

POLI 350
Comparative Gender Politics
Fall 2022 – Florence, Italy
Tuesday and Thursday 10:00-12:30

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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 Italy; 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 Florence 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 Italy and the US and how it plays out in modern politics.

Required Course Materials

[*Global Gender Issues in the New Millennium 4th Edition*](#) by Anne Sisson Runyan & V. Spike Peterson. Routledge Taylor and Francis Press 2018.

Is Gender Fluid? A Primer for the 21st Century by Sally Hines. Thames and Hudson 2018.

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**. Each discussion question assignment is worth up to 5 points (total of 50 points) and class participation overall is worth up to 50 points for a total of 100 points.

Critical Reflections (100 points): Each student will turn in **five** 2-3 page critical reflections (20 points each) of selected reading assignments/classroom cultural experiences. It is important to incorporate observations from daily life in Italy 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 (50 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. See **Evaluating Concept and Media Presentations** on OAKS for the specific guidelines that I will use to evaluate your work.

Exam (150 points): Knowledge of the course readings and discussions will be tested on a take home exam due at the end of the semester.

The course grade will break down as follows:

Class Participation/discussion questions	100
Final Exam	150
Media Presentation	50
<u>Critical Reflections (5 @ 20 points)</u>	<u>100</u>

Total 400

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 be 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>

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.

<i>August 24 & 31</i>	<i>Introduction</i> Zoom meeting 12:00-1:00 (see OAKS for link)
<i>September 13</i>	<i>The Power of Gender</i> <i>Global Gender Issues</i> Chapter 1 <u>The Missing Piece in Italian Politics: Women</u>
<i>September 15</i>	Gendered Lenses on World Politics Critical Reflection #1 due <i>Global Gender Issues</i> Chapter 2

Women's Access to the Political Sphere in Italy: When Obstacles
Outdo Opportunities

- September 20 *Gender as a Framework for Analysis*
Is Gender Fluid Introduction & Chapter 1
Anne Fausto-Sterling "[The Five Sexes Revisited](#)"
- September 22 ***Slow Food Festival Trip***
- September 27 *Gender as a Framework for Analysis*
Critical Reflection #2 due
Is Gender Fluid Chapter 2
[Italy's Missing Feminists](#)
- September 29 *Gender as a Framework for Analysis*
Is Gender Fluid Chapter 3
[Italian Feminist Activists Take on the Government](#)
- October 4 *Gender and Global Governance*
Global Gender Issues Chapter 3
[Back to Normal Is Not Enough](#) United Nations
[The Rise of Young and Beautiful Women in Italian Politics](#)
Critical Reflection #3 due
- October 6 *Gender and Global Security*
Global Gender Issues Chapter 4
["Gender & National Security"](#) by Carol Cohn
["The Courage of Transgender Soldiers"](#)

Critical Reflection #4 due
- October 11 *The Politics of Feminism*
Is Gender Fluid Chapter 4
OAKS: 1) Susan Davis, "Contested Terrain: The historical Struggle
for Fertility Control" 2) Angela Davis: "Reproductive Rights" 3)
[Access to modern methods of contraception in Italy: Will the
COVID-19 pandemic be aggravating the issue?](#) 4) [An Overview of
Abortion Laws in the US](#) 5) [Italy Slowly Erodes Abortion Access
Riding US Wave](#) 6) [Italian Feminist Activists Take on the
Government](#)
- October 13 *Where do we go from Here?*
Global Gender Issues Chapter 6
OAKS: Enloe, "Beyond the Global Victim"
Critical Reflection #5 due