



JOHN CABOT UNIVERSITY

COURSE CODE: PL/ EC 375

COURSE NAME: Politics of Gender

SEMESTER & YEAR: Spring 2018

INSTRUCTOR: Associate Professor Bridget Welsh

EMAIL: bwelsh@johncabot.edu

HOURS: MW 11:30am-12:45pm

TOTAL NO. OF CONTACT HOURS: 45

CREDITS: 3

PREREQUISITES: None, but previous social science courses recommended.

Please note this course is also cross-listed in both political science and economics and available as a Honors Course (See Addendum). Junior Standing.

ROOM: TG.1

OFFICE HOURS: Mondays 1:00-4:00pm or by appointment, Tiber Campus PS Office B, 4th Flr.

COURSE DESCRIPTION

This course explores the ways in which the social and cultural constructions of gender influence the nature and practice of political and economic life. The course revolves around two themes – exclusion and empowerment – and examines the practices, policies and structures that exclude different genders, 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 violence, rights, political mobilization and transnational issues. We also examine the political economy of gender in-depth, touching on the role of markets, development and the work environment. 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 and the Economy*
- *Appreciate Gender Diversity*
- *Frame Problems from Multiple Perspectives*
- *Recognize the Range and Breadth of Gender Significance in Politics and the Economy*
- *Evaluate Societal and State Responses Related to Gender*

- *Formulate their Own Views on Gender Politics and the Economy*
- *Research Contemporary Political Issues tied to Gender*

ASSESSMENT METHODS

Class Participation/In-Class Exercises:	15%
Initial Gender Self-Assessment:	5%
Book Assessment	10%
Gender Country Policy Brief:	20%
Gender Empowerment Policy Brief:	30%
Individual Reading Presentation:	10%
Final Gender Self-Assessment:	10%
Total	100%

Protocol for Handing in Written Assignments: *Students must turn in all written assignments (accept the gender self-assessments) three ways. This assignment must be 1) emailed to the professor, 2) with a hard copy delivered to the assignment folder outside the Chair of the political science department office on the 2nd floor of the Tiber Campus by 5pm on the due date and 3) an electronic copy delivered on through MOODLE to TURNITIN. This will require that you set up your own MOODLE account.*

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 **THREE** 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/smart phones 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. 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.*

b) Initial & Final Gender Self-Assessments (15% of total grade, 5% and 10% respectively) *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 second day of class. Assessments will be evaluated based on the originality, depth and presentation. The initial self-assessment is due in Week 2 on Tuesday, January 23rd. It should be delivered by email and hard copy only, not Moodle. 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 will be conducted during the exam period in April/May.*

c) Book Assessment (10% of total grade): *Students are asked to review and analyze the assigned*

book for the course in 3-5 double-spaced pages (1,500-2,000 words). These book assessments must address the gender related issues in the text and connect these issues to the course material. The review must develop an argument. Reviews will be assessed based on their individuality, clarity, presentation, argument and knowledge of the issues in the book. The book will be discussed at the class dinner on Thursday, February 1st. This assignment is due by Thursday, February 5th by 5pm and should follow the assignment protocol noted above.

d) Gender Country Policy Brief (20% 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 should be made in consultation with the professor. 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. Students taking the course as an economics course must focus their brief on economic issues. Late papers will not be accepted. This brief is due March 8th by 5pm and should follow the protocol for turning in assignments noted above.

e) Gender Empowerment Policy Brief (30% of total grade, 25% for the paper and 5% for oral presentation/feedback): 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 should be made in consultation with the professor. Students are to present their paper during the last part of term for five minutes and answer questions from other students for ten minutes. Students must turn in a draft of the paper on March 28th and make another draft available for the class presentations on April 18th/23rd. Please note that class may extend into the lunch hour for at least one of these sessions. A share of the grade will come from the written and oral feedback given to others during the class presentation and your own presentation. 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. The final version of this brief is due April 24th by 5pm and should follow the protocol for turning in assignments noted above.

f) Oral Reading Presentation (10% of the total grade). During the course of the semester, a student is asked to present one of the readings to the class. Students can sign up for specific weeks/readings on CHOICE as part of the MOODLE program. The readings open to presentation are marked with an asterisk (*). These in-class presentations will be no more than five minutes (strict timekeeping). Students should try to present their reading early in the semester. Students will be assessed on their ability to present material clearly and succinctly as well as their understanding of the reading and issue selected. Any power point or material associated with the presentation must be sent to the professor by midnight the night before the presentation. All of the presentations should include a one-page written synopsis of the main questions and findings of the reading as well as the student's own commentary. The written synopsis is due by 5pm of the class session day and should be left in hard copy and emailed to the professor only. Class presentations should be completed before the middle of April.

Assessment Guidelines for assigning main letter grades: A, B, C, D, and F.

A: Work of this quality directly addresses the question or problem raised and provides a coherent argument displaying an extensive knowledge of relevant information or content. This type of work demonstrates the ability to critically evaluate concepts and theory and has an element of novelty and originality. There is clear evidence of a significant amount of reading beyond that required for the course.

B: *This is highly competent level of performance and directly addresses the question or problem raised. There is a demonstration of some ability to critically evaluate theory and concepts and relate them to practice. Discussions reflect the student's own arguments and are not simply a repetition of standard lecture and reference material. The work does not suffer from any major errors or omissions and provides evidence of reading beyond the required assignments.*

C: *This is an acceptable level of performance and provides answers that are clear but limited, reflecting the information offered in the lectures and reference readings.*

D: *This level of performances demonstrates that the student lacks a coherent grasp of the material. Important information is omitted and irrelevant points included. In effect, the student has barely done enough to persuade the instructor that s/he should not fail.*

F: *This work fails to show any knowledge or understanding of the issues raised in the question. Most of the material in the answer is irrelevant.*

Grading:

A:	95-100
A-:	91-94.99
B+:	87-90.99
B:	83-86.99
B-:	79-82.99
C+:	75-78.99
C:	71-74.99
C-:	67-70.99
D+:	63-66.99
D:	59-62.99
D-:	55-58.99
F:	0-54.99

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. Students are required to turn in all written work except the self-assessments via TURNITIN on MOODLE.*

As stated in the JCU university catalog, any student who commits an act of academic dishonesty will receive a failing grade on the work in which the dishonesty occurred. In addition, acts of academic dishonesty, irrespective of the weight of the assignment, may result in the student receiving a failing grade in the course. Instances of academic dishonesty will be reported to the Dean of Academic Affairs. A student who is reported twice for academic dishonesty is subject to summary dismissal from the University. In such a case, the Academic Council will then make a recommendation to the President, who will make the final decision

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.

STUDENTS WITH LEARNING OR OTHER DISABILITIES

John Cabot University does not discriminate on the basis of disability or handicap. Students with approved accommodations must inform their professors at the beginning of the term. Please see the university website for the complete policy.

CONSULTATIONS

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 two different alternatives to be accommodated for a meeting outside of office hours. Students are encouraged to book their time early. During the semester, students should expect a response to their emails within three business days.

CLASS TIMINGS

Class sessions will be held for two and a half hours per week. Each session will combine lectures, discussions, and group activities focused on the assigned topics.

RECOMMENDED TEXT AND READINGS

As an upper level course, there is a heavy reading load in this course. Students will be expected to read all the required reading to enhance their learning. For the reports, students are expected to glean the main points and findings. All the required course reading will be available in the Library on reserve or on Moodle.

Recommended for Purchase:

Chimamanda Ngozi Adichie *We Should All be Feminists*, (New York: Anchor, 2015)
Yaa Gyasi. *Homegoing*. (New York: Vintage, 2016)

Please note that due to the scheduling of Malaysia's General Elections, classes and assignment dates this term may have to be rescheduled.

WEEKLY LESSON PLANS AND READINGS

Week 1 (January 14-20) Introducing Gender

Session 1 (January 15): Course Introduction

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

Sigmund Freud. "Some Psychological Consequences of Anatomical Distinction between the Sexes," in *The Freud Reader* (New York: Norton, 1925/1989)

Session 2 (January 17): Idea of Feminism

Chimamanda Ngozi Adichie *We Should All be Feminists*, (New York: Anchor, 2015) Entire
Jessa Crispin. *Why I am not a Feminist: A Feminist Manifesto*, (Brooklyn: Melville House Publishing, 2017) pp. 3-22.

Jessica Bennett, "The 'Click' Moment: How the Weinstein Scandal Unleashed a Tsunami," *New York Times*, November 5, 2017, <https://www.nytimes.com/2017/11/05/us/sexual->

[harrasment-weinstein-trump.html](#)

Stephanie Zacharek, Eliana Dockterman and Haley Sweetland Edwards, "Time Person of the Year 2017: The Silence Breakers" *Time*, December 6, 2017. <http://time.com/time-person-of-the-year-2017-silence-breakers/>

Jason H, "In Italy, #MeToo is more like Meh?" *New York Times*, December 12, 2016. <https://www.nytimes.com/2017/12/16/world/europe/italy-sexual-harassment.html>

Eugene Scott, "The Marginalized Voices of the MeToo Movement," *Washington Post*, December 7, 2017, https://www.washingtonpost.com/news/the-fix/wp/2017/12/07/the-marginalized-voices-of-the-metoo-movement/?utm_term=.56522bb28f02

Laura Kipnis. "Has #MeToo Gone Too Far or Not Far Enough? The Answer is Both." *The Guardian*. January 13, 2018, <https://www.theguardian.com/commentisfree/2018/jan/13/has-me-too-catherine-deneuve-laura-kipnis>

William Galston, "Data point to wave of new wave of female political activists that could shift the course of US politics. *Brooking Institute*. January 10, 2018. https://www.brookings.edu/blog/fixgov/2018/01/10/a-new-wave-of-female-political-activism/?utm_campaign=Brookings%20Brief&utm_source=hs_email&utm_medium=email&utm_content=59935632

Week 2 (January 21-27) Framing Gender in Social Contexts

Session 3: (January 22) Society, Family and Gender

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

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

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

*Rebecca Traister. *All the Single Ladies: Unmarried Women and the Rise of the Independent Nation*. (New York: Simon and Schuster, 2016), pp. 13-36.

*****Gender Initial Self-Assessment Due Tuesday, January 23rd by 5pm *****

Session 4: (January 24) Sexuality

*Abby L. Ferber, Kimberly Holcomb, and Tre Wentling, *Sex, Gender and Sexuality: The New Basics*. 3rd Edition. (Oxford: Oxford University Press, 2016)

Read two of the following readings from the book:

Leila J. Rupp, "Toward a Global History of Same-Sex Sexuality"

Chrys Ingraham, "Heterosexuality: It's Just Not Natural!"

Kristen Schilt and Laurel Westbrook, "Doing Gender, Doing Heteronormativity: Gender Normals, Transgender People, and the Social Maintenance of Heterosexuality"

Elias Vitulli, "A Defining Moment in Civil Rights History? The Employment Non Discrimination Act, Trans-Inclusion, and Homonormativity"

Week 3 (January 28-February 3) Gender and the Economy

Session 5 (January 29): Feminist Economics (Make-up class to be scheduled)

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

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

*World Economic Forum. The Global Gender Gap Report 2016. (World Economic Forum, 2018) <http://reports.weforum.org/global-gender-gap-report-2016/> , pp. 3-48.

* Institute for Women's Policy Research, *The Gender Wage Gap by Occupation*. Washington DC: Institute for Women's Policy Research April 2016)

**Wall Street Journal*. "What's Your Pay Gap," May 17, 2016, <http://graphics.wsj.com/gender-pay-gap/>

Session 6 (January 31) Gender and Work

Sheryl Sandberg. *Lean In: Women, Work and the Will to Lead*. (New York: Knopf, 2013) pp. 3-17, 159-72.

*LeanIn Inc. and McKinsey and Co. *Women in the Workplace* September 2017. <https://womenintheworkplace.com/>

*Alana Semeuls, "When Factory Jobs Vanish, Men Become Less Desirable Partners," *The Atlantic*, March 3 2017, <https://www.theatlantic.com/business/archive/2017/03/manufacturing-marriage-family/518280/>

"Houses divided: Sharing chores at home" *The Economist*, October 5, 2017 <https://www.economist.com/news/international/21729994-houses-divided>

*** *Course Dinner, Discussion of Homegoing, Thursday, February 1st, 7:30pm* ***

Week 4 (February 4-10) Gender and Public Policy

Session 7 (February 5) Gender and the State

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

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

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

*UNWomen. *Progress of the World's Women 2015-2016*. (New York: UNWomen, 2016) Chapter 1. pp. 26-61. http://progress.unwomen.org/en/2015/pdf/UNW_progressreport.pdf

*** *Book Assessment Due Monday, February 5th by 5pm* ***

Session 8 (February 7): Conducting Research on Gender Session with Library Staff

Week 5 (February 11-17) Gender and Political Participation

Session 9 (February 12): Gender Participation and Stereotypes

*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.

*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

Kira Sanbonmatsu. "Gender Stereotypes and Vote Choice," *American Journal of Political Science*, 46/1: (January 2002), pp. 20-34.

*Jennifer Lawless and Richard Fox, *Women, Men and US Politics: Ten Big Questions*. (New York: W.W. Norton, 2017), Chapters 1 & 4, pp. 3-21, 55-69.

Session 10 (February 14) Gender Political Participation and Ordinary Voters

*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

*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.

*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.

*Jennifer Lawless and Richard Fox, *Women, Men and US Politics: Ten Big Questions*. (New York: W.W. Norton, 2017), Chapter 6, pp. 87-101

Session 11 (February 16) Gender Participation and Leadership

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.

*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.

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

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

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

*Jennifer Lawless and Richard Fox, *Women, Men and US Politics: Ten Big Questions*. (New York: W.W. Norton, 2017), Chapter 5, pp. 71-85

Week 6 (February 18-24) Gender and the Body Politic

Session 12 (February 19): Gender and Reproductive Health

*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.

*Betsy Hartmann, *Reproductive Rights and Wrongs: The Global Politics of Population Control*. (New York: Haymarket Books, 2016), pp. 149-78.

*Silvia De Zordo, Joanna Mishtal and Lorena Anton, *A Fragmented Landscape: Abortion Governance and Protest Logistics in Europe*. (Oxford: Berghahn Books, 2016), Chapter 4 on Italy.

Session 13 (February 21): Gender and Protection

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

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

*Madawi Al-Rasheed. *A Most Masculine State: Gender Politics and Religion in Saudi Arabia* (Cambridge: Cambridge University Press, 2013), Chapter 1.

*Human Rights Watch. *Boxed: Women and Saudi Arabia’s Guardianship System*. July 2016. <https://www.hrw.org/report/2016/07/16/boxed/women-and-saudi-arabias-male-guardianship-system>

Week 7 (February 25-March 3) Gender and the Political Economy

Session 14 (February 26): Gender and Sex Work

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.

*Kimberly Kay Hoang. *Dealing in Desire: Asian Ascendancy, Western Decline and the Hidden Currencies of Global Sex Work*. (Berkeley: University of California Press, 2015), pp. 39-78.

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

Session 15 (February 28) Gender and Domestic Labor

*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.

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

* International Labor Organization. *Social Protection for Domestic Workers: Key Policy Trends and Statistics*. 2016. http://www.ilo.org/wcmsp5/groups/public/---ed_protect/---soc_sec/documents/publication/wcms_458933.pdf

Week 8 (March 4-10) Gender and Development

Session 16 (March 5): Framing Gender and Development

Janet Momsem. *Gender and Development, 2nd Edition*. (New York: Routledge, 2010), Chapter 1, pp. 1-24

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

Session 17: (March 7) Gender and Development Issues

*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.

http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099080014368/DID_Girls_edu.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>

*World Bank. *Promoting Land Rights to Empower Rural Women and End Poverty*. (Washington DC: World Bank, 2016).

<http://www.worldbank.org/en/news/feature/2016/10/14/promoting-land-rights-to-empower-rural-women-and-end-poverty>

****Gender Country Paper Brief Due Thursday, March 8th by 5pm****

Week 9 (March 11-17) Gender Violence

Session 18 (March 12): Repertoires of Gender Violence

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

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

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.

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

*UNWomen, *Why do some Men Use Violence Against Women and How Can We Prevent It? Quantitative Findings from the United Nations Multo-Country Study on Men and Violence in Asia and the Pacific*. (New York: UNWomen, 2013) http://unwomen-asiapacific.org/docs/WhyDoSomeMenUseViolenceAgainstWomen_P4P_Report.pdf , pp. 9-16, 28-39, 71-79, 88-95.

Session 19 (March 14): Repertoires of Gender Violence II

*Human Rights Watch. *Hatred in the Hallways: Violence and Discrimination Against Lesbian, Gay, Bisexual, and Transgender Students in U.S. Schools*. May, 2001. <https://www.hrw.org/report/2001/05/01/hatred-hallways/violence-and-discrimination-against-lesbian-gay-bisexual-and>

*Human Rights Watch. *Tell me Where I Can Be Safe. Impact of Nigeria's Same-Sex Prohibition Act*. 2016. <https://www.hrw.org/report/2016/10/20/tell-me-where-i-can-be-safe/impact-nigerias-same-sex-marriage-prohibition-act>

*****Class Field Trip to Women's Shelter TBD* ****

Week 10 (March 18-24) Men's Rights and Mobilization

Session 20 (March 19): Rights of Men and Mobilization

*Ciara Doyle, (2004). "The Fathers' Rights Movement: Extending Patriarchal Control Beyond the Marital Family". In Peter Herrman, *Citizenship Revisited: Threats or Opportunities of Shifting Boundaries*. New York: [Nova Publishers](#).

*Michael Messner. *The Politics of Masculinities: Men in Movements*, (New York: Sage, 1997), Chapters 1 & 3

Session 21 (March 21): No Class (Make-up Class Field Trip Earlier)

Week 11 (March 25-March 31) Women's Rights and Movements

Session 22 (March 26): Women's Rights

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

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)

*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)

Session 23 (March 29): Struggle for Women's Rights

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

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

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

*****Draft Gender Empowerment Brief Due, Tuesday, March 28th *****

Week 12: (April 1-7) Spring Break. No Class.

Week 13: (April 8-14) LGBT Rights

Session 24 (April 9): Gay Rights

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

*United Nations Human Rights. High Commissioner's report to the Human Rights Council on discrimination and violence against individuals based on their sexual orientation and gender identity (May 2015)

http://www.un.org/en/ga/search/view_doc.asp?symbol=A/HRC/29/23&referer=/english/&Lang=E

Session 25 (April 11): LGBT Social Movements

Ann M. Simmons, "Where the world stands on gay rights," *Los Angeles Times*, June 21, 2016. <http://www.latimes.com/world/la-fg-global-gay-rights-snap-story.html>

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

Barry D. Adam, Jan Willem Duyvendak, and Andre Krouwel. *The global emergence of gay and lesbian politics: National imprints of a worldwide movement*. (Philadelphia: Temple University Press, 2009) Chapter 1.

Week 14: (April 15-21) Gender Violence and Empowerment

Session 26 (April 16) Fighting Gender Violence Globally

Rashmki Goel and Leigh Goodmark (eds.) *Comparative Perspectives on Gender Violence: Lessons from Efforts Worldwide*. (Oxford: Oxford University Press, 2015). Chapters 1 & 6

End FGM Campaign. <https://www.theguardian.com/society/2016/oct/11/fgm-nigeria-20-million-women-and-girls-undergone-female-genital-mutilation>

Session 27 (April 18) Class Presentations of Final Paper

Please note that class presentations may extend into the lunch hour.

Week 15 (April 22-29) Reflections and Course Review

Session 28 (April 23) Class Presentations of Final Paper and Course Review

*****Final Gender Empowerment Brief Due, Thursday, April 24th *****

Week 16 (April 29-May 5) Final Examination

*****Final Gender Self-Assessment Due in class during final examination period*****

HONORS OPTION ADDENDUM

As the honors option is a 4-credit course, students will be required to fulfil the additional 16 hours of work. Honors students will be expected to maintain high levels of class participation throughout the semester.

Honors students will be required to complete two additional short papers, which will comprise a total of 15% of your grade. Honors students are expected to meet regularly with the professor throughout the semester.

HONORS ASSESSMENT METHODS

Class Participation/In-Class Exercises:	10%
Initial Gender Self-Assessment:	5%
Book Assessment	10%
Gender Country Policy Brief:	20%
Gender Empowerment Policy Brief:	30%
Individual Reading Presentation:	5%
Final Gender Self-Assessment:	5%
Short Analytical Briefs (Two)	15%
Total	100%

***Short Analytical Briefs** (15% of total grade) Honors students are asked to submit **TWO** original papers of 2000-2500 words concisely examining issues developed in the course. The papers must apply a clear theoretical question to a case study. It must develop an argument and use concrete evidence. Further guidelines on this paper will be provided. This assignment must be turned in directly to the professor. The first paper is due by the middle of March, the second by the middle of April. No late papers will be accepted.*