

**POLI 350.01: Comparative Gender Politics (CGP) Spring 2022**

**Maybank 115, 10.50-12.05 T/Th**

**In-Person Face to Face Class**

Professor: Dr. Hollis France

Office Hours: by appointment via Zoom

Email: [Franceh@cofc.edu](mailto:Franceh@cofc.edu)



**Message from your professor: Life/College Balance, the Current Pandemics, and Self-Care:** Whether it is family and relationship problems, working nearly full-time, depression, anxiety, problems related to alcohol or other drug use, sexual assault and/or the death of family and friends, I am aware of and sympathetic to the fact that college students experience these and other challenges that make it difficult to focus on academics. I understand that this semester may be particularly difficult as we continue to navigate the ongoing global pandemic as well as the heightened structural inequalities (of race, class, immigrant status to name a few) we are dealing with. I am here to support you the best that I can during this time.

If you experience one or more of these things during our class and you are struggling to complete coursework (or just need help), please communicate with me (you do not have to go into specific details). There are numerous resources that I can recommend to you and, to an extent, I can work with you on deadlines. Dr. Heath Hoffman with the Center for Academic Performance and Persistence (CAPP) has created a website containing resources relating to mental health, alcohol and other drug use, food and housing support, etc. That site can be accessed by [clicking on this hyperlinked text](#).

**Additionally, 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.**

**What Will I Achieve in this Course:**

By the end of the semester, with hard work and dedication, you should be able to:

1. Demonstrate Knowledge of various constructions of gender transnationally
2. Illustrate connections between and think about differences across the experiences of women and minoritized groups in diverse geographies
3. Integrate information from other disciplines to broaden the scope of discussion and deepen your understanding of gender.

**What We will Learn?** 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 knowledge about gender is produced, 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.

**An Important Note:** This course will be challenging, requiring active participation, intellectual curiosity, time-management, and self-motivation. If you are unprepared to work hard and contribute to the class community, this is not a course for you. If, however, you *are* willing to fulfill expectations, then you may look forward to lively discussions, engaging assignments, and gaining knowledge about how our ideas about gender are constructed across various social identities and geographies.

## What materials are required?

### Text

Textbooks required can be purchased in either hardcopy or E-copy form. All other required readings will be posted either on OAKS, under the each assignment module.

#### **Required Text: Available at the College Bookstore or Online**

Anne Sisson Runyan Global Gender Politics (5th Edition Taylor & Francis 2019).

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

Sally Hines Is Gender Fluid?: A primer for the 21<sup>st</sup> century (Thames and Hudson 2018)

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.

### *Social Media & Other Technologies*

- **WORD:** All assignments submitted via OAKS dropbox are required to be in the Word format. Click [here](#) to download Microsoft Office Suit for free.

- **ZOOM:** Zoom is another version of Skype, allowing us to communicate “face-to-face” Follow these steps ( [click here](#)) to join a zoom

meeting. This is also an optional way to communicate with me. Refer to the section below on “communication.

## How will this course be structured?

This course will be delivered in person. The class will follow a lecture-seminar format. Instructor will facilitate discussion using your Reading Discussion Response (DRs) you turn in. We will spend the first 50 min of each class, having a discussions relating to your RDRs. We will then spend the last 20 mins engaging with your class peers responsible for the Concept Media Presentation on that day of class.

## How can I be successful in this class?

Students who do well in this class:

- **Log into OAKS at minimum, two times per week.** To be an active member of the class community and to avoid procrastinating, you should log in frequently and **pay particular attention to the checklist** for each class date assignments and due dates. To get in the habit, set a schedule for yourself and put it in your calendar due dates just like you would any other class or appointment. **Plan to spend at least 5-6 hours per week of active work for this course.**
- **Actively participate in the course.** Actively engaging in class discussion is **Key**. This class will be incredibly boring unless you’re willing to engage your classmates and I in conversation.
- **Complete assignments on time.** Procrastination is the thief of time.
- **Utilize course management features in OAKS and Check your CofC email** regularly. OAKS provides a variety of features and tools that can be used to help you stay organized. Additionally, check your CofC email for any updates I may post.

## What can I expect from you?

A syllabus is a contract between students and instructor, so you can expect this from me:

- My goal is to challenge you and help you excel. I will set high expectations and push you to surpass them. I plan to do this in the most enthusiastic and supportive way I can.
- I will provide you with detailed instructions and expectations for your work and fairly evaluate you according to those expectations.
- I will always make time to listen to your ideas and concerns and support your endeavors to become a more competent communicator.
- This course will only succeed if, together, we create an atmosphere of respect, openness, and honesty.

## How should I communicate with you?

Communication with me can occur via multiple platforms, including email and Zoom. A few procedures to keep in mind:

### *Ask Three, Then Me*

I receive hundreds of emails every week, many from students asking questions that could easily be answered by reading the syllabus or asking a classmate. Thus, before emailing me, please follow these steps:

1. Consult the class OAKS schedule and syllabus.
2. Check OAKS for announcements and instructions, particularly the checklist for each class day assignments.
3. Confer with three classmates (*as a class you might want to create your own group chat*) If you still don't know the answer to your question, you may email me. Please help me maintain my sanity by following these steps!

### *Email*

Most organizations are dependent on email for internal and external communications. The way you present yourself in emails says a lot about your work ethic and your priorities. Start practicing email etiquette now so that it will be second-nature when you enter the workforce.

- When corresponding with me, please:
  - include POLI 350 in the subject line or CGP 350
  - include a respectful greeting (e.g., “Hi Hollis” or “Dear Dr. France”)
  - fully sign your name
  - use complete sentences
  - proofread your email
- Typically, I will respond to your email within 24 hours, although my response time will be slower on weekends (24-36 hours). I usually stop responding to emails after 10:00pm. If you do not receive a reply within 48 hours, please re-send your message (unless, of course, you haven't followed the “ask three, then me” policy).

### *Synchronous Meetings: Online Office Hours*

If an email will not suffice, I'd be happy to chat face-to-face via Zoom. So please do not hesitate to contact me.

## What do you expect from me?

I approach this class with an ethic of care, and I expect students to do the same. Thus, I take professionalism very seriously and I hope you will, too. A professional is emphatic, courteous, focused, motivated, and reliable. A professional also contributes to the community, whether that community is a classroom or workplace. In this course, being a professional involves several elements:

### *Attendance (this is an in-person face to face class and will be conducted as such)*

Just like any organization, this class is a community whose success is dependent on everyone's participation. As mentioned above, your performance is tied to how frequently you log into the course and how actively you participate during class. **Missing three (3) classes without a valid excuse, and or not reporting to class on time, will result in the loss of one letter grade for each missed class and or late show.** During the course, there may be some unforeseen circumstances which arise that alter the schedule below. In this case, it will be **YOUR** responsibility to find out what those adjustments might be. **It is imperative that you check your COFC email account on a daily basis for any announcements/updates**

While I don't like to be "Big Brother/Sister/Person," I do have the ability to monitor your OAKS activity. This includes number of logins, materials accessed, and time spent. I won't be looking over your shoulder unless you give me a reason. I look for patterns of behavior.

### *Late Work*

I expect you to treat this class like a job and deadlines must be met. **LATE WORK WILL NOT BE ACCEPTED (unless there is a reasonable excuse that I will use my discretion to determine).** Please don't make things awkward by asking for an extension without a reasonable excuse.

- Unless otherwise noted, all discussion response assignments are due by 7 am EST on the due date listed in the course schedule.
- If *extraordinary* circumstances arise (e.g., hospitalization, being ill), notify me as soon as possible so arrangements can be made.
- If you know you will not have access to OAKS when an assignment is due, it is your responsibility to turn in the assignment early.

### *Submitting Assignments*

- All written assignments should be submitted electronically to the Drop Box in OAKS.
- *Murphy's Law*: "Anything that can go wrong, will go wrong." Laptops are stolen. Hard drives crash. Your wireless connection fails. So, do not wait until the last minute to submit your assignments and SAVE OFTEN.
- Always save duplicates of your work on an external source (e.g., thumb drive, OneDrive, Google Drive, Dropbox.com). Every single semester, a student loses their work because of a hard drive crash.
- For your protection, keep all assignments that are graded and handed back to you until final grades have been submitted at the end of the semester.

## *Technical Difficulties*

If you have questions or problems related to the course, please follow the communication procedures noted above. If you have technical problems, please contact Student Computing Support or Helpdesk using these methods:

- Student Computing Support
  - 843-953-5457
  - [studentcomputingsupport@cofc.edu](mailto:studentcomputingsupport@cofc.edu)
  - [blogs.cofc.edu/scs](http://blogs.cofc.edu/scs)
- Helpdesk
  - 843-953-3375
  - [helpdesk@cofc.edu](mailto:helpdesk@cofc.edu)
  - [it.cofc.edu/help/helpdesk](http://it.cofc.edu/help/helpdesk)

It's important to resolve technical problems swiftly, so do not delay getting support. Computer failure or unavailability does not constitute an excuse for not completing assignments.

**Inclusion:** The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.

[Preferred Name and Pronoun Information](#)

[On Campus Gender Inclusive facilities](#)

[Campus Resources](#)

[College of Charleston Reporting Portals](#)

[National Resources for Faculty & Staff](#)

[GSEC Reports](#)

[Documenting LGBTQ Life in the Lowcountry](#) (CofC Addlestone Library Special Collections Project)

[College of Charleston Quality Enhancement Plan \(QEP\)](#)

[Articles about CofC and LGBTQ+ Issues](#)

## *SNAP Accommodations*

- Students with approved SNAP accommodations must email me the Professor Notification Letter and discuss your needs during the first day of class via email. I want you to be successful, so please talk with me!
- Students approved to receive accommodations are responsible for contacting me at least one week before any accommodation is needed. Please plan ahead.

## *Academic Integrity*

- You are responsible for understanding and adhering to College policies regarding academic honesty, as specified in the current Student Handbook <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>
- All work must be original and must reflect careful preparation. Standards of originality and thorough preparation require that the viewpoint, structure, and style of writing and presentations be your own, except where specific indebtedness is acknowledged by oral or written citations. The undocumented use of someone else's words or ideas in any medium is a serious offense, subject to disciplinary action that may include failure in the course and/or dismissal from the College.

- Unauthorized collaboration—working together without permission—is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted.
- I will report *all* cases of suspected academic dishonesty to the Dean of Students. This includes incidents that may not have been intentionally deceitful (e.g., “I didn’t know! I made a mistake!”). If you’re uncertain about citing sources or other ways to avoid plagiarism, *please* ask!
- Also please bear in mind failure to mask up during class can result in you being reported to the Honor Board.

### *Class Climate & Etiquette*

- As stated on page 75 of the Student Handbook: “a college classroom requires a higher level of courtesy than many people exercise in ordinary public space. Everyone in a classroom is there for the purpose of learning, and no one should be able to deprive another person of the chance to learn. Expressions of rudeness and even carelessness degrade the high purpose of learning that should be paramount in a college classroom.”
- To maintain a respectful and supportive environment, please uphold these rules of etiquette, the do's and don'ts classroom communication.
  - **Be kind and ethical.** Avoid using sexist, racist, and homophobic language in your writing and speaking; it will not be tolerated. Ask yourself, "Would I say this to the person's face?" If the answer is no, rewrite. [I’m assuming here that you would not feel comfortable saying rude or harassing things to a person’s face. . .]
  - **Be aware** of how your communication may be perceived by others. For example, if you use ALL CAPITAL LETTERS, will folks feel like you are angry or shouting? Or, if you have a dry sense of humor, will your sarcasm be evident, or might folks misinterpret your message?
  - **Be forgiving.** We all make communication faux pas, so ask clarifying questions rather than attacking. But if you experience any questionable or outright inappropriate behavior from your colleagues, please let me know.
  - **Respect disagreement.** I expect everyone in the class to respect others’ rights to speak, to listen attentively to what is said, and to use discretion and sensitivity when speaking. This does not mean you have to agree with everything said. Dialogue is a valuable component of a learning community. However, I expect you to be respectful of me and of your colleagues.
  - **Share your knowledge.** As Bill Nye says, “everyone you will ever meet knows something you don’t.” You are an expert in something (perhaps many things), so if that expertise becomes relevant, share your knowledge!
  - **Cite your sources.** When you share opinions, it’s important to support your claims with sources. This doesn’t mean that you must have a citation for *everything* you post/or say, but providing evidence will strengthen your arguments and will also provide additional resources for your colleagues. But whenever you are using the intellectual property of others, you must always cite your sources.
  - **Intentional Civility.** We will practice intentional civility as a class engaging in discussion. Therefore, please be intentional about being attentive and not engaging in any distracting behavior (e.g. yawning, rolling eyes)
  - **Help each other.** If you notice a colleague has asked a question jump in and offer assistance.

## How will I earn my grade?

College is designed to be challenging and grades are earned, not given.

- A grade of “C” is earned by students who complete average college work. Grades in the “B” range signify work that stands above the average. Grades in the “A” range are earned by students who do *exceptional* work and go ABOVE and BEYOND. Will you go above and beyond? I hope so and I want to help you achieve this!
- Students often expect a higher grade because they “worked hard.” This will be my response if you tell me you worked hard: “That’s fantastic! I hope you continue to work diligently. Let’s talk about strategies to make your efforts more successful.” I expect you to put forth considerable effort to produce work that reflects your intellectual and creative capabilities.
- If you are having difficulty with the class, please ask me for help. I want you to succeed, waiting until the end of the semester to express concern with your grade will not allow me to assist you.
- Typically, I use rubrics when I grade assignments. I will post these rubrics in OAKS so you can use them as checklists to ensure you have followed instructions.
- I also use the OAKS gradebook. You can always check for updates on your grade in OAKS.
- Please do not ask your parents to contact me regarding your grades. *You* are responsible for your grades, not your parents. Furthermore, federal legislation (FERPA) prohibits me from discussing your academic record with your family.

## Grading Scale

94 – 100% = A

90 – 93% = A-

87 – 89% = B+

83 – 86% = B

80 – 82% = B-

77 – 79% = C+

73 – 76% = C

70 – 72% = C-

67 – 69% = D+

63 – 66% = D

60 – 62% = D-

Below 60% = F

## Summary of Final Grade Calculation

<b>Reading Discussion Responses/Participation and Intellectual Engagement</b>	<b>20 % (RDRs 15% &amp; Participation 5%)</b>
<b>Critical Reflections (Bullet of 8 chapters &amp; 4 chapters formally written up)</b>	<b>20%</b>
<b>Concept Media Presentation</b>	<b>15%</b>
<b>Culminating Assessment</b>	<b>20 %</b>
<b>Research Paper</b>	<b>20%</b>
<b>Lecture/Events Response/ semester check in with professor</b>	<b>5%</b>

## Course Requirements:

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



**I. Class Participation and Intellectual Engagement counts for 20% of your final grade-** (15% towards actual RDRs and 5% towards actual in class participation and engagement).

Each student is required to turn in **Reading Discussion Response(RDRs)**, based on your readings, to me via OAKS by 7 am the day of class – *reading discussion responses 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 your responses to me via OAKS will not count as having turned in reading discussion responses. **Failure to turn in and not show up to class will significantly lower your participation grade (which is 15% of your final grade)**. If you turn in reading discussion responses, but fail to show up to class, you will not receive full points for the assignment. 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. (*Reading Discussion Response RDRs see Handout section on OAKS for more details*)

**Additionally, at the end of the semester (by the last day of classes April 21) each student will submit via OAKS a one paragraph self-evaluation of their intellectual engagement and participation in the class.** I will consider your self-evaluation when calculating a final grade for your participation and intellectual engagement throughout the course (*keep in mind, however, that I may not arrive at the same conclusion!*). The self-evaluation will be in the form a paragraph (at least eight sentences in length). The paragraph needs to include comments on your performance from the following areas: *How did you do as: an active listener, presenter, participant in discussion sessions, and as an overall collegial and sensitive member of the learning team. Did you experience intellectual growth which you feel might attribute to your experience with this course?* Overall, considering all of these factors, what letter grade would you assign for yourself using the scale of (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F ---- **this grade will count towards 5% of your overall Participation and Intellectual Engagement grade**)

**II. Critical Reflections of 8 Chapters from “Global Woman ...” will count for 20% of your final grade (10% towards all 8 bullet pointed chapter write ups and 10% towards the formal writing up of 4 of the chapters).** Each student is required to complete the requirements of submitting a bulleted outlines of each of the 8 chapters assigned. Additionally, each student will select 4 of the 8 chapters discussed to formally write up a critical reflection of each. Further details on what is expected for each reflection can be found on OAKS under the heading **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, accompanied by 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”** 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 Culminating Assessment counts for 20% of your final grade.** This will consist of two essay questions, which require you to engage the course material encountered throughout the semester.

**V. Course Research Paper counts for 20% of your final grade.**

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. **The course paper is due Thursday, April 28<sup>h</sup> by 5 pm.** (Note: under no circumstances will late papers be accepted!) See Handout *Paper Expectations*

**VI. Lecture/Events Response and Check In via Zoom with Professor counts for 5% of your final grade -**

Students are required to attend one lectures/events outside of class and to submit a one page response to the 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. responses are **due no later than the last day of class April 21, by 5 pm in OAKS.** Grading rubric available on OAKS. Additionally, you are required to make an appointment to meet with me by **mid semester this must be completed between March 14-30.**

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

**January 12: Online Introductions (See  
(review syllabus)**

**January 13: In person class** (course overview, Class excise )

**January 18: How to do successful Critical Reflections LAST DAY FOR DROP/ADD**

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

**Have Done:** Have done and submitted the following in Bullet format by 7 am: 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/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 2 strengths and two weakness of the chapter. **Please submit this to the dropbox on OAKS tagged CR 1 Bullet Points**

**Note: you are required to complete bullet points for each chapter following the the above format** This assignment counts as 5% of your total CR overall grade. **This bullet format is to be submitted via OAKS by 7 am on Jan 18<sup>th</sup>.**

**January 20: Why study Gender and Politics Globally**

- What is the power of gender?

- Are gender and sex different?
- How does gender produce dichotomies and hierarchies?
- What is intersectional gender analysis

*Have Read* :- Global Gender Politics (chapter 1)  
 :- Is Gender Fluid: Introduction pages 1-17.

*Have Done*: Submitted DRPs 2 via OAKS by 7 am the morning of class

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

**January 25: Gender as a framework for analysis–**

- What is the connection between essentialism and biologizing sex differences?
- How did the two-sex model challenge the one-sex model?
- How does the 5-sex model challenge the category of sex as natural?
- How is patriarchal thinking intertwined scientific community thinking?

*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*: Submitted RDRs 3 via OAKS by 7 am the morning of class

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

**First and Second Country Choices due by 11 am Via Oaks Dropbox**

**January 27: Gender as a framework for analysis–**

- How is gender a social construct
- What is the path of least resistance and how is it enforced?
- What is the connection between socialization agents and patriarchy?
- How can “masculinity” end up harming men?

*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 a High School”

*Have Done*: Submitted RDRs 4 via OAKS by 7 am the morning of class

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

**February 1: Gender as a framework for analysis– Women’s bodies in Science and Culture**

- How do gender dichotomies/binaries promote power and the privilege of the scientific /medical community over magic endeavors?
- How does the reading “Feminist Approached to Technology” challenged our understating of technology and women’s connection to the scientific field?

- Why do “numbers by themselves, specify nothing. All depends upon what you do with them?”
- Why is it not possible for sexual orientation researchers to never conduct their work in a value-neutral manner in profoundly homophobic societies?

*Have Read:-* \*Linda Gordon: “Magic”  
 \*Shelia Rowbotham: “Feminist Approaches to Technology”  
 \* Stephen Jay Gould: “Women’s Brains”  
 \*Udo Schuklenk, et al: “The Ethics of Genetic Research on Sexual Orientation”

*Have Done:* Submitted RDRs 5 via OAKS by 7 am the morning of class

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

**February 3: Gender as a framework for analysis – Beyond the Gender Binary**



*Have Read:-* Is Gender Fluid: Chapter 3 & [Gender Diversity](#)

*Have Done:* Submitted RDRs 6 via OAKS by 7 am the morning of class

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

**February 8: Gendered Political Participation : Female Elites**

- What are the differences between power-over and power-with or enabling power approaches
- What is meant by the ‘feminization of diplomacy’
- Why is “adding women” not enough
- What does “global governance”

*Have Read :-* [Global Gender Politics](#) Chapter 3  
 \* “A 21<sup>st</sup> Century Model of Diplomacy..”

*Have Done:* Submitted RDRs 7 via OAKS by 7 am the morning of class

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

**February 10: Gendered Relationship to the State**

- What are the problems with conventional notions of security and processes of securitization?
- How do gender(ed) divisions of violence operate to associate women with peace and men with war?
- Why is there such resistance to “adding women” to both military and peace

structures?

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

*Have Done:* Submitted DRPs 8 via OAKS by 7 am the morning of class

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

### February 15: Global Women discussion of Chapters: “Maid to Order and “Just Another Job”

*Have Done:* Typed up in bullet format for each reading. 1. The author(s) 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 2 strengths and two weakness of the chapter. **Please submit this to the dropbox on OAKS tagged CR 2 Bullet Points** (keep in mind that you are writing up bullet points for each chapter). This assignment counts as 5% of your total CR overall grade. **Due Date February 15 by 7 am**

***Have Done: Deposited hard copy of Bulleted Outline in OAKS by 7 am***

**The formal write up of TWO of the 4 chapters discussed up to Feb. 15 are due no later than Friday, February 18<sup>th</sup> at 5 pm via OAKS dropbox.**

### February 17: The Politics of Reproduction

- is overpopulation “the major causes of poverty”
- How does the imperialist argument for population and Malthus’ call for individual sexual restraint form one part of a system of thought?
- How can the increasing availability of birth control simultaneously be oppressive and liberating?
- why might racially oppressed and poor women remain skeptical and reserved regarding the predominantly white upper- and middle-class reproductive rights movement?

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

*Have Done:* Submitted RDRs 9 via OAKS by 7 am the morning of class

## Concept Media Presentation1.-----, 2-----

## February 22: The Politics of Reproduction Cont/d

- what is as faux feminism
- Is blaming individuals and not structural contributors to poverty reductionist?
- Are liberal feminists really forced to play the “process game?”
- Why might Hartman approach the “foreign policy for a dollar a person” campaign with healthy skepticism

*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](http://www.ontheissuesmagazine.com/2009fall/2009fall_hartmann.php)

*Have Done*: Submitted RDRs 10 via OAKS by 7 am the morning of class

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

## February 24 : The Politics of Reproduction Cont/d

- How does reproductive justice and reproductive freedom differ from the discourse on reproductive rights?
- Are separate spaces of organizing necessary?
- Are time and history good indicators or measurements for really fixing the access or control over women’s bodies?
- Does surrogacy, as presently practiced, reproduce racialized and classed hierarchies?

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

*Have Done*: Submitted RDRs 11 OAKS by 7 am the morning of class

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

## March 1: Gendering Globalization

- How are colonization, industrial capitalism, development as modernization, and neoliberal globalization all implicated in the production of gender and gendered divisions of labor and resources?
- How are informalization of labor, the financialization of development and austerity programs negatively affecting social reproduction?
- What is the relationship between neoliberalization of the labor of women and marginalized peoples and the neoliberalization of nature?
- How is climate change gendered?

*Have Read*: Global Gender Politics, Chapter 5

Have Done: Submitted RDRs 12 via OAKS by 7 am the morning of class

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

### **March 3 : Global Women Discussion of Chapters: “Selling Sex for Visas” and “Because She Looks Like a Child”**

**Have Done:** 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 2 strengths and two weakness of the chapter. **Please submit this to the dropbox on OAKS tagged CR 3 Bullet Points (keep in mind that you are writing up bullet points for each chapter).** This assignment counts as 5% of your total CR overall grade. **Due Date March 3 by 7 am**

**Have Done: Deposited hard copy of Bulleted Outline in OAKS by 7 am**

### **March 8 & 10 –Spring Break**

### **March 15: Global Woman Discussion of chapters “Clashing Dreams” and Global Cities Survival Circuits”**

**Have Done:** 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 2 strengths and two weakness of the chapter. **Please submit this to the dropbox on OAKS tagged CR 4 Bullet Points (keep in mind that you are writing up bullet points for each chapter).** This assignment counts as 5% of your total CR overall grade. **Due Date March 15 by 7 am**

**Have Done: Deposited hard copy of Bulleted Outline in OAKS by 7 am**

**March 17: No Class** The formal write up of TWO of the 4 chapters discussed from March 3<sup>rd</sup> to March 15<sup>th</sup> are due today at 5 pm via OAKS dropbox.

**March 22: No Class** Research Plan and Annotated Bibliography Due. Submit to dropbox via Oaks

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

- What constitutes beauty in the Global North?
- What can we learn about gendered nationalism from racialized moments of contest

**over images of beauty and femininity?**

- **Does the beauty industry capitalize on social relations constructed around notions of beauty (age, tanning, whitening, body types, ability/disability ...)?**

**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:** Submitted RDRs 13 via OAKS by 7 am the morning of class

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

**March 29: Gendering Globalization : Travel and Tourism**

- **Does western travel exhibit power, privilege, agency and empowerment?**
- **How does gender segmentation and the invisible labor infrastructure sustain the tourist industry?**
- **How do women of color simultaneously reinforce and challenge racial and gender conventions about travel?**
- **Why do “travel guides always plot the history of a foreign space along an assumed and progressive trajectory of modernity.”**

**Have Read:-** \*Cynthia Enloe: “On the Beach”

\* Travel Guide <http://i-peel.org/homepage/travel-guide/#1462360715502-a0701bc0-a43d>

\*Sylvia Chant: Female Employment in Puerto Vallarta”

\*Mary Seacole: “Wonderful Adventures of Mrs Seacole in many lands”

\* Sylvia Jacobs: “Give a Thought to Africa”

**Have Done:** Submitted RDRs 14 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.amazon.com/Cowboys-Paradise-Amit-Virmani/dp/B07F8YDF9P>

<https://www.youtube.com/watch?v=nrf0xHQgGUs>

**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 by 11.30 pm) **tagged RDR 15.**

**April 5: Activist Frontiers : Agency and Resistance working across social and cultural differences**

- Are we moving towards a genderless world?
- Why is wanting to save/help third world women problematic?
- What kind of Activist are you and or what kind of Activist do you want to be?
- Is comedy an agent of change to reshape gender practices?

**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:** Submitted RDRs 16 via OAKS by 7 am the morning of class

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

**APRIL 7:** **NO CLASS PROFESSOR ATTENDING CONFERENCE**

**April 12: Where Do We Go From Here? Ungendering World Politics and Feminist Futures!**

- Why is transformation rather than fixing preferred?
- What are the pitfalls to avoid?
- What might a feminist utopia look like?

**Have Read:-** Global Gender Politics, Chapter 6

\*Cynthia Enloe: Beyond the Global Victim

**Have Done:** Submitted RDRs 17 via OAKS by 7 am the morning of class

**April 14-21 – Culminating Assessment**

**Have Done:** Submitted Responses to the two essay responses via OAKS dropbox Culminating Assessment by 5 pm.

