

POSC308: Global Gender Politics
Winter 2022
Tuesday & Thursday
10:10AM – 11:55AM
Willis 203

Professor Summer Forester
Office: Willis 408
Office Hours:
Mondays 1:30PM – 3:30PM CST
Wednesday 9AM – 10:30AM
By appointment

Zoom link for class, if needed:
<https://carleton.zoom.us/j/8505071234?pwd=bnpRRitsa1YrcWdQRkU2cjNMb3V4Zz09>

Course Overview

How have gendered divisions of power, labor, and resources contributed to the global crises of violence, sustainability, and inequity? Where and why has the pursuit of gender justice elicited intense backlash, especially within the last two decades? In this course, we will explore the global consequences of gender inequality and the ongoing pursuit of gender justice both transnationally and in different regions of the world. We will investigate a variety of cases ranging from land rights movements in East Africa, to the international movement to ban nuclear weapons. Finally, we will pay special attention to how hard-won gains in women's rights and other related inequalities in world affairs are being jeopardized by new and old authoritarianisms.

Course Objectives

1. Investigate the international dimensions of gender justice campaigns and efforts
2. Understand how the pursuits of gender justice have changed over time, and how different pursuits have elicited backlash
3. Provide students the methodological and theoretical skills to conduct a sophisticated analysis of some facet of global gender politics

Learning Outcomes

1. Understand the foundational theories that explain how and why global gender politics have changed over time
 2. Understand the power structures underscoring backlash to gender justice movements
 3. Learn how to develop a research paper by crafting a detailed research design
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Classroom Culture & Community

Mutual Respect

Treat each everyone in the class with respect. We will be discussing a variety of politically charged issues and I expect all of us to interrogate, critique, and discuss these issues in a safe environment free from judgement or fear of reprisal from any member of the class. In other

words, I hope that you feel free to disagree with your colleagues, but I will require that you disagree *respectfully*.

What you can expect of me:

- I will return assignments in a timely manner
- I will be available and accessible during my office hours. If you cannot meet me during my office hours, please do not hesitate to contact me and we will arrange for an alternative time to meet.
- I will strive to make this course understandable and accessible for everyone. If you have any questions about the content or structure of the course or about specific assignments, please do not hesitate to contact me. I am always happy to help if you come to me *before* assignments or exams are due. Please do not wait to ask for help until after the due date – come talk to me before if you have lingering questions or would like me to elaborate on some aspect of the readings or an assignment.

Confidentiality

I believe in transparency and open communication, and strive to ensure you understand the purpose and intent of the readings, activities, grading, and other course-related materials/decisions. My goal is for us to create a collaborative environment where we can grapple with difficult topics and sharpen our intellect in a trusted and secure space. As such, I require that you treat our course, course content, and all communication (e.g., emails, Moodle posts, discussion forums, etc.) with confidentiality. I will not share your comments, communication, or other submissions and ask that you do the same for your colleagues and me.

Other Additions?

As this is your class, too, I'd like to hear what you think we should include in our course's rules of engagement. Please reach out to me if you have additional ideas for building an inclusive and effective class.

Course Expectations & Assessment

In essence, my expectations are that, to the best of your ability, you will show up, work hard, and be nice. I will give you feedback on your coursework and will keep you posted on any changes, issues, or problems that arise on my end. If something happens on your end, please reach out to me (or to your class dean or your advisor). In fact, my primary request is that you keep in contact with me. You can reach me via email, Moodle, and/or in-person.

Citation Style:

Please adhere to the APA citation guidelines in your papers and other assignments:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Grading Scale

The course will follow a standard grading scale:

A: Achievement outstanding relative to the basic course requirements

A 93 or higher

A - 90-92

B: Achievement significantly above the basic course requirements

B+ 87-89

B 83-86

B- 80-82

C: Achievement meeting the basic course requirements

C+ 77-79

C 74-76

C- 70-72

D: Achievement worthy of credit but below the basic course requirements

D+ 67-69

D 63-66

D- 60-62

F Below 60

Additional Grading Policies

I will not consider grade complaints if more than one week has passed after the assignment has been returned to you.

Before I review your grade, you must first:

1. Wait 24 hours.
2. Schedule a time to meet with me to discuss your grade.
3. Submit a formal appeal in writing (email is sufficient—but be clear that it is the appeal in the subject heading) that clearly identifies content in the assignment and the reasons why you think your grade should be changed. These appeals should refer to specific things in the assignment, and not vague reasons like “I worked really hard.”

The second grade, higher or lower, will become your grade on the assignment.

Murphy’s Law¹ Deadline Extension

Over the course of the term, you have one no-questions-asked opportunity to submit an assignment 48 hours after the deadline has passed. You may only use this grace period once per term. However, we are showing up for classes in a pandemic. If you are struggling to meet a deadline, then please talk to me and I will do my best to accommodate you. But please be respectful of group-work situations. No one person should carry all the weight of the group!

Resources & Well-Being

Accommodations for Students with Disabilities

Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact disability@carleton.edu or call Jan Foley, Student Accessibility Specialist (x4464) or Chris

¹ Murphy’s Law = whatever can go wrong, will go wrong

Dallager, Director of Disability Services (x5250) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Academic Integrity

In writing course papers, students must document all passages, paraphrases and/or ideas that are borrowed from any source, and direct quotations must be placed within quotation marks. Similarly, papers must represent research conducted for the course in which they are assigned and no other; it is not appropriate to submit a paper that has already been or will be submitted to another course. Finally, papers must be the product of students' own work. Papers written by anyone other than the student, including those purchased from commercial research services, are unacceptable.

All work is expected to be your own. Cheating, plagiarism (using someone else's words or ideas without properly citing them), and all forms of academic misconduct will not be tolerated and will be strictly handled according to university policy. If you are uncertain, cite your sources! A discussion of plagiarism can be found at: <https://apps.carleton.edu/campus/doc/integrity/>.

Well-Being

During these particularly rough times, I urge you to make yourself – your own health and well-being – a priority throughout this ten-week term. It is important to recognize stressors you may be facing, which can be personal, emotional, physical, financial, mental, or academic (along with the global pandemic, struggles for racial justice, and a tense US election). Sleep, exercise, and connecting with others can be strategies to help you flourish at Carleton. If you are having difficulties maintaining your well-being, feel free to contact me and/or pursue other resources, such as [Student Health and Counseling](#) or the [Office of Health Promotion](#).

An additional word² on wellness and health: Audre Lorde once said, “Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare.” Please see your wellness as an act of power and perseverance. The core to your success. Hold each other – and me – accountable. Go for walks. Let your mind wander. Take a deep breath. Drink water. All of your work will wait for you, and your final product will be better when you are in balance.

Course Components

Required Text

In week 9, we will read *Banning the Bomb, Smashing the Patriarchy* by Ray Acheson. Gould Library has one copy on reserve for our class. You are welcome to read the book in the library or purchase your own copy from the bookseller of your choice.

Overview of assignments

Participation	20
Discussion leader + reading analysis	20
Research paper	45
Topic and preliminary sources	

² Thank you to Dr. Nicole Gonzalez Van Cleve at Brown University and Dr. Simon Weffer at Northern Illinois Univ for this addition

Research design	
Rough draft	
Final Paper	
Choose your own adventure	<u>15</u>
Total possible points	100

Participation

In an advanced level seminar, I rely heavily on your engagement with the material and with each other to carry the class. As you reflect on how to best participate in this class, I encourage you to remember this core tenet: everyone has something important to contribute and we should work hard to provide an opportunity for everyone to engage equitably. As bell hooks eloquently teaches us in *Teaching to Transgress*:

To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin...education can only be liberatory when everyone claims knowledge as a field in which we all labor. (1994; 13-14)

My hope is that you embrace the opportunity to labor alongside your colleagues and me to pursue and produce knowledge. Ask questions, complete the readings, be present in class.

Discussion leader + reading analysis

During week 2, you will sign up to be the discussion leader for one class during the term. There are two parts to the discussion leader role:

1. Generate at least four discussion questions based on the readings. Your questions should help spark a conversation in class and push us to think deeper about our readings.
2. critical analysis of the readings: In addition to commenting on the readings, please write a ~1000-word critical analysis of the day's readings (due the day you lead the discussion). Your analysis should include a discussion of how the text connects to the course objectives and how the texts speak to other readings from either our course or your own research. Please feel free to use this document as a place for connecting the readings to other classes, to other films or books you've read independently, or to pose questions that you feel like the text raised but didn't fully answer. In general, your paper should *not* summarize the texts.

Research Paper

You will write a 15 – 20-page research paper for this class. Your research paper should address some question related to the broad field of global gender politics. You will submit your paper in stages:

Topic and preliminary sources
 Research design
 Rough draft
 Final Paper

I will circulate a brief for each stage of the paper.

Choose-Your-Own-Adventure Assignment

One of the most exciting aspects of academia is the diversity of works that scholars produce. As such, I want to provide you the opportunity to choose what you produce for one of your writing projects. Your options are:

1. A scholarly book review of a recent global gender politics book
2. A public scholarship piece that offers an analysis of some current global gender issue (e.g., the kind of piece that you might find in [the Monkey Cage](#))
3. A policy brief; policy briefs offer a concise summary of a particular issue, the options to deal with the issue, and evidence-based recommendations about the best course of action for policymakers.

Each of these papers should be between 1,500 – 2,000 words. I will provide more details about the options via Moodle.

Tentative Weekly Readings & Due Dates

Please be sure to check the Moodle site for additional videos, activities, etc.

Week 1

Thursday, January 6

Course introduction

Week 2

Tuesday, January 11

Chapters from Sisson and Runyan

Global Gender Issues in the New Millennium chs 1 & 2

[“The Waves of Feminism and Why People Keep Fighting Over Them, Explained”](#)

Thursday, January 13

Dhamoon, “Feminisms”

Connell, “Masculinities & Globalization” or “Hegemonic Masculinity: Rethinking the Concept”

OR Hooper, *Manly States* (especially chapter 3: “Masculinities in International Relations”)

Week 3

- **Topic & preliminary sources for research paper due on Monday, January 17 at 8PM**

Tuesday, January 18

Molyneux, M. (2001). Mobilisation without emancipation? Women’s interests, the state and revolution in Nicaragua. In *Women’s movements in international perspective* (pp. 38-59).

Palgrave Macmillan, London.

Gelb, J., & Palley, M. L. (1979). Women and Interest Group Politics: A Comparative Analysis of Federal Decision-Making. *The Journal of Politics*, 41(2), 362–392.

<https://doi.org/10.2307/2129770>

Thursday, January 20

Bunch, C. (2012). OPENING DOORS FOR FEMINISM: UN world conferences on women. *Journal of Women's History*, 24(4), 213-221,231.
doi:<http://dx.doi.org/10.1353/jowh.2012.0054>

Moghadam, V. M. (2000). Transnational feminist networks: Collective action in an era of globalization. *International sociology*, 15(1), 57-85.

Week 4

Tuesday, January 25

Oloka-Onyango, J., & Tamale, S. (1995). The personal is political, or why women's rights are indeed human rights: An African perspective on international feminism. *Hum. Rts. Q.*, 17, 691.

Nnaemeka, O. (2004). Nego-feminism: Theorizing, practicing, and pruning Africa's way. *Signs: Journal of Women in Culture and Society*, 29(2), 35

Thursday, January 27

Forester, et al. 2021 "New Dimensions of Global Feminist Influence: Tracking Feminist Mobilization from 1975 -2015:
Mama Cash Lit Review

Week 5

- **Research design due on Monday, January 31 at 8PM**

Tuesday, February 1

Chappell, L. (2006). Comparing political institutions: Revealing the gendered "logic of appropriateness". *Politics & Gender*, 2(2), 223-235.
<http://dx.doi.org/10.1017/S1743923X06221044>

Mazur, A. G., & McBride, D. E. (2007). State feminism since the 1980s: From loose notion to operationalized concept. *Politics & Gender*, 3(4), 501-513.

Thursday, February 3

Hatem, M. F. (1992). Economic and political liberation in Egypt and the demise of state feminism. *International Journal of Middle East Studies*, 24(2), 231-251.

Okeke-Ihejirika, P. E., & Franceschet, S. (2002). Democratization and state feminism: Gender politics in Africa and Latin America. *Development and Change*, 33(3), 439-466.

Week 6

Tuesday, February 8

Kantola, J., & Squires, J. (2012). From state feminism to market feminism?. *International Political Science Review*, 33(4), 382-400.

AWID: where is the funding for women's movements?

Thursday, February 10

Eschle, C., & Maiguashca, B. (2018). Theorising feminist organising in and against neoliberalism: beyond co-optation and resistance?. *European Journal of Politics and Gender*, 1(1-2), 223-239.

Georgina Waylen (2021): Gendering global economic governance after the global financial crisis, *Review of International Political Economy*, DOI: 10.1080/09692290.2021.1888142

Week 7

Tuesday, February 15

Chu. (2011). Gender and “Land Grabbing” in Sub-Saharan Africa: Women’s land rights and customary land tenure. *Development (Society for International Development)*, 54(1), 35–39. <https://doi.org/10.1057/dev.2010.95>

ActionAid: [Local Women Farmers Climb Africa’s Tallest Mountain to Demand Their Land Rights](#) (read the article and watch the short YouTube video)

- **Choose your own adventure assignment due on Wednesday, February 16 at 8PM**

Thursday, February 17

Winfield, J. J. (2020). *[‘Lobowa, Lobowa!’ Naked Defiance in the Struggle for Land in Amuru District, Northern Uganda](#)* (Master's thesis).

Ebila, F., & Tripp, A. M. (2017). Naked transgressions: Gendered symbolism in Ugandan land protests. *Politics, Groups, and Identities*, 5(1), 25-45.

Week 8

- **Rough draft of research paper due on Monday, February 21 at 8PM**

Tuesday, February 22

UNWomen: [Democratic Backsliding and the Backlash Against Women’s Rights](#)
From *The Atlantic* The New Authoritarians are Waging War on Women

Thursday, February 24

“Misogynistic Men Online”

“Demographic Fever Dreams”

Week 9

- **Peer Reviews due on Monday, February 28 at 8PM**

Tuesday, March 1

Banning the Bomb

Thursday, March 3

Banning the Bomb

Week 10

Tuesday, March 8 TBD

Thursday, March 10 TBD

Reading days: March 12 - 13

- **Final paper due at noon on Tuesday, March 15.**