

Poli125: Gender, Politics, and Globalization Spring 2023

Professor: Maureen Feeley (she/her)

Office: SSB #383

E-mail: mfeeley@ucsd.edu

Lectures: Tu/Th, 3:30 – 4:50 pm

Lecture Hall: CSB 002

Phone: 858.201.1508 (mobile)

Due to the size of the class, and teaching multiple courses, please be in contact with your assigned TA mentor (see lecture slides) for support throughout the course. We hope we will get to know each of you through the many office hours we keep each week. For general questions, please use the Canvas discussion board. If you need to email any one of us, please include “poli 125” in the subject line, so that we can quickly locate your email. But please see the course email policy below, and as noted there, hopefully we can get to know each other and mentor you through our many opportunities for office hours.

- **Tuesdays and Thursdays:** after class (outside classroom) until last question
- **Tuesdays and Thursdays: 1 - 2 pm**, in-person and remote.
 - To ensure you have a time reserved, **please sign up for either in-person or remote office hours in advance via this [appointment link](#)**. (You can also try drop-ins, but sometimes slots are booked, so you might need to wait either in the virtual waiting room or outside my office, if someone has confirmed that slot. If you find yourself waiting, double-check the calendar link for openings, and if everything is booked, please simply email for an appt.)
- **In-person:** Social Science Building (SSB), 383.
- **Remote:** <https://ucsd.zoom.us/j/92466869000>

Teaching Assistant: Adam Fefer

E-mail: afefer@umich.edu

Zoom Office hours: Mondays, 8 – 10 a.m: <https://ucsd.zoom.us/j/93877434249>

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Teaching Assistant: Shelbi Swanson

E-mail: sswanson@ucsd.edu

Office hours: Mondays 3 – 4 pm (SSB 329 or Zoom); Wednesdays, 3 – 4 pm (Zoom only) [Appointment link](#).

SSB: 329

Zoom: <https://ucsd.zoom.us/j/96350431448>

Course Description:

In what ways have gendered relations of power been impacted by the contemporary era of globalization, and how has gendered power, in turn, shaped dominant conceptions and processes of globalization? These two questions largely motivate 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 the contemporary era of globalization and assess the ways in which patterns and trends associated with each dimension has had gendered impacts. 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, including the United Nations, the World Bank, and the International Monetary Fund, 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 political strategies, such as

implementing gender quotas in legislative institutions, 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:

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

- (1) Critically evaluate and explain how, and why, gender is used as a category of analysis in political science research.
- (2) Critically evaluate and explain, theoretically and empirically, the ways in which gendered relations of power at local, national, and global levels have been impacted by globalization processes in the contemporary era of globalization.
- (3) Critically evaluate and explain, theoretically and empirically, the ways in which gendered power 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 equity in a country case study of 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.

Summary of Course Requirements

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| (1) Class participation: Peer Instruction pedagogy via iClickers | 10% |
| <ul style="list-style-type: none"> • see details below, but official counting starts week 3 • 4 lowest scores will be dropped (weeks 3 – 10) | |
| (2) Policy paper proposal: | |
| <ul style="list-style-type: none"> • due to Canvas week 3, Thurs., 20 April, by 11:59 pm • (5% late deduction for each 24-hr. period late) | 5% |
| (3) Midterm essay (1000 – 1250 words, based on course materials only): | |
| <ul style="list-style-type: none"> • essay prompt posted week 4, Wed., 26 April by 11:59 pm • due to Canvas week 5, Wed., 3 May by 11:59 pm • (5% late deduction for each 24-hr. period late) | 15% |
| (4) First draft policy paper (1500-word minimum, in-text citations + bibliography): | |
| <ul style="list-style-type: none"> • due to Canvas week 7, Wed., 17 May before 11:59 pm • (no late papers can be accepted due to peer review - please see below) | 5% |
| (5) Feedback to two peers via PeerMark (TII.com via Canvas): | |
| <ul style="list-style-type: none"> • due week 8, Wed., 24 May by 11:59 pm (access via 1st draft on Canvas) • no late peer reviews so that everyone has time to integrate comments | 5% |
| (6) Final policy papers (2000 – 2500 words) | |
| <ul style="list-style-type: none"> • due to Canvas week 9, Wed., 31 May by 11:59 pm • (5% late deduction for each 24-hr. period late) | 35% |
| (7) Final essay exam (1000 – 1250 words, based on course materials only): | |
| <ul style="list-style-type: none"> • essay prompt posted week 10, Wed., 7 June by 11:59 pm • due to Canvas finals week, Wed., 14 June by 11:59 pm • (5% late deduction for each 24-hr. period late) | 25% |

Exams

There are two exams in this course: a midterm and a final. Both are short take-home essays (1000 – 1250 words, which translates into approximately 4 – 5 pages double-spaced, and are open book, open note). Both are due to Canvas one week after the essay prompt is posted. The midterm essay will cover weeks 1 – 5; the final essay is cumulative. You must pass the final exam to pass the class, but as long as you complete course readings, attend class, study for exams, and come to office hours if you have questions, we fully expect that you should do well.

Course Grading Scale

A+ = 100 – 98; A = 97 – 94; A- = 93 – 90; B+ = 89 – 87; B = 86 – 84; B- = 83 – 80; C+ = 79 – 77; C = 76 – 74; C- = 73 – 70; D+ = 69 – 67; D = 66 – 64; D- = 63 – 60.

Grade Appeals

Please remember to check your grades on Canvas and alert your TA mentor within one week of grades posting if you believe there's been an error. In your email to your TA, please include the course number in the subject line ("poli 125") and provide a clear explanation for why you believe the point allocation is incorrect. Please note that grades may go up, down, or remain the same through a grade appeal process. Also, although we are unable to review grade appeals during office hours (but are happy to discuss any course assignment with you), we will review these as soon as possible, and in almost all cases, within one week of receiving your email (or office hours) request.

Late Assignments

If you miss an assignment deadline, please simply upload the missed assignment as soon as possible after the missed deadline. You do not need to email us. If there are extenuating circumstances that we should take into consideration in assessing a late penalty (see below: *5% for each 24-hour period that assignments are late*), please email your TA mentor, and copy me, explaining these circumstances **after** you have submitted your assignment. As noted above and below, the only assignment that we cannot accept late is the week 7 first draft, since this is linked to peer review. If you upload this assignment late, you will not be able to participate in the peer review process (5% of course grade). For this reason, we strongly recommend you upload this assignment at least one day early and then overwrite until the deadline to avoid any last minute technology or other glitches. Remember that it is only a draft and it is more important to submit it on time than to miss the deadline.:)

Research Project:

This course also requires that you write a short (2000 – 2500 words, which translates into approximately 8 - 10 double-spaced pages) 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 have posted three documents on Canvas (under the "Files" tab) 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!

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. Evidence-based research on teaching and learning has documented a strong causal relationship between active participation/discussion and student learning. The risk of large courses like ours is that students miss out on the opportunity to meaningfully discuss course materials, and thus learn less. For this reason, I will use a relatively new pedagogy in Political Science, "Peer Instruction" (used with clickers), developed by Harvard physicist, Eric Mazur, to facilitate both small and large group discussions. Research has documented statistically significant learning gains for students who have used Peer Instruction (PI). **Here's a cool YouTube where Eric Mazur talks about this pedagogy:** <https://www.youtube.com/watch?v=Z9orbxoRofl>.

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 iClicker brand, which is what UCSD's infrastructure supports. Please remember to register your clicker on Canvas. (Link is on the left menu of the course home page.)

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 your 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 your critical thinking skills and, specifically, your 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 .9 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 four class periods. (That is, the four lowest clicker scores for weeks 3 – 10 will be dropped.) This should provide a sufficient buffer in case you forget your clicker or you need to miss class for whatever reason. Unless you miss more than four classes during this period, you do not need to alert us. Beyond four absences, you will need to provide clear documentation, and we are happy to work with your College Deans on this.

Workload: As an upper-division course, the UCSD Academic Senate guideline is approximately three hours of work outside of class for each one hour in class, or approximately nine hours of work weekly outside of class. Each week, you will need to balance course readings with independent research on your policy projects, but readings and research assignments are designed not to exceed nine hours each week. If you find that time spent on weekly readings and research exceeds nine hours, please come see me or your TA mentor right away so that we can assist you with more efficient reading and/or research strategies. That's what we're here for!)

E-mail Policy: Please use the designated forums on the Canvas 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. Due to family obligations, I do not have email access on the weekends, but if you should urgently need to reach me on the weekend, please

feel free to call me: 858.201.1508. 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 so much!

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 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 (Zain Sharifi, zasharifi@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 urge each of you to contribute your unique perspectives to discussions of course questions, themes, and materials so that we can learn from them, and from each other. If you should ever feel excluded, or unable to fully participate in our class for any reason, please let me know, or please consult the Department's "[Report an Issue](#)" page for additional campus resources to support you, and diversity, equity, and inclusion in our classroom, and beyond.

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. Students are expected to do their own work, as outlined in the UCSD Policy on Academic Integrity and published in the UCSD General Catalog: <https://academicintegrity.ucsd.edu/excel-integrity/index.html>. Although you are encouraged to work together in preparing for class discussions and exams, each student is expected to do their own work on all written assignments and in-class essays. In addition, all students must individually participate in clicker questions. (That is, it's a violation of academic integrity to "click in" for any of your classmates.) Violations will be subject to disciplinary measures as outlined by the University. If you have any questions regarding this policy, please consult me or your TA.

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

In addition to articles, lectures, and class discussion, this course will also use film to deepen our understanding of the gendered impacts of 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: <https://reserves.ucsd.edu>

Course Readings: Geisel Library E-reserves

There is no textbook for this course. All required course readings are available (free!) via [electronic reserves from Geisel Library](#). 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, 4 April: Course Introduction

Readings: None.

Thursday, 6 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). (Start Scott, but can finish over the weekend.)

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

Tuesday, 11 April: In What Ways is Contemporary Globalization a "Gendered" Phenomenon?

If you're able, please bring a laptop for an in-class research tutorial.

Homework:

1. Read policy paper guidelines and generate ideas for mini-tutorial.
2. Skim 2 – 3 policy papers from previous poli125 students (on Canvas) and come to class with 1 – 2 ideas for your paper to research and discuss with classmates in small groups.
3. Please bring in *draft* form to class (not graded):
 - Draft idea for gender-equity policy problem and country case study within which you'd like to research this policy problem.
 - Draft idea for an org that you'd like to represent

Readings:

4. Finish Joan Scott reading from Thurs.
5. Mary E. Hawkesworth, Chapter 1, "Engendering Globalization," In *Globalization and Feminist Activism*, pp. 1- 28 (27 pp).

Thursday, 13 April: Research Methods, Methodologies, and Epistemologies

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

Reading:

1. Carla Freeman, "Is local:global as feminine:masculine? 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, 18 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, "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, "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, 20 April: The Development of Mexico's Export-Processing (Maquiladora) Industries

(Policy paper proposal due to Canvas before 11:59 pm this evening.)

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, 25 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, "Gendered Webs of Development and Resistance: Women, Children and Flowers in Bogotá," *Signs*, 29. 2, pp. 465 – 89 (24 pgs.).

Wednesday, 26 April: Midterm prompt posted to Canvas by 11:59 pm

Thursday, 27 April: No class. Work on midterm short essays, due Wednesday, 3 May by 11:59 pm

Week 5: Gender and Global Migrations

Tuesday, 2 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.)

Wednesday, 3 May: Midterm short essays due to Canvas by 11:59 pm

Thursday, 4 May: The Gendered Dimensions of Global Migrations

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

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?

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.).

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

Tuesday, 9 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 – 779 (14 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 – 378 (10 pgs.).

Thursday, 11 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 – 22 (22 pgs.).
2. Michael S. Kimmel, 2003, "Globalization and its Mal(e)contents," *International Sociology*, v. 18, no. 3, pp. 603 – 617 (14 pgs.)

Week 7: Gender, Globalization, and International Institutions

How have international level organizations and 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, 16 May: The Gendered Impact of WB and WTO

Readings:

1. Suzanne Bergeron, 2007, "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.)

Wednesday, 17 May: First draft of policy paper (1500 words minimum) due to Canvas before 11:59 p.m. (In-text citations and bibliography should be included.)

Please note that *no late papers can be accepted on this assignment due to the peer review component*. You may upload early, then overwrite until 11:59 pm, but exactly at midnight, the submission board "transforms" to peer review, so there's no way to upload submissions after this time. Please note, also, that to participate in the peer review process (5% of course grade), you need to have submitted a paper draft. (Peer reviews are randomly matched among those papers submitted. Good luck everyone – you can do this!)

Thursday, 18 May: The Gendered Impact of UN: CEDAW and Sustainable Development Goals

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. 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, 23 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.).

Wednesday, 24 May: Peer review comments due to peers via PeerMark (access via week 7 "first draft") on Canvas by 11:59 p.m. this evening. *(This is so that everyone will have a full week to integrate comments before final papers are due next Wed. You're in the final stretch – good luck!)*

Thursday, 25 May: Inside State Institutions: Democratization, Representation, and Quotas.

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, 30 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.).

Wednesday, 31 May: Upload final papers to Canvas by 11:59 p.m. this evening. Once you upload, celebrate finishing this intensive (but hopefully also rewarding!) project! Good work, everyone!!

Thursday, 1 June: Critical Perspectives on Gender Quotas

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, 6 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.)

Wednesday, 7 June: Take home final essay prompt posted by 11:59 pm, which we'll discuss in class on Thursday. Due to Canvas by 11:59 pm next Wednesday, 14 June before 11:59 pm.

Thursday, 8 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:

Please upload your final essay exam to Canvas before Wednesday, 14 June at 11:59 pm to avoid late penalties (5% late deduction for each 24-hr. period late), then celebrate! Congrats on finishing the quarter!!

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

Week 2:

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;
3. 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:

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:

1. 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.).
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:

1. Eleanore Kofmann, "Gendered Global Migrations," *International Feminist Journal of Politics* 6 (4), 2003, pp. 643 – 66 (23 pgs.).
2. Barbara Ehrenreich and Arlie Russell Hoschild, eds., *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*, New York: Metropolitan Books, 2003.
3. Brigitte Young, 2001, "The 'Mistress' and the 'Maid' in the Globalized Economy," *Socialist Register* 37, pp. 315 – 27 (12 pgs.).
4. Rachel Salazar Parrenas, 2000, "Migrant Filipina Domestic Workers and the International Division of Reproductive Labor," *Gender and Society*, 14 (4), pp. 560 – 80.
5. Miriam Ching Yoon Louie, *Sweatshop Warriors: Immigrant Women Workers Take on the Global Factory*, Cambridge: South End Press, 2001.

Week 6:

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:

1. Mary Johnson Osirim, 2003 "Carrying the Burdens of Adjustment and Globalization," 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.
5. Millennium Development Goals: Goal 3, Promote Gender Equality and Empower Women: <http://www.un.org/millenniumgoals/gender.shtml>
6. 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).

Week 8:

1. 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.)
2. Valentine M. Moghadam, Chapter 5, "From Structural Adjustment to the Global Trade Agenda: DAWN, WIDE, and WEDO," pp. 105 – 141 (36 pgs.)
3. Margaret Keck and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics*, Ithaca: Cornell University Press, 1998.
4. 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.
5. Myra Marx Ferree and Aili Mari Tripp, *Global Feminism: Transnational Women's Activism, Organizing, and Human Rights*, New York: New York University Press, 2006.
6. Mary E. Hawkesworth, *Globalization and Feminist Activism*, MD: Rowman & Littlefield, 2006.
7. Nancy A. Naples and Manisha Desai, eds., *Women's Activism and Globalization: Linking Local Struggles and Transnational Politics*, New York: Routledge, 2002.
8. 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.).
9. 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.)
10. Pippa Norris and Ronald Inglehart. 2001. "Cultural Obstacles to Equal Representation" in *Journal of Democracy* Vol. 12, No. 3, July: 126-140.
11. 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.)
12. Mi Yung Yoon, "Democratization and Women's Legislative Representation in Sub-Saharan Africa," *Democratization* 8, 2, 2001, pp. 169 – 190 (21 pgs.).

Week 9:

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:

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: <https://www.weforum.org/reports/global-gender-gap-report-2021>
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).