



**School of Social Sciences**  
2013-2014 Term II

***POSC 308 EXCLUSION AND EMPOWERMENT:  
GENDER POLITICS***

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*Course website: [www.bridgetwelsh.com](http://www.bridgetwelsh.com) (Courses-Useful Links-Gender)*

*Wednesdays, 12noon-3:15pm (TBC)*

*Office Hours: Wednesdays 9am-11:30am or by appointment*

**TEACHING ASSISTANT**

Subadevan So MAHADEVAN

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**PRE-REQUISITE/ CO-REQUISITE/ MUTUALLY EXCLUSIVE COURSE(S)**

*No prerequisites are required for the course, but students are encouraged to have completed POSC 003 Introduction to Policy and Political Science in political science or another 100 level courses in political science, sociology, humanities, psychology or economics before taking this course.*

**COURSE DESCRIPTION**

*This course explores the ways in which the social and cultural constructions of gender influence the nature and practice of political life. The course revolves around two themes – exclusion and empowerment – and examines the practices, policies and structures that exclude different genders, particularly (although not exclusively) with regard to women, as well as the strategies and repertoires of different gendered communities to protect their rights and interests and promote equality. The course is organized around a variety of topics, blending issues of exclusion and empowerment. The course begins by laying out debates surrounding gender and key themes used to examine the topic in psychology, biology, sociology and economics. We then move to examine specific synergies between gender and politics, exploring the issues of political representation, political participation, public policy, the body politic, the political economy, development, violence, rights, political mobilization and transnational issues. Using case studies, as well as lessons from practitioners, the course surveys a variety of issues and debates related to gender and politics.*

**COURSE GOALS**

*Students will better understand the factors that contribute to both gender exclusion and empowerment. Students will develop the tools to better understand diversity and contemporary global problems, as well as learn analytical skills and problem-solving. This course is ideal for students interested in honing their ability to interpret complex issues, understand the diverse*

*perspectives of stakeholders and develop tools to address real world challenges.*

### **Specific Learning Objectives**

*By the end of this course, students will be able to:*

- *Understand Gender in Power Relations*
- *Appreciate Gender Diversity*
- *Frame Problems from Multiple Perspectives*
- *Recognize the Range and Breadth of Gender Significance in Politics*
- *Evaluate Societal and State Responses Related to Gender*
- *Formulate their Own Views on Gender Politics*
- *Research Contemporary Political Issues tied to Gender*

### **ASSESSMENT METHODS**

Class Participation/In-Class Learning Exercises:	15%
Initial Gender Self-Assessment:	10%
Gender Country Policy Brief:	25%
Gender Empowerment Policy Brief:	30%
Oral Presentation:	10%
Final Gender Self-Assessment:	10%
<b>Total</b>	<b>100%</b>

*a) **Class Participation/ In-Class Learning Assignments** (15% of total grade) Students are expected to read all the required reading before class to participate in discussion. Please note that more than two absences of any class session will significantly lower a student's final participation grade.*

*Regular patterns of tardiness will also negatively affect a student's performance. Class participation will be assessed based on the quality of participation in the class, with higher marks given to students who relate inputs to the course readings and express individual ideas articulately and succinctly. Students are not evaluated on the volume that they say, but the degree to which their participation adds value to the discussion. Students are asked to turn their cell phones and PDAs on silent mode and not use them during class time. Laptops are to be used for note-taking, not chatting and emailing during class time. Student distractions that take away from the overall class learning environment are strongly discouraged and will be assessed in class participation performance. As part of the learning process, students will be asked to participate in a series of in-class simulations, organized debates and problem-solving tasks. On occasion there will be unannounced quizzes on the reading material. These will draw on the assigned course reading. Students will be assessed on their class preparation and the quality of participation in these short assignments/quizzes*

*b) **Initial & Final Gender Self-Assessments** (20% of total grade, 10% each) Students are asked to assess their own view of gender identity, gender empowerment and gender exclusion in the beginning of the course and reflect on changes in their perspectives at the end of the semester. These assignments should not extend beyond 2000-2500 words. The guiding questions will be handed out the first day of class. Assessments will be evaluated based on the originality, depth and presentation. The initial self-assessment is due in Week 2 on Wednesday, January 15<sup>th</sup>. This assessment should be emailed to the professor and hard copies should be placed in the assignment box by 6pm on the due date. Students must turn in a hard copy. The final self-assessment asks students to self-assess what they have learned about gender in the course. Drawing from the initial self-assessment and guiding questions provided in the beginning of term, students are asked to evaluate what are the main issues that they have learned regarding gender identity, gender empowerment and gender exclusion in the beginning of the course and why. The final self-assessment is due April 9<sup>th</sup>. Assessments will be*

*evaluated based on the originality, depth and presentation.*

**c) Gender Country Policy Brief** (25% of total grade each): *Students are asked to write a brief on the specific issues of gender exclusion and empowerment in a specific country in a succinct report (5-6 pages, 2,500-3,000 words). The country chosen must be made in consultation with the professor or the TA. The brief must address policy concerns and can be directed to either a political leader or organization in civil society. Briefs will be graded on the substance of the analysis, the research thoroughness, understanding of the problems selected, viability of the evidence presented and the written presentation of the material. Late papers will not be accepted. This brief is due February 20<sup>th</sup>. This assignment must be turned in via LMS and emailed to the professor and TA, with a hard copy placed in the inbox by 6pm. All reports must also simultaneously be processed through TURNITIN accessible on LMS.*

**d) Gender Empowerment Policy Brief** (30% of total grade each): *Students are asked to brief on a specific issue of gender empowerment in a specific country/locality in a succinct report (6-8 pages, 3,000-3,500 words). The topic chosen must be made in consultation with the professor or the TA. A list of recommended topics will be available on the course website. Papers will be graded on the substance of the analysis, the research thoroughness, understanding of the problem selected, viability of the evidence presented and the written presentation of the material. Late papers will not be accepted. This brief is due March 26<sup>th</sup>. This assignment must be turned in via LMS and emailed to the professor and TA, with a hard copy placed in the inbox by 6pm. All reports must also simultaneously be processed through TURNITIN accessible on LMS.*

**e) Oral Presentation** (10% of the total grade). *During the course of the term, teams of three students (depending on class size) are asked to present one of the readings to the class. Students can sign up for specific weeks/readings on LMS. The readings open to presentation are marked with an asterisk (\*). These in-class presentations will be no more than ten minutes, with ten minutes of discussion. Students can extend the presentation to the issue broadly and include other chapters in the reading chosen. Students will be required to present their material before the 12<sup>th</sup> week of term. Students will be assessed on their ability to present material clearly and succinctly as well as their understanding of the reading and issue selected.*

## **ACADEMIC INTEGRITY**

*Students are expected to uphold high standards of academic integrity. Plagiarism, cheating and disrespect for diversity of views in the classroom are not acceptable. In the beginning of term, the professor will review different guidelines for research and help familiarize students with the techniques needed for report preparation. Throughout the course, a classroom environment of acceptance, respect and tolerance will be reinforced. Specific task-oriented assignments have been selected to reduce the temptation for students to rely on the ideas of others and tap directly into an individual student's abilities. All written assignments must be turned in through TURNITIN accessible through LMS.*

*SMU's policy on academic integrity states that all acts of academic dishonesty (including, but not limited to, plagiarism, cheating, fabrication, facilitation of acts of academic dishonesty by others, unauthorized possession of exam questions, or tampering with the academic work of other students) are serious offences. All work (whether oral or written) submitted for purposes of assessment must be the student's own work. Penalties for violation of the policy range from zero marks for the component assessment to expulsion, depending on the nature of the offense.*

*When in doubt, students should consult the instructors of the course before the assignment is due. Details on the SMU Code of Academic Integrity may be accessed at <http://www.smuscd.org/resources.html>.*

## **INSTRUCTIONAL METHODS AND EXPECTATIONS**

*The assignments in this course develop knowledge and skills, with the aim of making students more confident and better prepared to address real world problems they will face regarding gender. Simultaneously, they introduce students to contemporary problems in the world and teach core material associated with political science and problem-solving. Texts and course material for this course are purposely selected for accessibility. Teaching materials include a novel, the course website, in-class simulations and engaging reading material.*

## **CONSULTATIONS AND TEACHING ASSISTANTS**

*Students are encouraged to meet one-on-one with the professor to discuss course material and their assignments. The professor holds regular office hours weekly where students can meet her. Students are also welcome to schedule an appointment, but should provide at least three different alternatives to be accommodated for a meeting outside of office hours. Given the large number of students in the course, students are encouraged to book their time early. During term, students should expect a response to their emails within two business days. The TA will also be available for consultation by appointment.*

## **CLASS TIMINGS**

*Class sessions will be held for three hours per week, with a short break in the middle. Each session will combine lectures, discussions, and group activities focused on the assigned topics.*

## **RECOMMENDED TEXT AND READINGS**

*There are two sets of readings in this course, required and recommended. Students will be expected to read all the required reading. Students are encouraged to read the recommended reading for a deeper understanding of issues, but will not be tested on this material in the course. All the required course reading will be available in the Library on reserve. The recommended reading should be available in the Library stacks. Additional optional reading material is available on the course website.*

### *Required for Purchase:*

*Katherine Boo. *Behind the Beautiful Forevers: Life, death, and hope in a Mumbai undercity.* (New York: Random House, 2012)*

## **WEEKLY LESSON PLANS**

### **Week 1 (January 6-12) Introducing Gender**

#### *Required Reading:*

*Anne Minas. *Gender Basics: Feminist Perspectives on Women and Men.* (Stanford, CT: Wadsworth, 2000), Part 1.1 (On LMS)*

*Sigmund Freud. "Some Psychological Consequences of Anatomical Distinction between the Sexes,"*

in *The Freud Reader* (New York: Norton, 1925/1989). (On LMS)

Simon Baron-Cohen, "They Just Can't Help It," *Guardian*, April 17, 2003. (Link)  
<http://www.guardian.co.uk/education/2003/apr/17/research.highereducation>

Recommended Reading:

Margaret Mead. "On Freud's View of Female Psychology," in J. Strouse (ed.). *Women & Analysis: Dialogues on Psychoanalytic Views of Femininity* (New York: Grossman, 1974).

**Week 2 (January 13-19) Framing Gender & Social/Economic Contexts**

Required Reading:

Terrell Carver. "Feminist Theories of Politics and Postmodern Theories of Gender," in *Gender is not a Synonym for Women*. (Boulder, Co: Lynne Rienner, 1996), pp. 15-36. (On LMS)

Shira Tarrant (ed.). *Men Speak Out: Views on Gender, Sex and Power*. (New York: Routledge, 2008), pp. 131-36. (On LMS)

\*Arlie Hochschild and Anne Machung. *The Second Shift*. (New York: Penguin, 2003), pp. 1-10, 216-238. (On LMS)

World Economic Forum. *The Global Gender Gap Report 2013*. (World Economic Forum, 2013)  
<http://www.weforum.org/reports/global-gender-gap-report-2013>, pp. 3-37.

\*Ariane Hegewisch, Claudia Williams, Vanessa Harbvin, *The Gender Wage Gap by Occupation*. Washington DC: Institute for Women's Policy Research April 2012.)

<http://www.iwpr.org/publications/pubs/the-gender-wage-gap-by-occupation-1> See also recommended power point:

<http://www.iwpr.org/initiatives/the-wage-gap-and-occupational-segregation>

\*"Feminist Principles of Economics," Schneider and Schackelford. (Link)

<http://www.facstaff.bucknell.edu/gschnedr/FemPrepls.htm>

\*Goran Therborn. *Between Sex and Power: Family in the World 1900-2000* (New York: Routledge, 2004), Chapter 3, pp. 107-130. (On LMS)

\*\*\**Gender Self-Assessment Due January 15<sup>th</sup> by 6pm*\*\*\*

Recommended Reading:

Torben Iversen & Frances Rosenbluth, *Women, Work and Politics: The Political Economy of Gender Equality*. (New Haven: Yale University Press, 2010).

**Week 3 (January 20-26) Gender and Political Representation**

Required Reading:

IDEA. *Women in Parliament: Beyond the Numbers. Revised Edition*. (Washington, DC: IDEA, 2005), pp. 1-48 (Link)

[http://www.idea.int/publications/wip2/upload/WiP\\_inlay.pdf](http://www.idea.int/publications/wip2/upload/WiP_inlay.pdf)

UNIFEM. *Progress of the World's Women 2008/2009. Who Answers to Women?* (New York: Kumarian Press, 2008), Chapter 2, pp. 17-35.

[http://hdrnet.org/546/2/POWW08\\_Report\\_Full\\_Text.pdf](http://hdrnet.org/546/2/POWW08_Report_Full_Text.pdf)

UNDP. *Gender Equality in Elected Office in Asia Pacific*. (UNDP: Bangkok, 2012), pp. 16-25

<http://www.snap-undp.org/eLibrary/Publications/DG-2012-GenderEquality.pdf>

\*Kim Fridkin Kahn. *The Political Consequences of Being a Woman: How Stereotypes Influence the Conduct and Consequences of Political Campaigns*. (New York: Columbia University Press, 1996), Chapter 9, pp. 117-130. (On LMS)

\*Jennifer Lawless and Richard Fox. *It Still Takes a Candidate: Why Women Don't Run for Office*, (Cambridge: Cambridge University Press, 2010), pp. 1-12, 46-49 (On LMS)

David Niven. "Party Elites and Women Candidates: The Shape of Bias," *Women and Politics*, 19/2 (1998): 57-80. (Link)

<http://www.informaworld.com/openurl?genre=article&issn=0195-7732&volume=19&issue=2&page=57>

\*Mona Lena Krook. *Quotas for Women in Politics: Gender and Candidate Selection Reform Worldwide*, (Oxford: Oxford University Press, 2009), Chapter 1, pp. 3-17. (On LMS)

\*\*\* *Optional Course Dinner, January 21<sup>st</sup> 7:15pm* \*\*\* *Discussion of the required book for the course.*

### Recommended Reading:

IDB and IDEA. *Gender and Political Parties: Far From Parity*. (International IDEA and the Inter-American Development Bank, 2012)

[http://www.idea.int/publications/parties\\_and\\_parity/upload/Gender-And-Political-Parties\\_Far-from-Parity.pdf](http://www.idea.int/publications/parties_and_parity/upload/Gender-And-Political-Parties_Far-from-Parity.pdf)

## **Week 4 (January 27-February 2<sup>nd</sup>) Gender and Political Participation Happy Chinese New Year!**

### Required Reading:

Julie Dolan, Melissa Deckman and Michele L. Swers. *Women and Politics: Paths to Power and Political Influence*, (Upper Saddle River, New Jersey, 2007), Chapter 3, pp. 72-97. (On LMS)

\*Anne Marie Goetz, "The Problem with Patronage: Constraints on Women's Political Effectiveness in Uganda," in Anne Marie Goetz and Shireen Hassim, *No Shortcuts to Power: African Women in Politics and Policy-Making* (New York: Zed Books, 2003), pp. 110-139. (On LMS)

\*Nancy Burns, Kay Lehman Schlozman and Sidney Verba. *The Private Roots of Public Action: Gender, Equality, and Political Participation*. (Cambridge: Harvard University Press, 2001), Chapter 4, (On LMS)

\*Ronald Inglehart and Pippa Norris "The Developmental Theory of the Gender Gap: Women's and

Men's Voting Behavior in Global Perspective.” *International Political Science Review*, 21/4, 2000, pp. 441-463. (Link)  
<http://www.jstor.org/stable/1601598>

Kira Sanbonmatsu. “Gender Stereotypes and Vote Choice,” *American Journal of Political Science*, 46/1: (January 2002), pp. 20-34. (Link)  
<http://search.ebscohost.com.libproxy.smu.edu.sg/login.aspx?direct=true&db=aph&AN=6473502&site=ehost-live>

\*Marian Muller. “The Private Roots of Public Participation: Women’s Engagement in Democratic Politics in Pakistan,” in Aazar Ayaz and Andrea Fleschenberg (eds.), *The Gender Face of Asian Politics*. (Oxford: Oxford University Press, 2009), pp. 165-186. (On LMS)

## **Week 5 (February 2-9) Gender and Public Policy**

### Required Reading:

Johanna Kantola. “Gender and the State: Theories and Debates,” in Johanna Kantola (ed) *Feminists Theorize the State*, (New York: Palgrave, 2006) (On LMS)

Carole Pateman. “The Patriarchal Welfare State,” in Christopher Pierson and Frances Castles (eds.). *The Welfare State Reader* 2nd Edition. (New York: Polity Press, 2007) (On LMS)

\*Mala Htun. “Sex and the State in Latin America,” in *Sex and the States: Abortion, Divorce and the Family under Latin American Dictatorships and Democracies*. (New York: Cambridge University Press, 2003), pp. 29-57. (On LMS)

Shira Tarrant (ed.). *Men Speak Out: Views on Gender, Sex and Power*. (New York: Routledge, 2008), pp. 212-219. (On LMS)

M. Margaret Conway, David w. Ahern and Gertrude A. Steuernagel. *Women and Public Policy: A Revolution in Progress*, (Washington, DC: CQ Press, 2005), Chapter 8, pp. 170-196. (On LMS)

\**Progress of the World’s Women 2011-2012. In Pursuit of Justice*. (New York: UNWOMEN, 2011) Chapter 1. pp. 22-45. <http://progress.unwomen.org/pdfs/EN-Report-Progress.pdf>

### Recommended Reading:

\*UNIFEM. *Progress of the World’s Women 2008/2009. Who Answers to Women?* (New York: Kumarian Press, 2008) Chapter 3, pp. 35-52.  
[http://hdrnet.org/546/2/POWW08\\_Report\\_Full\\_Text.pdf](http://hdrnet.org/546/2/POWW08_Report_Full_Text.pdf)

## **Week 6 (February 10-16) Gender and the Body Politic**

### Required Reading:

Nita Bhalla and Mansi Thapliyal, “India seeks to regulate its booming 'rent-a-womb' industry” *Reuters*, 30 September, 2013.  
<http://www.reuters.com/article/2013/09/30/us-india-surrogates-idUSBRE98T07F20130930>

\*Jessica Valenti. *The Purity Myth: How America’s Obsession with Virginity is Hurting Young Women*. (Berkeley: Seal Press, 2009), Chapter 6. (On LMS)



\*Laurence Leong Wai Teng “Sexual Governance and the Politics of Sex in Singapore,” Terence Chong (ed.) *Managing Success: Singapore Revisited* (Singapore: ISEAS, 2010), Chapter 31. (On LMS)

\*Joan Wallach Scott. *The Politics of the Veil*. (Princeton, NJ: Princeton University Press, 2010), Chapter 1. (On LMS)

\*Marshall Clark. *Maskulinitas: Culture, Gender and Politics in Indonesia*. (Melbourne, Asia Monash Institute, Monash University, 2010), pp. 89-108

## **Week 7 (February 17-23) Gender and the Political Economy**

### Required Reading:

V. Spike Peterson and Ann Sisson Runyan. *Global Gender Issues in the New Millennium, 3rd Edition*. (Boulder, Co: Westview Press, 2010), Chapter 5, pp. 183-230. ((On LMS)

\*Linda Y.C. Lim. “Capitalism, Imperialism, and Patriarchy: The Dilemma of Third World Women Workers in Multinational Factories,” in Nalini Visvanathan (et. Al eds.), *The Women, Gender & Development Reader*, (London: Zed Books, 1997), pp. 216-229. ((On LMS)

\*Barbara Ehrenreich, “Maid to Order,” in Barbara Ehrenreich and Arlie Hoschschild (eds.) *Global Woman, Nannies, Maids, and Sex Workers in the New Economy*, (New York: Owl Books, Henry Holt and Co., 2004), pp. 85-103. (On LMS)

Lourdes Beneria. *Gender, Development and Globalization*. (New York: Routledge, 2003), Chapter 3, pp. 63-90. (On LMS)

\*\*\**Gender Country Policy Brief Due, February 20<sup>th</sup>* \*\*\*

## **Week 8 (February 24-March 2) Recess Week**

## **Week 9 (March 3-March 9) Gender and Development**

### Required Reading:

Janet Momsem. *Gender and Development, 2<sup>nd</sup> Edition*. (New York: Routledge, 2010), Chapter 1, pp. 1-24. (On LMS)

\*Maria Correia and Ian Bannon. *The Other Half of Gender: Men's Issues in Development* (Washington, DC: World Bank, 2006), Chapter 1 (On LMS)

\*Mercy Tembon and Lucia Fort. *Girl's Education in the 21st Century: Gender Equality, Empowerment and Growth*. (Washington, DC: World Bank, 2008), Chapter 2, pp. 23-39. (On LMS)  
[http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099080014368/DID\\_Girls\\_edu.pdf](http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099080014368/DID_Girls_edu.pdf)

### Recommended Reading:

World Bank. *Gender Equality and the Millennium Development Goals*. (Washington, DC: World



Bank, 2003) pp. 1-32 (On LMS)

<http://siteresources.worldbank.org/INTGENDER/Publications/20169280/gendermdg.pdf>

UNIFEM. *Progress of the World's Women 2008/2009. Who Answers to Women?* (New York: Kumarian Press, 2008) Chapter 6, pp. 89-108. (On LMS)

[http://www.unifem.org/progress/2008/media/POWW08\\_Report\\_Full\\_Text.pdf](http://www.unifem.org/progress/2008/media/POWW08_Report_Full_Text.pdf)

Asian Development Bank, *Gender Equality and Food Security: Women's Empowerment as a Tool Against Hunger*, (Manila, ABD, 2013)

<http://www.adb.org/publications/gender-equality-and-food-security-womens-empowerment-tool-against-hunger>

## **Week 10 (March 10-16) Gender Violence**

### Required Reading:

S. Swiss and J.E. Giller. 1993. "Rape as a Crime of War," *Journal of American Medical Association*. 270/5 (August), pp. 612-615. (Link)

<http://www.womens-rights.org/Publications/JAMA%2093.pdf>

Tsjeard Bouta, Georg Frerks, Ian Bannon. *Gender, Conflict, and Development*. (Washington, D.C.: World Bank, 2005), Chapter 2, pp. 9-31. (On LMS)

Laura Toole, Jessica Schiffman and Margie Kiter Edwards (eds.) *Gender Violence: Interdisciplinary Perspectives*, (New York New York University Press, 2007), pp. 33-54, 257-268. (On LMS)

\*UNWomen, *Why do some Men Use Violence Against Women and How Can We Prevent It? Quantitative Findings from the United Nations Multi-Country Study on Men and Violence in Asia and the Pacific*. (New York: UNWomen, 2013)

[http://unwomen-asiapacific.org/docs/WhyDoSomeMenUseViolenceAgainstWomen\\_P4P\\_Report.pdf](http://unwomen-asiapacific.org/docs/WhyDoSomeMenUseViolenceAgainstWomen_P4P_Report.pdf), pp. 9-16, 28-39, 71-79, 88-95.

\*Veena Talwar Oldenburg. *Dowry Murder: Reinvestigating a Cultural Whodunnit*. (New York: Penguin Books, 2010), Chapter 6. (On LMS)

\*Human Rights Watch. *Hatred in the Hallways: Violence and Discrimination Against Lesbian, Gay, Bisexual, and Transgender Students in U.S. Schools*. May, 2001. (Link)

<http://www.hrw.org/en/reports/2001/05/01/hatred-hallways>

\*Human Rights Watch. *I Had to Run Away: The Imprisonment of Women and Girls for 'Moral Crimes' in Afghanistan*. March, 2012.

[http://www.hrw.org/sites/default/files/reports/afghanistan0312webwcover\\_0.pdf](http://www.hrw.org/sites/default/files/reports/afghanistan0312webwcover_0.pdf)

## **Week 11 (March 17-23) Gender Rights**

### Required Reading:

Lee J. Rose and Cal Clark (eds.), *Democracy and the Status of Women In East Asia*. (Boulder, Co: Lynne Reiner, 2000), Chapter 7 (On LMS)

Julie Peters and Andrea Wolper (eds.) *Women's Rights Human Rights: International Feminist Perspectives*, (New York: Routledge, 1995) pp. 36-48. (On LMS)

V. Spike Peterson and Laura Parisi. "Are Women Human? It's Not an Academic Question," in Tony Evans (ed.). *Human Rights Fifty Years On: A Reappraisal*. (Manchester: Manchester University Press, 1998) (On LMS)

\*Zehra F. Arat. "Women's Rights in Islam: Revisiting Quranic Rights," in Adamantia Pollis and Peter Schwab (eds.) *Human Rights: New Perspectives, New Realities*, (Boulder, Co.: Lynn Rienner, 2000) (On LMS)

\*IGLHRC. 2001. "Sexual Minorities and the Work of the United Nations Special Rapporteur on Torture." Paper presented by the International Gay and Lesbian Human Rights Commission. June 5th. (Link)

<http://www.iglhrc.org/binary-data/ATTACHMENT/file/000/000/185-1.pdf>

\*UNDP. *Power, Voice and Rights: A Turning Point for Gender Equality in the Asia-Pacific*. Chapter 2, pp. 46-79.

<http://hdr.undp.org/en/reports/regional/asiathepacific/RHDR-2010-AsiaPacific.pdf>

## **Week 12 (March 24-30) Gendered Movements & Policy Frameworks**

### Required Reading:

World Bank. *Taking Action: Achieving Gender Equality and Empowering Women*. (Washington, DC: The Millennium Project, 2005), pp. 1-26. (Link)

<http://www.unmillenniumproject.org/documents/Gender-complete.pdf>

Asian Development Bank, *Gender Equality and Women's Empowerment Operational Plan, 2013-2020*. (Manila, ABD, 2013), pp. 18-31.

<http://www.adb.org/documents/gender-equality-and-womens-empowerment-operational-plan-2013-2020>

\*Karen Beckwith. "Beyond Compare? Women's Movements in Comparative Perspective," *European Journal of Political Research*, 37, (2000) pp. 431-468. (On LMS)

\*Mina Roces and Louise Edwards (eds.) *Women's Movements in Asia: Feminisms and Transnational Activism*. (London: Routledge, 2010), Chapter 1, pp. 1-20. (On LMS)

Jude Howell and Diane Mulligan (eds.) *Gender and Civil Society: Transcending Boundaries*. (New York: Routledge, 2005), Chapter 3 (On LMS)

\*Gary Mucciaroni, *Same Sex, Different Politics: Success and Failure in the Struggles over Gay Rights* (Chicago: University of Chicago Press, 2008), Chapter 3 (On LMS)

\*\*\**Gender Empowerment Brief Due, March 26<sup>th</sup>* \*\*\*

### **Week 13 (March 31-6) Gender and Transnationalism**

#### Required Reading:

\*Sheila Jeffreys. *The Industrial Vagina: The Political Economy of the Global Sex Trade*. (New York: Routledge, 2008), Chapter 7. (On LMS)

\*Barbara Sullivan, "Trafficking in Human Beings," in Laura Shepherd (ed.) *Gender Matters in Global Politics*, (London: Routledge, 2010), Chapter 7, pp. 89-101. (On LMS)

\*Kathleen Staudt. *Violence and Activism at the Border: Gender, Fear, and Everyday Life in Ciudad Juarez*. (Austin: University of Texas Press, 2008), Chapter 2. (On LMS)

### **Week 14 (April 7-13) Reading Period No Class.**

\*\*\**Final Gender Self-Assessment Due, April 9<sup>th</sup>* \*\*\*

### **Week 15 Final Examinations. No Final Examination in this Class.**