Concept Media Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>20</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Lecture/Events Responses</td>
<td>5</td>
</tr>
</tbody>
</table>


**Note:** I will gladly honor your request to address you by the name and gender pronouns of your choice. Please advise me of this early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

**Note:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students office for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me or the Dean of Students to provide any resources that we may possess.

**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:** I will take role each class period. Three unexcused absences will result in you being dropped one letter grade for each absence thereafter. If you also develop a pattern of showing up to class late (5 mins after class has started) you will also be dropped one letter grade for each late attendance thereafter.

**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](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.

---

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

**January 9:** Introduction (course overview)

**January 14:** How to do successful Critical Reflections


*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 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:** No Class

*Have Done: (Critical Reflection of “Love and Gold” and “The Care Crisis” from Global Woman Due January 16 by 4 PM via OAKS)*

**January 21:** 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 23:** Gender as a framework for analysis–

*Have Read:* Is Gender Fluid: Chapter 1
  * Anne Fausto-Sterling “The Five Sexes Revisited”
  * Nelly Oudshoorn: “Sex and the body” pp 6-9

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

**Concept Media Presentation 1.------------------ 2------------------**
January 28: **Gender as a framework for analysis**

*Have Read:* Is Gender Fluid: Chapter 2
* Allan Johnson “Patriarchy, The System: An It, Not He, a Them, Or an Us”
* Ijeoma A “Because You’re a Girl”
* C.J. Pascoe “Making Masculinity: Adolescence, Identity an High School”

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

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

January 30: **Gender as a framework for analysis – Women’s bodies in Science and Culture**

*Have Read:* 
* Linda Gordon: “Magic”
* Sheila Rowbotham: “Feminist Approaches to Technology”
* Stephen Jay Gould: “Women’s Brains”

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

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

February 4: **Gender as a framework for analysis – Beyond the Gender Binary**

Film: Sex and Love Around the World: India (Netflix)

*Have Read:* Is Gender Fluid: Chapter 3

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

February 6: **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 11: **Gendered Relationship to the State**

*Have Read:* Global Gender Issues Chapter 4
* Isis Nusair “Making Feminist Sense of Torture at Abu-Ghraib”

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

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

**February 13:** 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 18:** 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*

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

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

**February 20:** The Politics of Reproduction Cont’d

**Have Read:**
- *Alexandra DelValle, “From the Roots of Latina Feminism to the Future of the Reproductive Justice Movement”*
- *Kathy Ferguson “Birth Control”*
- *France Winndance Twine “The Industrial Womb”*

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

**Concept Media Presentation 1.------------------------, 2-----------------------------**
February 25:  Global Women discussion of Chapters: “Maid to Order and “Just Another Job”

*Have Done: Be ready to turn into me in class via hardcopy: Typed up in bullet format for each reading* 1. The **authors thesis** (what is it she/he/they is trying to prove/ main point of the chapter/ purpose/what are they trying to convince you of 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 key pieces of evidence the author(s) use to support their thesis (main argument) 3. What methods does the author(s) use to collect these two pieces of evidence (e.g -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 either one way your news article converges and or diverges from the author(s) main argument (6) List 2 strengths and two weakness of the chapter. Please also bring a hard copy to class which I will collect after class and will count toward 20 points of your final write up of the two chapters due no later than the last day of class April 21st.  (each chapter reflection= 40 points)

*Have Done: Deposited hard copy of Bulleted Outline in OAKS by 11.00 am*

February 27:  Global Women Discussion of Chapters: “Selling Sex for Visas” and “Because She Looks Like a Child”

*Have Done: Be ready to turn into me in class via hardcopy: Typed up in bullet format for each reading* 1. The **authors thesis** (what is it she/he/they is trying to prove/ main point of the chapter/ purpose/what are they trying to convince you of 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 key pieces of evidence the author(s) use to support their thesis (main argument) 3. What methods does the author(s) use to collect these two pieces of evidence (e.g -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 either one way your news article converges and or diverges from the author(s) main argument (6) List 2 strengths and two weakness of the chapter. Please also bring a hard copy to class which I will collect after class and will count toward 20 points of your final write up of the two chapters due no later than the last day of class April 21st.  (each chapter reflection= 40 points)

*Have Done: Deposited hard copy of Bulleted Outline in OAKS by 11.00 am*

March 3:  Global Woman Discussion of chapters “Clashing Dreams” and Global Cites Survival Circuits”

*Have Done: Be ready to turn into me in class via hardcopy: Typed up in bullet format for each reading* 1. The **authors thesis** (what is it she/he/they is trying to prove/ main point of the chapter/ purpose/what are they trying to convince you of 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 key pieces of evidence the author(s) use to support their thesis (main argument) 3. What methods does the author(s) use to collect these two pieces of evidence (e.g -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 either one way your news article converges and or diverges from the author(s) main argument (6) List 2 strengths and two weakness of the chapter. Please also bring a hard copy to class which I will collect after class and will count toward 20 points of your final write up of the two chapters due no later than the last day of class April 21st.  (each chapter reflection= 40 points)

*Have Done: Deposited hard copy of Bulleted Outline in OAKS by 11.00 am*
March 5: 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--------------------------**

---

March 10: **Mid-Term in Class Exam**

March 12: Research Plan and Annotated Bibliography Due in class

: In Class Research Project Up Date- Doing a Powerful Presentation

March 17 & 19: **SPRING BREAK -NO CLASS**

March 24: Gendering Consumption and its relationship to the Global Expansion of Capitalism: Consumer Beauty Culture: commodifying the body

*Have Read:*  
*Rosalind Coward: “The body beautiful”*  
*Susan Bordo “Beauty (Re)Discovered the Male Body”*

*Celestine Bohlen: “Italians contemplate beauty in a Caribbean brow*  
*L.Ayu Sataswati “Cosmopolitan Whiteness: The Effects and Affects of Skin Whitening Advertisements in Transnational Indonesia”*  
*Kimberly Dark “Big Yoga Student”*  
*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 26: 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 31: **Gendering Globalization: Sex Tourism (no Class)**

*Have Watched: Film: Cowboys in Paradise*
  
  https://www.youtube.com/watch?v=nrf0xHQgGU5

*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 Paula 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 31 by 4 pm) **tagged DQ 13.**

April 2: **Activist Frontiers: Agency and Resistance working across social and cultural differences**

*Have Read:*  
  * Is Gender Fluid: Chapter 4 & Conclusion  
    * Lila Abu-Lughod “Do Muslim Women Really Need Saving?...”  
    * Britton and Price “If Good Food is Cooked in one Country, We Will Eat From it…”  
    * Sarah Fryett “Laudable Laughter: Feminism and Female Comedians”

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

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

April 7: **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 9  Student Presentations  
April 14 Student Presentations  
April 16 Student Presentations  
April 21 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.*