

Poli125: Gender, Politics, and Globalization Spring 2018

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Course materials are available on TritonEd: <https://triton.ed.ucsd.edu>. From the main page for poli125, click on “Content” in upper left menu. This will bring you to the course syllabus, policy paper guides, rubrics, TII.com links, PeerMark access, and PowerPoint slides. If you have any questions, please just let me or one of your TAs know.

Course Description:

What have been the impacts of global economic, cultural, and political trends associated with the contemporary era of globalization (circa 1970s – present) on gendered relations of power, and how has gendered power, in turn, influenced dominant conceptions and processes of contemporary globalization? These are the two central questions that inform this course. We begin by asking what we mean by “gender” and “gendered power,” and how we use gender as a category of analysis in the social sciences. We then examine economic, cultural, and political dimensions of contemporary globalization and assess the ways in which patterns and trends associated with each dimension has had gendered consequences. Within economic globalization, we examine the gendered impact of global economic restructuring in three main areas: industrial production, agriculture, and service sectors. Specifically, we focus on gendered divisions of labor and their impacts in export-processing industries, high-value agricultural industries, and domestic services. We then turn to cultural dimensions of globalization and examine the gendered causes and consequences of resurgent religious fundamentalism(s), investigating global trends and local case studies from both the global north and global south. In the final segment of the course, we examine some of the explicitly political dimensions of contemporary globalization and the ways in which these have both influenced, and been influenced by, gendered power at international, national, and local levels. At the international level, we assess the impacts of political (and economic) institutions and organizations such as the United Nations, the IMF, the World Bank, the WTO, and the ILO on gendered relations of power in different national contexts. We also examine the ways in which these institutions and organizations have been reciprocally influenced by transnational social movements and organizations that promote gender equity as a central organizing principle. At national and local levels, we examine the gendered impact of specific global political strategies, such as mandated gender quotas in national legislatures, on gender equity and policy outcomes. The course concludes by examining the possibilities and limitations of gender mainstreaming as a political strategy for promoting greater gender equity at international, national, and local levels, and across different dimensions of globalization. Throughout the course, we use both macro and micro-level empirical analysis to critically assess competing conceptions of gender justice and contemporary theoretical debates in this area.

Course Learning Outcomes:

Upon successful completion of this course, you will be able to:

- (1) Critically evaluate and explain how, and why, gender is used as a category of analysis in social science research.
- (2) Critically evaluate and explain, using evidence, the ways in which gendered power has influenced dominant conceptions, theories, processes, and impacts of contemporary globalization.
- (3) Critically evaluate and explain, using evidence, the ways in which gendered power at local, national, and global levels has, in turn, impacted dominant conceptions, theories, and processes of contemporary globalization.

- (4) Critically evaluate competing conceptions and theories of gender justice, and explain the value and limitations of these theories in addressing evidence of gender inequity at local, national, and global levels.
- (5) Demonstrate proficiency in analyzing a specific contemporary policy problem related to gender inequality in a country case study of your choice, identifying and critiquing competing proposals by key stakeholders, and formulating a specific and concise policy recommendation based on high quality evidence, using the format of a professional policy paper.

Course Requirements:

Summary:

(1) Class participation: Peer Instruction/clickers	10%
(2) Policy proposals due: week 3, Thursday, 19 April	5%
• E-copy due to TritonEd by 11:59 p.m.	
(3) Midterm exam: week 4, Thursday, 26 April	15%
(4) First draft policy brief (1500 word min.) to TritonEd: week 7, Th, 17 May, 11:59 pm	5%
(5) Feedback to two peers due to TritonEd: week 8, Thursday, 24 May by 11:59 pm	5%
(6) Final policy papers (8 – 10 pgs.) due: week 9, Thursday, 31 May	35%
• Hard copy due by end of class	
• Identical e-version due to TritonEd by 11:59 pm Thurs., 31 May	
(7) Final exam, Tuesday, 12 June, 7 - 10 pm	25%

Exams:

There are two exams in this course: a midterm and a final. The midterm exam is worth 15% of your final grade, and the (cumulative) final exam is worth 25%. Both exams will be administered in class and will consist of short answer identifications questions and an essay question. Study guides will be posted one-week in advance of exams. Please note that exams cannot be made up without well-documented evidence of an emergency, or prior approval.

Research Project:

This course also requires that you write a short (8 - 10 page) policy brief on a contemporary policy problem of your choice related to gender justice/equity. For the purposes of this assignment, you will become a policy analyst employed by either a governmental, inter-governmental, or non-governmental organization of your choice, and your brief will be directed to a policy maker in a country of your choice, who is in a position of power to act on your policy recommendation(s). The purpose of this assignment is to allow you the opportunity to engage in more in-depth analysis of a policy problem related to gender justice and globalization of particular interest to you, and to deepen your knowledge of both a country case study and organizations (and institutions) relevant to the policy problem you choose. In addition, the policy brief is designed to further develop your research literacy and writing skills, and provide you with an opportunity to practice writing a professional policy brief.

We will post three documents on TritonEd to help you design, research, and write your policy briefs: (1) policy paper writing guidelines, (2) generating policy paper topics, and (3) policy paper rubric. The first document walks you through each of the interim assignments for writing your policy brief and provides detailed instructions and examples. It also provides links to sample professional policy briefs, as well as published policy briefs by former students in *Prospect*, UCSD's undergraduate journal of international affairs (<http://prospectjournal.ucsd.edu/>). The second document is designed to help you generate ideas for a viable policy problem. The third document lists the criteria that the TAs and I will use to assess your final projects. This is also the rubric you will use to guide your review of two peers' papers and self-assess your own final policy brief to earn 1 extra credit point on your final paper. The political science research library at Geisel, Annelise Sklar, has also put together a terrific research guide and materials for your projects: <http://ucsd.libguides.com/poli125>. Finally, we will also post sample policy papers from former poli125 students for you to learn from. We love to talk about projects in office hours, so please come tell us about your policy interests and research findings as they evolve!

Finally, please also note that there are **two deadlines** for your **final policy paper**: (1) submission of your hard copy at the end of class, and (2) submission of an identical e-version to turnitin.com via TritonEd (go to course content page). **To avoid a late penalty** (1/3 of a grade for each 24 hr. period late), **both** deadlines must be met. If you have any questions, please consult one of your TAs or me. Please also note that **e-mailed versions of assignments cannot be accepted under any circumstances**. If an emergency should arise, please document this as best you can (include a written explanation as well as all supporting documentation), and staple this to the hard copy of your assignment. Submit these materials to me (envelope outside my office door, SSB #383) as soon as possible. I will review and contact you if I have any questions.

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 and discussion of course content and student learning. The risk of very large courses like ours is that students do not have sufficient opportunities to meaningfully participate in discussions about course materials and begin to feel anonymous. To facilitate discussion given our class size, 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 "practicing" with Peer Instruction and clickers during week 2, and the "official" counting period will start week 3. If you do not yet have a clicker, this will allow you time to find or borrow (a friend or roommate?) one, or purchase one (new or used) online, or at the UCSD Bookstore. (If you buy them online, be sure to purchase the i-clicker brand, which is what UCSD's infrastructure supports. If you want to sell back to the UCSD bookstore (\$24.00 buy back), get the i-clicker 2. I-clicker 1 works for the class, too; but the UCSD Bookstore will not buy these back.) Please remember to register your clicker on TritonEd. (Link is on course home page, last item on upper left menu.)

Peer Instruction questions will be geared toward enhancing your understanding of course readings and lectures, 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. 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 justice problem or issue. These questions will be used to stimulate class discussion on different topics. The focus of these 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. For the first type of question, you will receive full points (1 pt.) for getting the question correct and .7 points simply for participating. For the second type of question, you will receive full points (1 pt.) for participating. In assessing your grade for this component of the course, you're allowed to miss 20% of the total points during the official counting period without penalty. We will aim to ask approximately 1 – 3 clicker questions per class period. When we used Peer Instruction last quarter, the vast majority of students (more than 90%) report that they believed Peer Instruction and clicker use improved their learning and recommended them for future classes.

E-mail Policy: Please use the designated forums on the TritonEd discussion board for all course and assignment related questions so that everyone can benefit from information exchanged. The TAs and I will monitor the board M- F, but please also feel free to help each other out. Due to the size of our class, this will be the most efficient way for us to communicate. Because of the volume of e-mail we all receive, let's try to reserve e-mail for personal emergencies, etc. We will keep office hours almost every day of the week, and I'm always available after class, so let's try to get to know each other in this way. Also, due to family obligations, I do not have Internet access after 5 pm on Fridays until Monday mornings. If you should urgently need to reach me on the weekend, however, please feel free to call me at home: 858.552.9264. If you do need to send email M - F, please be sure to put the course number (poli125) in the subject line so that I can quickly locate it. Thanks!

Resources to Support Student Learning

Library Help, eReserves and research tools: <https://library.ucsd.edu/ask-us/triton-ed.html>

Writing Hub: <https://commons.ucsd.edu/students/writing/index.html>

Supplemental Instruction: <https://commons.ucsd.edu/students/supplemental-instruction/index.html>

Tutoring: <https://commons.ucsd.edu/students/math-chemistry-tutoring/index.html>

Mental Health Services: <https://caps.ucsd.edu>

Community Centers: Learn about the different ways UC San Diego explores, supports, and celebrates the many cultures that make up our diverse community. <https://students.ucsd.edu/student-life/diversity/index.html>

Accessibility: Students needing accommodations due to a disability should please provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), located in University Center 202 behind Center Hall. Please present AFA letters both to me and the OSD Liaison for Political Science (Natalie Ikker: nbikker@ucsd.edu) as soon as possible so that accommodations may be arranged. OSD contact for further information: <https://disabilities.ucsd.edu/>; osd@ucsd.edu | 858.534.4382

Inclusive Classroom

The TAs and I are fully committed to creating a learning environment that supports diversity of thought, perspectives, experiences, and identities. We encourage and support each of you to fully participate in the course and contribute your unique perspectives in discussions of course questions, themes, and materials. If you should ever feel excluded, or unable to fully participate for any reason, please let me know, or you may also submit anonymous written feedback to our Undergraduate Advisor, Natalie Ikker (nbikker@ucsd.edu). Please simply place your written feedback in an envelope labelled with our course number. Additional resources to support equity, diversity, and inclusion in our classroom, and beyond, may be found here: Office of Equity, Diversity, and Inclusion:

858.822.3542 | diversity@ucsd.edu | <https://diversity.ucsd.edu/>

<https://students.ucsd.edu/student-life/diversity/index.html>

<https://regents.universityofcalifornia.edu/governance/policies/4400.html>

UCSD Academic Regulations and Policies

Academic Integrity: Each student is expected to abide by UCSD's policy on Integrity of Scholarship (<https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>) and to excel with integrity in our course (<https://academicintegrity.ucsd.edu/excel-integrity/index.html>).

Please also abide by UCSD's Principles of Community <https://ucsd.edu/about/principles.html> and the Student Code of Conduct: <https://students.ucsd.edu/files/student-conduct/ucsandiego-student-conduct-code-interim-revisions1-16-18.pdf> to support equity, diversity, and inclusion in our classroom.

Films: E-reserves

In addition to articles, lectures, and class discussion, this course will also use film to deepen our understanding of the gendered impacts of the contemporary globalization processes. We will often view film excerpts in class to highlight both theoretical points and empirical case studies. A significant body of literature provides evidence of the value of film to deepen understanding and retention of course materials. If you'd like to watch any of these films in their entirety, they have been scanned for the class and are accessible via e-reserves at Geisel. (See below.)

Course Readings: E-reserves

There is no textbook for this course. All required course readings are available (free!) via electronic reserves from Geisel Library: <http://libraries.ucsd.edu/resources/course-reserves>. If you encounter any problems, please call 858.534.1212, or e-mail: reserves@ucsd.edu or contact me. "Further Readings" are not required, but are listed as a guide to additional readings on topics for those of you with specific interests in these areas. If you have any problems locating these resources, please let me, or one of your TAs, know.

Course Schedule:

*Note: Although it's rare that readings are revised during the quarter, occasionally I may do so to respond to a current gender justice/equity news event, or important emergent interests in the class. If there is a revision, I will always provide advanced notice, and updates will be posted on course lecture slides.

Week 1: Gender, Politics and Globalization

Tuesday, 3 April: Course Introduction

Readings: None.

Thursday, 5 April: What do we mean "gender"? How is gender used as a category of analysis?

Film excerpts: "The Global Assembly Line," Educational TV and Film Center, NY, New Day, 1986.

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.
2. Joan Scott, 1986 "Gender: A Useful Historical Category," *American Historical Review*, 91, 5, pp. 1053 – 1075 (22 pgs).
3. For review over the weekend (see Tuesday below):
 - a. **UN Sustainable Development Goal (SDG) #5: Gender Equality**
<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>→
<http://www.un.org/sustainabledevelopment/gender-equality/>
http://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/5_Why-it-Matters_GenderEquality_2p.pdf
 - b. **Global Gender Gap Report, 2017:**
<https://www.weforum.org/reports/the-global-gender-gap-report-2017>
 - c. **UNDP, Gender Equality Strategy 2014-2017:**
<http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/gender-equality-strategy-2014-2017/>
 - d. **UNRISD (UN Research Institute for Social Development) Gendered Dimensions of Development, 2015:**
[http://www.unrisd.org/80256B3C005BCCF9/\(httpPublications\)/1585F4AEF409C253C1257E2700652AA8?OpenDocument](http://www.unrisd.org/80256B3C005BCCF9/(httpPublications)/1585F4AEF409C253C1257E2700652AA8?OpenDocument)
 - e. **World Bank: Gender Home page:** <http://www.worldbank.org/en/topic/gender>
World Bank: Gender Equality Report, 2012:
<http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTWDR2012/0,,contentMDK:22999750~menuPK:8154981~pagePK:64167689~piPK:64167673~theSitePK:7778063,00.html>

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

Tuesday, 10 April: In What Ways is Contemporary Globalization a "Gendered" Phenomenon?

Guest: Annelise Sklar, Political Science Research Librarian, Geisel Library, visits to discuss most relevant databases for policy projects.

Readings:

1. Mary E. Hawkesworth, 2006, Chapter 1, "Engendering Globalization," In *Globalization and Feminist Activism*, pp. 1- 28 (27 pp).
2. Esther Ngan-lin Chow, 2003, "Gender Matters: Studying Globalization and Social Change in the 21st Century," *International Sociology* 18 (3), pp. 443 – 460 (pgs. 14).
3. Use resources listed above (Thurs.) and course research guide to prepare for research tutorial: <http://ucsd.libguides.com/poli125>. Please bring in *draft* form to class (not graded:)):
 1. Draft idea for policy problem related to gender justice.
 2. Draft idea for country case study within which you'd like to research this policy problem.

3. Draft idea for an org that you'd like to represent.

Thursday, 12 April: Research Methods, Methodologies, and Epistemologies

What is the relationship between gender analysis, methodology, and epistemology?

Reading:

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

Week 3: Economic Globalization and Its Gendered Impacts

Tuesday, 17 April: The Gendered Impact of Industrial Production and Trade

Film excerpts: "Morris Town: In the Air and Sun," Whitesburg, KY: Appalshop, 2007.

What gendered patterns can be observed in export-oriented industrialization? What explains this?

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.).
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).

Thursday, 19 April: The Development of Mexico's Export-Processing (Maquiladora) Industries

E-versions due to TritonEd no later than 11:59 p.m. tonight.

Midterm review sheet will be posted to TritonEd by midnight on Saturday, 21 April You are encouraged to form study groups and use the TritonEd board for questions, but essays should be the product of your own sustained thinking about questions. To ensure that all students have access to exam-related information exchanged, please use the designed TritonEd forum for midterm questions rather than e-mail to TAs or instructor. Thanks!

Film excerpts: "Maquilapolis," California Newsreel, 2006.

Readings:

1. Leslie Salzinger, 2004, "From Gender as Object to Gender as Verb: Rethinking how Global Restructuring Happens," *Critical Sociology*, 30 (1), pp. 43 – 58 (15 pgs.)

Week 4: The Gendered Impacts of Global Restructuring in Agricultural Sectors

Tuesday, 24 April: Gender Analysis of High-Value Agricultural Industries' Global Restructuring

Film excerpts: "Journey of the Roses," Gianni Berett, Consuelo, New York, Filmmakers Library. Expose on the Ecuadorian rose industry, 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.).

Thursday, 26 April: Midterm Exam

Week 5: Gender and Global Migrations

Tuesday, 1 May: The Gendered Dimensions of Mexico-to-U.S. Migrations

Readings:

1. Susan M. Richter, J. Edward Taylor and Antonio Yúnez-Naude, "Gendered Impacts of United States Immigration Policies," *Paper prepared for presentation at the American Agricultural Economics Association Annual Meeting, Providence, Rhode Island, July 24-27, 2005* (36 pgs.)

Thursday, 3 May: The Gendered Dimensions of Global Migrations

How, and why, are global processes of migration and trafficking gendered? In what ways are women and men differently impacted by migration and trafficking? What are the gendered meanings of migration in the context of globalization?

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.)

Week 6: Cultural Dimensions of Globalization: The Gendered Impacts of Religious Fundamentalism

Tuesday, 8 May: Gender, Feminism and Fundamentalism Islam

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.).

Thursday, 10 May: Masculinity and Fundamentalist Islam

Film excerpts: "Women Against Wars: Wars Against Women," Institute for Social and Cultural Communications," Woods Hole, MA, 2004.

Readings:

1. Iris Marion Young, 2003, "The Logic of Masculinist Protection: Reflections on the Current Security of the State," *Signs*, 29, 1, pp. 1 – 25 (25 pgs.).
2. Michael S. Kimmel, 2003, "Globalization and its Mal(e)contents," *International Sociology*, v. 18, no. 3, pp. 603 – 620 (17 pgs.)

Week 7: Gender, Globalization, and International Institutions

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? What explains policy changes related to gender cross nationally and over time?

Tuesday, 15 May: The Gendered Impact of the IMF, WB and WTO

Film excerpts: "El Salvador: Not for Sale" CISPES, Committee in Solidarity with the People of El Salvador, NY: CISPES, 1997.

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. 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.)

Thursday, 17 May: The Gendered Impact of the ILO and UN (especially CEDAW and Millennium and Sustainable Development Goals)

First draft of policy paper (1500 word minimum) due to TritonEd no later than 11:59 p.m. Please do not miss this deadline. Late assignments cannot be accepted. This is because the submission board “transforms” into a peer review board immediately after the draft submission deadline. At midnight, the online program (TII.com) will randomly assign all students who have submitted drafts two papers to review. *If you do not submit a first draft, your paper will not be part of this process, so you will also miss out on peer review. Please do not miss this deadline (or the next one –next Thursday, 24 May). They are the most important deadlines in the class.*

Film excerpts: “Lines in the Dust,” Bullfrog Films, 2001. Literacy and gendered labor in Ghana.

Readings:

1. 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>
2. Anita M. Weiss, “Interpreting Islam and Women’s Rights: Implementing CEDAW in Pakistan,” *International Sociology*, vol. 18, no. 3, pp. 581 – 601 (20 pgs.).
3. Millennium Development Goals: Goal 3, Promote Gender Equality and Empower Women: <http://www.un.org/millenniumgoals/gender.shtml>
4. Naila Kabeer, “Gender Equality and Women’s Empowerment: A Critical Analysis of UN Millennium Goals,” *Gender and Development*, vol. 13, no. 1, March 2005, pp. 13 – 24 (11 pgs).
5. Sustainable Development Goals; Goal 5, Achieve Gender Equality and Empower All Women and Girls: <https://sustainabledevelopment.un.org/?menu=1300> (Click on and read through #5.)

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

Tuesday, 22 May: Outside Global Institutions: Transnational Feminist Movements

What are transnational feminist movements and what types of impacts have they had on gender equity cross nationally and over time?

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.)

Thursday, 24 May: Inside State Institutions: Democratization, Representation, and Quotas.

Peer review comments due to two of your peers via TritonEd no later than 11:59 p.m. this evening. Please do not miss this deadline. (5% of course grade...)

What role have women played in democratization movements globally? How might dominant conceptions of democratization in mainstream political science be challenged by gender analysis?

Readings:

1. Georgina Waylen, 1994, “Women and Democratization: Conceptualizing Gender Relations in Transition Politics,” *World Politics*, 46, 3, pp. 327 – 354 (27 pgs.).
2. Lisa Baldez, March 2010, “The Gender Lacuna in Comparative Politics,” *Perspectives on Politics*, 8, 1, pp. 199 – 205 (6 pgs.).

Week 9: Inside State Institutions: Democratization, Representation and Quotas

Tuesday, 29 May: Building Democracy From Below (and Above)? The Case of Liberia

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

Readings:

1. Barnes, Tiffany D. and Stephanie M. Burchard, 2012, "'Engendering' Politics: The Impact of Descriptive Representation on Women's Political Engagement in Sub-Saharan Africa," *Comparative Political Studies*, 46(7), pp. 767- 790 (23 pgs.).

Thursday, 31 May: Critical Perspectives on Gender Quotas

Hard copies of policy papers due at the end of class today. Identical e-versions due to TII.com on TritonEd no later than 11:59 p.m. this evening. (Remember you can always over-write uploads until the deadline, so upload early and often...)

What are the main types of gender quotas promoted globally? Is this a promising strategy for promoting gender justice at national levels? Why, or why not?

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.).

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

Tuesday, 5 June: Inside Global Institutions: Gender Mainstreaming

What is gender mainstreaming? What's been its impact on gender equity at global, national, and local levels?

Readings:

1. Jacqui True, November 2003, "Mainstreaming Gender Global Public Policy," *International Feminist Journal of Politics*, 5, 3, pp. 268 - 396 (28 pgs.)

Final exam study guide posted Wednesday, 6 June, 11:59 pm.

Thursday, 7 June: Gender, Globalization and Justice

What do we mean by gender justice? What are the dominant obstacles to gender justice globally in the 21st century? Given these obstacles, which strategies might be most successful in promoting gender justice, and why? Are you optimistic or pessimistic about prospects for change, why?

Readings:

1. Amartya Sen, January 1, 2002, "How to Judge Globalism," *American Prospect*, 13, 1 (9 pgs.)
2. Moghadam, Chapter 8, "The Specter that Haunts the Global Economy? The Challenge of Global Feminism," pp. 191 - 201 (10 pgs.)

Final Exam: Tuesday, 12 June, 7 - 10 pm

***Further Reading:** These reading suggestions below are provided to help guide additional (not required) reading on topics that may be of interest to you.

Week 2: Further Reading

1. 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.
2. 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.

Week 3: Further Reading:

- 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.).
- 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.).
- 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.)
- 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.).
- 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: Further Reading

- Catherine S. Dolan and Kristina 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).
- 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: Further Reading

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

Week 6: Further Reading

- 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: Further Reading

- United Nations, 1995, "The Revolution for Gender Equality," *Human Development Report*, http://hdr.undp.org/docs/training/oxford/readings/HDR95_overview.pdf
- Laura Reanda, "Engendering the United Nations: The Changing International Agenda," *European Journal of Women's Studies* 6, 1999, pp. 49 – 70.
- 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: Further Reading

- Valentine M. Moghadam, Chapter 5, "From Structural Adjustment to the Global Trade Agenda: DAWN, WIDE, and WEDO," pp. 105 – 141 (36 pgs.)
- 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: 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. Susan Franceschet and Jennifer M. Piscopo, 2008, "Gender Quotas and Women's Substantive Representation: Lessons from Argentina," *Politics and Gender*, 4, pp. 393 – 425 (32 pgs).
4. Aili Mari Tripp and Alice Kang, "The Global Impact of Quotas: The Fast Track to Female Representation," *Comparative Political Studies*, 2007.
5. Jane Mansbridge, 2005, "Quota Problems: Combating the Dangers of Essentialism," *Politics and Gender*, 1, 4, pp. 622 – 638 (16 pgs.).
6. 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.).

Week 10: 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. Mona Lena Krook, 2006, "Reforming Representation: The Diffusion of Candidate Gender Quotas Worldwide," *Politics and Gender*, 2, 3, pp. 303 – 327 (24 pgs).
3. 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.
4. Jane Mansbridge, 1999, "Should Blacks Represent Blacks and Women Represent Women? A Contingent "Yes," *Journal of Politics* 61., no. 3, pp. 628 – 257.
5. Global Gender Gap Reports, World Economic Forum:
 - <http://reports.weforum.org/global-gender-gap-report-2015/>
 - <http://reports.weforum.org/global-gender-gap-report-2015/rankings/>
6. 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.
7. Silvia Wallby, "Measuring Women's Progress in a Global Era," *International Social Studies Journal* 57, June 2005, pp. 371 – 387 (16 pgs).