

Poli115A: Gender, Politics and Globalization Spring Quarter 2012

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Lectures: Wednesdays, 6:00 – 8:50 pm
Lecture Hall: Pepper Canyon Hall 109
Office Hours: Mondays, 2 – 3; Fridays, 3 – 4 p.m.; after class.

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Course materials are available on TED at <https://ted.ucsd.edu>. From the main TED page for poli115a, click on “Content” in the upper left menu. This will bring you to the course syllabus, research guides, rubrics, turnitin.com and PeerMark access.

E-mail policy: Please use the designated forums on the TED discussion board for all course and assignment related questions. Given the size of the class, this will be the most efficient way for us to communicate. Please also note that due to childcare responsibilities, I will not have Internet access on weekends (Friday after 5 p.m. – Sunday.) If you should urgently need to reach me on the weekend, you can call me at home: 858.552.9264.

Course Description:

What have been the effects of globalization on gender, and how has gender, in turn, influenced conceptions and processes of globalization? These are the two central questions that inform this course. We will begin by asking what we mean by gender and how gender is used as a category of analysis in the social sciences. We will then examine competing conceptions of globalization and assess the ways in which globalization is a gendered phenomenon. Specifically, we'll examine economic, cultural and political dimensions of globalization and assess the ways in which globalization processes associated with each of these dimensions have had gendered consequences. Within economic globalization, we will examine the gendered impact of global restructuring in three main areas: industrial production, agriculture, and service sectors. Specifically, we'll focus export-processing industries, high-value agricultural industries, and domestic services. We then turn to cultural dimensions of globalization and focus on the gendered dimensions of religious fundamentalism(s) globally. In this section of the course, we will assess the gendered impact of Islamic fundamentalism in several case studies drawn from the “global south,” as well as the ways in which masculinities and globalization are embedded in the emergence of fundamentalist groups in the “global north.” Finally, we examine some of the explicitly political dimensions of globalization and the ways in which these have both influenced, and been influenced by, gendered relations of power at international, national and local levels. At the international level, we will assess the influence of international organizations and institutions (i.e. IMF, WB, WTO, UN, ILO) on gender relations in different national contexts, as well as the ways in which these institutions have been reciprocally influenced by social movements and organizations using gender as a central organizing principle. Within this context, we will examine the emergence of transnational feminist movements promoting gender equity as a central movement goal, and their political impact. At national and local levels, we will examine the gendered impact of political globalization in processes of democratization, and examine the impact of specific political strategies, such as gender quotas, in promoting gender equity within local and national level institutions. The course concludes by examining the impact of gender mainstreaming as a strategy in promoting gender equity globally, nationally and locally, and assesses the possibilities and limitations of competing conceptions of gender justice in our contemporary globalized world. Throughout the course, we will draw on case study analysis to examine the complex and multifaceted relationship between gender and globalization, and from this empirically grounded perspective, we will critically assess contemporary theoretical debates on global gender justice.

Course Requirements:

Summary:

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| (1) Class participation: peer instruction/clickers | 10% |
| (2) Midterm Exam: week 5 | 20% |
| (3) Research Project: (<i>See policy project handouts for detailed guidelines on these components.</i>) | |
| (1) Research proposal (week 4: Wednesday, 25 April) | 5% |
| (2) Summary (150 words)/bib. 5 sources (week 7: Monday, 14 May) (pass/fail) | 3% |
| (3) Peer review of sum/annotated bib. (week 7: Wednesday, 16 May) (pass/fail) | 2% |
| (4) First draft (4 – 5 double-spaced pages) (week 8: Monday, 21 May) (pass/fail) | 3% |
| (5) Peer review of first draft (week 8: Thursday, 24 May) (pass/fail) | 2% |
| (6) Final research project (6 - 8 double-spaced pgs.) (week 9: Wednesday, 30 May) | 30% |
| (4) Final Exam: Wednesday, 13 June, 7 – 10 p.m. | 25% |

Exams:

There will be two exams in this course: a midterm and a final. The midterm exam will constitute 20% of your final grade, and the final exam is worth 25%. For both exams, you will be given a list of key concepts or terms drawn from course readings, lectures, and/or films, and you will be asked to define the term, analyze its significance for gender and globalization, and provide an empirical example of this significance. For the (cumulative) final, but not the midterm, you will also have a short essay question. Study guides for your midterm and final exams will be posted on TED the week prior to exams. (See course schedule below for exact dates.) Please note that exams cannot be made up without *exceedingly* well-documented evidence of an emergency, or prior approval by the professor.

Research Project:

In addition to midterm and final exams, this course also requires that you write a short (6 - 8 page, double-spaced, 12 pt. font, 1 inch margins) policy brief. For the purposes of this assignment, you will become a policy analyst employed by either a governmental organization (i.e., U.S. AID -Agency for International Development), an international or inter-governmental organization (i.e., UN Women, World Bank, IMF, WHO, ILO, etc.), or a non-governmental organization (i.e. Global Fund for Women, Oxfam, Association for Women's Rights in Development (AWID), Women and Environment and Development Organization (WEDO), etc.) of your choice and your brief will be directed to an organization (or state agency, etc.) of your choice. Your brief should focus on a *specific* gender policy problem unique to the contemporary period of globalization (1970s forward). The purpose of this assignment is to allow you the opportunity for more in-depth analysis of a gender problem or question related to contemporary globalization of particular interest to you, and to further hone your critical thinking and writing skills in defending the positions you put forth. In addition, since we can only address a small subset of country case studies and issues in a 10-week quarter, it gives you the opportunity to explore a case study of your interest and choice. Because of the size of the class, and the importance of maintaining standards of fairness for all students, late assignments will be penalized ***one-third of a grade for 24 hour period that they are late***. Please note that there are ***two deadlines*** for the research proposal and final policy paper: (1) submission of hard copy at the beginning of class, and (2) submission of e-version to turnitin.com via TED (go to course content page). In order to avoid a late penalty, ***both*** parts of the assignment must be submitted by the deadlines. If you have any questions about this, please consult one of your TAs or me. Please also note that ***e-mailed versions of assignments cannot be accepted under any circumstances***. Detailed guides and a grading rubric for your policy paper are posted on the course content page of TED. Here you will also find links to sample policy briefs (e.g. <http://www.brookings.edu/series/Brookings-Policy-Brief.aspx>), as well as student published policy briefs on *Prospect*, UCSD's undergraduate journal of international affairs (<http://prospectjournal.ucsd.edu/>). Finally, the political science research library at Geisel, Annelise Sklar, has also put together a terrific research guide for your projects: <http://libguides.ucsd.edu/poli115a>. If you need help narrowing your topic, or if you run into problems finding information on the topic you've chosen, please consult one of the TAs, a reference librarian at Geisel, or me.

Class Participation:

As an upper-division political science course, you are expected to come to class meetings prepared to discuss central questions, puzzles and concerns that arise from course readings assigned for that day. The most recent academic literature on teaching and learning has documented a strong causal relationship between active participation/discussion of course content and student learning. The risk of very large courses like ours is that students begin to feel anonymous, and they are deprived of an opportunity to meaningfully participate in discussions about course materials. In order to facilitate discussion given the size of our class, I will use a relatively new pedagogy, "Peer

Instruction,” together with clicker technology to facilitate both small and large group discussions. The academic literature on teaching and learning finds significantly increased learning gains among students who have participated in this pedagogical approach with the use of clickers.

We will begin experimenting with peer instruction and clickers during week 2, but the “official” counting period will not begin until week 3. Questions will be geared toward enhancing your understanding of course readings, lectures and films, and will help you prepare for your exams and your policy paper projects. In general, I will ask two different types of questions. One type will focus on a central point from your readings, or a point covered in lectures or course films. Pedagogically, these questions are used to strengthen our critical reading and thinking skills, and ensure that central concepts are generally understood before moving to a new topic. A second type of question will be a “polling” question, asking you to take a stand on a particular gender problem or issue. These questions will be used to stimulate class discussion on different topics. The focus of these types of questions is also to hone our critical thinking skills and, specifically, our ability to articulate persuasive arguments to support our positions, based on logic and compelling evidence. (We will often break into small groups to discuss these questions.) For the first type of question, you will receive full points (1 pt.) for getting the question correct and .8 points simply for participating. In assessing your grade for this component of the course, you’re allowed to miss 20%. So, for example, if we ask 40 questions total over the quarter, and you receive 30 points, you will still get an “A” (20% of 40 is 32, and $30/32 = 93.75 = 94$). But, if you have 35 points, you will get an A+. (That is, the extra points will still count in your favor.)

Films:

In addition to course readings, lectures, and class discussion, this course will also use film to deepen our knowledge of the gendered dimensions of globalization. I will often show short film excerpts in class to highlight both theoretical points and their empirical applications. If you would like to watch these films in their entirety, they have been digitized by the library and can be accessed via:

<http://reserves.ucsd.edu/eres/courseindex.aspx?error=&page=dept>. The password for the course is: MF115. (The password is not case sensitive.) If you have problems accessing the course link off-campus (or connecting to the UCSD network), go to: <http://libraries.ucsd.edu/services/remote.html>. (You need to be connected to the UCSD network access the course reserve page.)

Course Readings:

All readings for the course are available via electronic reserves from Geisel Library or from weblinks provided on the course syllabus. Below is a schedule of course readings.

Course Schedule:

Week 1: Gender, Politics and Globalization

Wednesday, 4 April: *Course Introduction: What do we mean “gender”? How is gender used as a category of analysis? What is globalization? How are gender and globalization related?*

Film excerpts: “The Global Assembly Line,” Educational TV and Film Center, NY, New Day

Readings:

1. Judith Lorber, “Night to His Day: The Social Construction of Gender,” Excerpts from *Paradoxes of Gender*, Chapter 1, New Haven: Yale University Press, 1994, pp. 1 – 11.
http://www.meac.org/Resources/ed_services/SG_WEB/SeeingGender/PDFs/SocialConstructionOfGender.pdf (11 pgs.).

Week 2: What is Globalization and How is it Related to Gender?

Wednesday, 11 April: *In what ways is globalization a “gendered” phenomenon? How do we “do” research on gender?* (feminist theoretical and methodological approaches; feminist epistemology)

Guest: Annelise Sklar, Political Science Research Librarian

Readings:

1. Joan Scott, 1986 “Gender: A Useful Historical Category,” *American Historical Review*, 91, 5, pp. 1053 – 1075 (22 pgs).
2. Esher Ngan-lin Chow, 2003, “Gender Matters: Studying Globalization and Social Change in the 21st Century,” *International Sociology* 18 (3), pp. 443 – 460 (pgs. 17).

3. Carla Freeman, 2001, "Is local:global as feminine:male? Rethinking the gender of globalization," *Signs: Journal of Women and Culture and Society* 26, 4: 1007- 1037 (30 pgs.).

Further Reading:

1. Mary E. Hawkesworth, 2006, Chapter 1, "Engendering Globalization," In *Globalization and Feminist Activism*, pp. 1- 28 (27 pgs.).
2. Sandra Harding, "Introduction: Is There a Feminist Method?" pp. 1 – 14; Joan Kelly-Gadol, "The Social Relation of the Sexes: Methodological Implications of Women's History," pp. 15 – 25; Sandra Harding, "Conclusion: Epistemological Questions," pp. 181 – 190. All in *Feminism and Methodology*, Bloomington: Indiana University Press, 1987.
3. Sandra Harding and Kathryn Norbers, "New Feminist Approaches to Social Science Methodologies: An Introduction," *Signs: Journal of Women in Culture and Society*, 30 (4), Summer 2005; Mary Margaret Fonow and Judith A. Cook, "Feminist Methodology: New Applications in the Academy and Public Policy," *Signs: Journal of Women in Culture and Society*, 30 (4), 2005, pp. 2211 – 2236.
4. Valentine M. Moghadam, 2005, Chapter 2, "Globalization and Its Discontents: Capitalist Development, Political Movements and Gender," pp. 21 – 49 (28 pgs.).

Week 3: Economic Globalization: The Gender Dimensions of Export-Processing Industries.

Wednesday, 18 April: *The gendered dimensions of industrial production and trade; the development of Mexico's export-processing (maquila) industry.*

Film excerpts: "Morris Town: In the Air and Sun," Whitesburg, KY: Appalshop, 2007; "Maquilapolis," California Newsreel, 2006.

Readings:

1. Stephanie Barrientos, Naila Kabeer, Naomi Hossain, 2004, "The Gender Dimensions of the Globalization of Production," *Working Paper No. 17*, Policy Integration Department World commission on the Social Dimension of Globalization, International Labor Organization (ILO) Office, Geneva, (23 pgs.). <http://sed-trade-forum.ilo.org/Fre/Ppaers/ilo/genderdimglob.pdf>.
2. Teri Lynn Caraway, 2007, "Introduction," (pp. 1 – 14); Chapter 1, "From Cheap Labor and Export-Oriented Industrialization to the Gendered Political Economy Approach," (pp. 15 – 35), *Assembling Women: The Feminization of Global Manufacturing*, Ithaca: Cornell University Press (35 pgs. total).
3. Leslie Salzinger, 2004, "From Gender as Object to Gender as Verb: Rethinking how Global Restructuring Happens," *Critical Sociology*, 30 (1), pp. 17 – 41 (24 pgs.).

Further Reading:

1. Susan Okin, "Gender, The Public and the Private," In *Political Theory Today*, David Held, ed., Stanford: Stanford University Press, 1991, pp. 67 – 90 (23 pgs.).
2. Jean L. Pyle and Kathryn Ward, 2003, "Recasting our understanding of gender and work during global restructuring," *International Sociology* 18 (3), pp. 461 – 489 (28 pgs.).
3. Diane Perrons, 2004, "The New Global Division of Labour and the Old Industrial Regions: Uneven Regional Development in the UK," in *Globalization and Social Change*, NY: Routledge Press, pp. 127 – 164 (37 pgs.).
4. Mary Beth Mills, 2005, "From Nimble Fingers to Raised Fists: Women and Labor Activism in Globalization Thailand," *Signs*, 31, 1, pp. 117 – 144 (27 pgs.).
5. Juanita Elias, June 2005, "The Gendered Political Economy of Control and Resistance on the Shop Floor of the Multinational Firm: A Case-Study from Malaysia," *New Political Economy*, 10, 2, pp. 203 - 222 (19 pgs.).

Week 4: Economic Globalization: The Gendered Dimensions of Agricultural Production and Global Migration Patterns.

Wednesday, 25 April: *The gendered dimensions of high-value agricultural industries' global restructuring: gender dimensions of Mexico-to-U.S. migrations.*

Hard copy of research proposal due at beginning of class. Submit e-version to TED by midnight tonight (1/3 grade penalty for each 24 hr. period late).

Midterm review guide posted by midnight, Thursday, 26 April.

Film excerpts: "Journey of the Roses," Gianni Berett, Consuelo, New York, Filmmakers Library. Expose on the Ecuadorian rose industry, 2006. (Also, possibly: "The Other Side of Immigration," 2010; "Voices from the Fields," 1995, or "Letters from the Other Side," 2006.)

Readings:

1. Molly Talcott, 2003, "Gendered Webs of Development and Resistance: Women, Children and Flowers in Bogotá," *Signs*, 29, 2, pp. 465 – 89 (24 pgs.).
2. Susan M. Richter, J. Edward Taylor and Antonio Yúnez-Naude, "Gendered Impacts of United States Immigration Policies," *Selected Paper prepared for presentation at the American Agricultural Economics Association Annual Meeting, Providence, Rhode Island, July 24-27, 2005* (36 pgs.): <http://ageconsearch.umn.edu/bitstream/19403/1/sp05ri04.pdf>

Further Reading:

1. C. Dolan and K. Sorby, 2003, "Gender and Employment in High-Value Agricultural Industries," *World Bank Agricultural and Rural Development Working Paper*, no. 7: www.wds.worldbank.org (90 pgs).
2. S. Barrientos and A. Kritzinger, 2004, "Squaring the Circle: Global Production and the Informalization of work in the South African Fruit Industry," *Journal of International Development*, 16, 1, pp. 81 – 92 (11 pgs).

Week 5: Economic Globalization: The Gendered Dimensions of Service Sector Work and Global Migrations

Wednesday, 2 May: *How, and why, are global processes of migration and trafficking gendered? In what ways are women and men differently impacted by these migrations? What are the gendered meanings of migration in the context of globalization?*

Short Midterm

Film excerpts: "Uprooted: Refugees of the Global Economy," 2001, National Network for Immigrant and Refugee Rights.

Readings:

1. Ligaya Lindio-McGovern, 2003, "Labor Export in the Context of Globalization: The Experience of Filipino Domestic Workers in Rome," *International Sociology*, vol. 18.3, pp. 513 – 534 (21 pgs.).
2. Eleanore Kofmann, "Gendered Global Migrations," *International Feminist Journal of Politics* 6 (4), 2003, pp. 643 – 66 (23 pgs.)

Further Reading:

1. Barbara Ehrenreich and Arlie Russell Hochschild, eds., *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*, New York: Metropolitan Books, 2003.
2. Brigitte Young, 2001, "The 'Mistress' and the 'Maid' in the Globalized Economy," *Socialist Register* 37, pp. 315 – 27 (12 pgs.).
3. Rachel Salazar Parrenas, 2000, "Migrant Filipina Domestic Workers and the International Division of Reproductive Labor," *Gender and Society*, 14 (4), pp. 560 – 80.
4. Miriam Ching Yoon Louie, *Sweatshop Warriors: Immigrant Women Workers Take on the Global Factory*, Cambridge: South End Press, 2001.

Week 6: Cultural Dimensions of Globalization: The Gendered Impact of Religious Fundamentalism(s)

Wednesday, 9 May:

- **Project summary (150 words), annotated bibliography of 5 sources due to TED by midnight next Monday, 14 May.**

Film excerpts: "Behind the Veil: Afghan Women under Fundamentalism," 2001, Princeton.

Readings:

1. Carol A. Stabile and Deepa Kumar, "Unveiling Imperialism: Media, Gender, and the War on Afghanistan," *Media, Culture and Society*, 27, 5, September 2005, pp. 765 – 782 (17 pgs.).
2. Santi Rozario, 2006, "The New Burqa in Bangladesh: Empowerment or Violation of Women's Rights?" *Women's Studies International Forum*, v. 29, no. 4, July – August 2006, pp. 368 – 380 (12 pgs.).
3. Iris Marion Young, 2003, "The Logic of Masculinist Protection: Reflections on the Current Security of the State," *Signs*, 29, 1, 2003, pp. 1 – 25 (25 pgs.).
4. Michael S. Kimmel, 2003, "Globalization and its Mal(e)contents," *International Sociology*, v. 18, no. 3, pp. 603 – 620 (17 pgs.)

Further Reading:

1. Valentine M. Moghadam, 2005 Chapter 6, "Feminists versus Fundamentalists: Women Living under Muslim Law and the Sisterhood Is Global Institute," pp. 142 – 172 (30 pgs.)

Week 7: Gender, Globalization and International Institutions

Wednesday, 16 May: *How have international level institutions, especially the International Monetary Fund (IMF), the World Bank (WB), the World Trade Organization (WTO), the United Nations (UN), and the International Labor Organization (ILO) and their policies differently impacted gender relations of power? How has gender, in turn, impacted these institutions?*

Peer review of summary and annotated bib. due to TED no later than midnight tonight.

- **First draft of policy paper (4 – 5 pages) due next Monday, 21 May by midnight.**

Film excerpts: "El Salvador: Not for Sale" CISPES, Committee in Solidarity with the People of El Salvador, NY: CISPES, 1997. Or: "What in the World?" Malawi, impact of SAPs, Princeton, 2005; "Lines in the Dust," Bullfrog Films, 2001. Literacy and gendered labor in Ghana.

Readings:

1. Suzanne Bergeron, November 2003, "The Post Washington Consensus and Economic Representations of Women in Development at the World Bank," *International Feminist Journal of Politics*, 5, 3, pp. 397 – 419 (22 pgs.).
2. Text of CEDAW, the Convention on the Elimination of All Forms of Discrimination Against Women: <http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>
3. Anita M. Weiss, "Interpreting Islam and Women's Rights: Implementing CEDAW in Pakistan," *International Sociology*, vol. 18, no. 3, pp. 581 – 601 (20 pgs.).
4. Millennium Development Goals: Goal 3, Promote Gender Equality and Empower Women: <http://www.un.org/millenniumgoals/gender.shtml>
5. Naila Kabeer, "Gender Equality and Women's Empowerment: A Critical Analysis of UN Millennium Goals, in *Gender and Development*, vol. 13, no. 1, March 2005, pp. 13 – 24 (11 pgs).

Further Readings:

1. Mary Johnson Osirim, "Carrying the Burdens of Adjustment and Globalization" 2003, Women and Microenterprise Development in Urban Zimbabwe," *International Sociology*, vol. 18.3, pp. 535 – 558 (23 pgs.)
2. United Nations, 1995, "The Revolution for Gender Equality," *Human Development Report*, http://hdr.undp.org/docs/training/oxford/readings/HDR95_overview.pdf
3. Laura Reanda, "Engendering the United Nations: The Changing International Agenda," *European Journal of Women's Studies* 6, 1999, pp. 49 – 70.
4. Devaki Jain, *Women Development and the UN: A Sixty-Year Quest for Equality and Justice*, Bloomington: Indiana University Press (United Nations Intellectual History Project), 2005.

Week 8: The Politics of Gender in a Globalizing World: Outside and Inside Institutions

Wednesday, 23 May: *Outside Global Institutions: Transnational Feminist Movements: Inside State Institutions: Democratization, Representation and Quotas*

Peer review of first draft due by midnight on Thursday, 24 May.

Film excerpts: "Women Organize," New York, NY: Women Make Movies, 2000.

Readings:

1. Elisabeth Jay Friedman, "Gendering the Agenda: The Impact of the Transnational Women's Rights Movement at the UN Conferences of the 1990s," *Women's Studies International Forum*, 26, 4, July – August 2003, pp. 313 – 331 (18 pgs.).
2. Valentine M. Moghadam, Chapter 4, "The Women's Movement and Its Organizations: Discourses, Structures, Resources," in *Globalizing Women: Transnational Feminist Networks*, Baltimore: Johns Hopkins University Press, 2005, pp. 78 – 104 (26 pgs.)
3. Georgina Waylen, 1994, "Women and Democratization: Conceptualizing Gender Relations in Transition Politics," *World Politics*, 46, 3, pp. 327 – 354 (27 pgs.).

Further Reading:

1. Valentine M. Moghadam, Chapter 5, "From Structural Adjustment to the Global Trade Agenda: DAWN, WIDE, and WEDO," pp. 105 – 141 (36 pgs.)
2. Margaret Keck and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics*, Ithaca: Cornell University Press, 1998.
3. Thomas Risse, Stephen C. Ropp, and Kathryn Sikkink, eds., *The Power of Human Rights: International Norms and Domestic Change*, New York: Cambridge University Press, 1999.
4. Myra Marx Ferree and Aili Mari Tripp, *Global Feminism: Transnational Women's Activism, Organizing, and Human Rights*, New York: New York University Press, 2006.
5. Mary E. Hawkesworth, *Globalization and Feminist Activism*, MD: Rowman & Littlefield, 2006.
6. Nancy A. Naples and Manisha Desai, eds., *Women's Activism and Globalization: Linking Local Struggles and Transnational Politics*, New York: Routledge, 2002.
7. Mary E. Hawkesworth, "Democratization: Reflections on Gendered Dislocations in the Public Sphere," In *Gender, Globalization, and Democratization*, Rita Mae Kelly, Jane H. Bayes, Mary E. Hawkesworth, Brigitte Young, eds., Rowman and Littlefield Publishers, Inc, 2001, pp. 223 – 236 (13 pgs.).
8. Jane S. Jaquette, November 2003, "Feminism and the Challenges of the 'Post-Cold War' World," *International Feminist Journal of Politics*, 5, 3, pp. 331 – 354 (21 pgs.)
9. Pippa Norris and Ronald Inglehart. 2001. "Cultural Obstacles to Equal Representation" in *Journal of Democracy* Vol. 12, No. 3, July: 126-140.
10. Anne Marie Goetz, 2003, "The Problem with Patronage: Constraints on Women's Political Effectiveness in Uganda," In *No Shortcuts to Power: African Women in Politics and Policy-Making*, ed. Anne Marie Goetz and Shireen Hassim, New York: Zed, 2003, pp. 110 – 139 (29 pgs.)
11. Mi Yung Yoon, "Democratization and Women's Legislative Representation in Sub-Saharan Africa," *Democratization* 8, 2, 2001, pp. 169 – 190 (21 pgs.).

Week 9: Inside State Institutions: Democratization, Representation and Critical Perspectives on Gender Quotas

Wednesday, 30 May: Building democracy from below and above: the case of Liberia. Discussion of gender quotas and their impacts.

Hard copies of research projects due at the beginning of class today (1/3 grade penalty for each 24 hr. period late). Submit e-version to TED by midnight (1/3 grade penalty for each 24 hr. period late).

Film: "Pray the Devil Back to Hell," or "Iron Ladies of Liberia," New York, NY: Cinema Guild, 2008.

Readings:

1. Lisa Baldez, 2006, "The Pros and Cons of Gender Quota Laws: What Happens When You Kick Men Out and Let Women In?" *Politics and Gender*, 2, 1, pp. 101 – 109 (8 pgs.).

2. Mona Lena Krook, "Gender Quotas, Norms, and Politics," *Politics and Gender*, 2, 1, pp. 110 – 118 (8 pgs.).
3. Medha Nanivadekar, "Are Quotas a Good Idea? The Indian Experience with Reserved Seats for Women," *Politics and Gender*, 2, 1, pp. 119 – 128 (9 pgs.).

Further Reading:

1. Global Database of Quotas for Women: <http://www.quotaproject.org>
2. Seats held by women in national parliaments (UN Data) <http://data.un.org/Data.aspx?d=MDG&f=seriesRowID%3A660>
3. Aili Mari Tripp and Alice Kang, "The Global Impact of Quotas: The Fast Track to Female Representation," *Comparative Political Studies*, 2007.
4. Jane Mansbridge, 2005, "Quota Problems: Combating the Dangers of Essentialism," *Politics and Gender*, 1, 4, pp. 622 – 638 (16 pgs.).
5. Miki Caul Kittilson, 2005, "In Support of Gender Quotas: Setting New Standards, Bringing Visible Gains," *Politics and Gender*, 1, 4, pp. 638 – 645 (7 pgs.).
6. Mona Lena Krook, 2006, "Reforming Representation: The Diffusion of Candidate Gender Quotas Worldwide," *Politics and Gender*, 2, 3, pp. 303 – 327 (24 pgs.).
7. Anne Phillips, "Quotas for Women," in *The Politics of Presence: The Political Representation of Gender, Ethnicity and Race*, New York: Oxford University Press, 1995, pp. 57 – 83.
8. Jane Mansbridge, 1999, "Should Blacks Represent Blacks and Women Represent Women? A Contingent "Yes," *Journal of Politics* 61., no. 3, pp. 628 – 257.

Week 10: Gender, Politics, Globalization and Justice? Where do we go from here?

Tuesday, 31 May: *Inside Global Institutions: Gender Mainstreaming; Gender, Globalization and Justice*
 What is gender mainstreaming? What impact has it had as a strategy to ensure that gender issues are taken into account in global, national and local institutions?

Final Exam review posted Monday, 4 June.

Readings:

1. Jacqui True, November 2003, "Mainstreaming Gender Global Public Policy," *International Feminist Journal of Politics*, 5, 3, pp. 268 – 396 (28 pgs.)
2. Amartya Sen, January 1, 2002, "How to Judge Globalism: Global Links Have Spread Knowledge and Raised Average Living Standards. But the Present Version of Globalism Needlessly Harm the World's Poorest," *American Prospect*, 13, 1 (9 pgs.)
3. Moghadam, Chapter 8, "The Specter that Haunts the Global Economy? The Challenge of Global Feminism," pp. 191 – 201 (10 pgs.)

Further Reading:

1. Silvia Wallby, 2005, Comparative Gender Mainstreaming in a Global Era, *International Feminist Journal of Politics*, 7, 4, pp. 453 – 470 (17 pgs.).
2. Global Gender Gap Report, World Economic Forum, 2012
 - www3.weforum.org/docs/WEF_GenderGap_Report_2011.pdf
 - 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, no. 4, 2000, pp. 441 – 463.
 - Silvia Wallby, "Measuring Women's Progress in a Global Era," *International Social Studies Journal* 57, June 2005, pp. 371 – 387 (16 pgs.).

Final Exam: Wednesday, 13 June, 7 – 10 p.m.