

INTS 330-01: Women In World Politics
Global Perspectives On Women's Issues, Rights, and Movements

Fall 2011
T/TH 11:00 – 12:15 PM, 208 Kennedy

Professor Risley
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Office hours: Thurs. 1 - 2 pm
 Fri. 10 - noon
 (or by appointment)

This course examines contemporary issues that affect women around the world, including the “War on Terror,” sex trafficking and sex tourism, gender violence, and economic globalization, among others. Politics can have a dramatic impact on women’s lives and livelihoods: women are often victims of human rights violations; they lack the political and legal rights granted to men in some contexts; and their socioeconomic status can be precarious due to the vagaries of the global market and the “feminization” of poverty.

At the same time, women cannot be viewed merely as marginalized “victims” of global politics. In this course, we analyze women as political actors and agents of change, paying special attention to the diverse ways in which they “do politics.” To illustrate, some women resort to violence to achieve their political objectives, while others dedicate their lives to peace and non-violence. Women also mobilize on both the far left and the far right of the political spectrum. Case studies of female suicide bombers, armed revolutionaries, “motherist” groups, and other actors will highlight the diverse expressions of women’s politics.

By participating in this course, you will learn to analyze women and politics *comparatively* across nations in Africa, the Middle East, Latin America, Asia, and East-Central Europe and the former Soviet Union. You will become proficient at analyzing politics *critically* by engaging gender studies, an exciting (and relatively new) field within comparative politics and international relations. Students will also be asked to reflect on the ethnic, class, religious, and other identities that shape women’s political goals and actions. In addition, you will have the opportunity to do independent research on a country and topic of your choosing.

Requirements

Your final grade is based on the following components:

Issue monitoring report	10%	Due 9/29
Research paper	35%	Due 12/12
Two essays	25%	Due 10/10, 11/22
Reviews of readings	15%	Dates vary
Participation	15%	

- *Issue monitoring:* You will select a theme that interests you and become an expert on it by consulting outside sources. You will turn in a brief report on the issue, discuss your findings with the class, and build on this research agenda, which will culminate in a longer research paper (see below). Instructions will be provided.
- *Research Paper:* You will spend a significant amount of time this semester researching a topic and country of interest to you; try to set aside time *every week* for the large amount of outside reading required to write a high-quality paper. We also will devote several class periods to these projects: you will share your work in progress as well as the findings of your research with the other members of the class. The paper should be 15-18 pages in length. Detailed instructions will be distributed.
- *Essays:* In lieu of in-class exams, you will complete 2 take-home exams in the form of essay questions. These questions will require synthesis, analysis, and evaluation of the course materials; accordingly, you are free to consult your notes and readings.
- *Reviews of Readings:* You will prepare a minimum of 2 short papers (of approximately 4 pages) that critically evaluate the readings assigned for certain class sessions. You will volunteer to serve as discussion leader for that session, as well. This entails circulating your review the evening before and preparing questions, handouts and/or other materials that will facilitate discussion and debate. Guidelines for these papers and for leading discussion will be distributed. (Note: I reserve the right to assign additional reviews and other written work if our class discussions are lackluster.)
- *Participation:* The course will mostly have a seminar-style format. This means that you must come to class prepared to discuss and evaluate the readings, to make connections to prior class sessions (and your existing knowledge on the topic), and to share the findings of your own research. The success of the course depends on your willingness to contribute in these ways. Your participation grade is determined by your attendance record and your in-class contributions.

The grading scale for the course is as follows: A (100-93); A- (92-90); B+ (89-88); B (87-83); B- (82-80); C+ (79-78); C (77-73); C- (72-70); D+ (69-68); D (67-63); D- (62-60); F (59 and below).

Class policies

- Honor Code: It is expected that the College's Honor Code will govern the work that you do in this course, as well as your conduct in class. Pertinent information is available at: <http://www.rhodes.edu/campuslife/1478.asp>.
- Absences: Students with **four** or more *unexcused* absences automatically receive a failing participation grade. *Excused* absences entail providing documentation of a personal or family emergency (e.g., illness) or prior commitment (e.g., jury duty) and are subject to the instructor's approval. Personal travel is not a valid reason for missing class; make your plans accordingly.
- If you participate in student athletics or other extra-curricular activities, it is your responsibility to inform me of travel/conflicts as soon as you know your schedule for the semester. You should prepare and turn in assignments early whenever possible.
- Tardiness: Arriving late to class more than 1-2 times signals to me that this is a low-priority course for you. As a result, your participation grade will be lowered by one whole letter grade.
- Please refrain from using cel phones or other electronic gadgets during class. Laptops should be used strictly for note-taking.

- Assignments submitted via email will not be accepted unless explicitly noted otherwise by the professor. I mark late work down one-third of a letter grade per day (for instance, an A becomes an A-, then a B+, etc.) until I receive a hard copy.
- If you have a documented disability and wish to receive academic accommodations, please contact the Office of Student Disability Services at x.3994 as soon as possible.
- I encourage you to visit me during office hours to discuss assignments, study skills, issues raised in class, current events, etc. Keep in mind that the quality of your written work may be improved by visiting the Writing Center, where tutors assist students during multiple phases of the writing process.

Readings

There are no texts to purchase at the Rhodes Bookstore for this course. All required readings are available in my public folder, where they are saved under the author's last name (unless noted otherwise). Hard copies will also be kept in a folder in the IS Department office (on the bookcase to the left of my office door). Readings must be completed before the class meetings under which they are listed.

I will assume that you are in the daily habit of reading high-quality sources of international news so that you can incorporate current events into our class discussions.

Course schedule

TH, 8/25: Greetings & introduction to the course

Part One: Conflict and Militarism: Effects on Women and Women's Responses

T, 8/29: International relations scholarship: Where are the women?

- Al-Ali and Pratt. "Women's Organizing and the Conflict in Iraq Since 2003." *Feminist Review* (2008).
- Tickner. *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*, Ch. 1.

TH, 9/1: Women in global politics: An overview

- Tickner. *Gendering World Politics...*, Ch. 2.
- Henderson and Jeydel. *Participation and Protest*, Ch 2.

T, 9/6: Rape as an instrument of war and terror

Case study: The Balkans

- Enloe. *Maneuvers*, Ch. 4.
- Henderson and Jeydel. *Participation and Protest*, Ch. 11.
- Recommended: "Rape victims' babies pay the price of war." Available at: http://www.guardian.co.uk/world/2000/apr/16/balkans_and_Polgreen. "Darfur's Babies of Rape Are on Trial From Birth." *New York Times* (Feb. 11, 2005).

TH, 9/8: Militarized prostitution: “Boys will be boys”?

- Enloe. *Maneuvers*, p. 65-103.

T, 9/13: Militarizing motherhood

Case study: Russia

- Sperling. “The Last Refuge of a Scoundrel: Patriotism, Militarism and the Russian National Idea.” *Nations and Nationalism* (2003).
- Caizza. *Mothers and Soldiers: Gender, Citizenship and Civil Society in Contemporary Russia*, Ch. 7.

TH, 9/15: Women and dictatorship: Women on the left and on the right

Case study: Chile

- Power. “Defending Dictatorship: Conservative Women in Pinochet’s Chile and the 1988 Plebiscite.” In *Radical Women in Latin America*.
- *Recommended:* Koonz, *Mothers in the Fatherland*, p. 177-200 only.

Note: We’ll watch the documentary *In Women’s Hands* in class.

Reminder: Statement on the issue you’re monitoring this semester and a working bibliography are due in my office on Monday, 9/19, no later than 2 PM! (See research paper handout for instructions).

T, 9/20: “Motherist” movements in Central America

Case studies: El Salvador and Guatemala

- Schirmer. “The Seeking of Truth and the Gendering of Consciousness.” In ‘Viva’: *Women and Popular Protest in Latin America*.
- *Recommended:* Essay by the Tiananmen Mothers, available at: <http://hrichina.org/content/5349>; interview with Ding Zilin, available at: <http://www.hrchinainfo.org/content/3785>

TH, 9/22: Women in movement post-9/11

Case study: US

- Couch et al. “Victims’ Groups Following the 9/11 Terrorist Attacks.” *Sociological Inquiry* (May 2008).
- Article on the “Jersey Girls” (9/11 Widows), available at: <http://www.commondreams.org/headlines04/0401-02.htm>
- *Recommended:* “Why We Need Women’s Actions and Feminist Voices for Peace.” Available at: <http://www.starhawk.org/activism/activism-writings/womensvoices.html>

Essay 1 topics distributed

T, 9/27: The “War on Terror” and Muslim women

Case study: Afghanistan

- Hunt. “‘Embedded Feminism’ and the War on Terror.” In *(En)Gendering the War on Terror: War Stories and Camouflaged Politics*, ed. Hunt and Rygiel.
- *Recommended:* Gaer. “Mainstreaming a Concern for the Human Rights of Women.” In *Women, Gender, Human Rights: A Global Perspective*, ed. Agosin.

Note: We’ll watch the documentary *Beneath the Veil* in class.

TH, 9/29: Research workshop

- No reading assignment.

Issue monitoring paper due at beginning of class
(please come prepared to discuss your preliminary research)

T, 10/4: Women who engage in violence

Spotlight on: Central America

- Shayne. *The Revolution Question*, Chs. 1 & 2 (and just skim p. 25-34).
- Kampwirth. “Women in the Armed Struggles in Nicaragua: Sandinistas and Contras Compared.” In *Radical Women in Latin America*.

TH, 10/6: Women who engage in violence con’t

Spotlight on: Chechnya, Middle East

- Sjoberg and Gentry. 2008. *Mothers, Monsters, Whores: Women’s Violence in Global Politics*, Chs. 4 & 5.

Reminder: Essay 1 due in my office on Monday, 10/10, no later than 2 PM!

T, 10/11: What explains violent behavior?

- Bloom. “Female Suicide Bombers: A Global Trend.” *Daedalus* (Winter 2007).
- Sjoberg and Gentry. 2008. *Mothers, Monsters, Whores...*, Ch. 7.
- *Recommended:* Documentary *Women of Hezbollah* (22 min.). Available at:
<http://www.youtube.com/watch?v=80dBIxJmiZ0> (Part 1)
<http://www.youtube.com/watch?v=rk5xkJKDZ8A&feature=related> (Part 2)

TH, 10/13: The conundrum of “culture” in international studies

- Narayan. Selection from *Dislocating Cultures: Identities, Traditions, and Third-World Feminism*.

- *Recommended:* Documentary, *Born Into Brothels* (85 min.). Available in the Media Center (HQ792 .I4 B67 2005).

T, 10/18: No Class (Fall Recess)

Part Two: Women in Politics in an Era of Global Political and Economic Transformation

TH, 10/20: Women's political representation in longstanding democracies

Case study: Sweden

- Sainsbury. "Women's Political Representation in Sweden: Discursive Politics and Institutional Presence." *Scandinavian Political Studies* (2004).
- Dahlerup and Freidenvall. "Quotas as a 'Fast Track' to Equal Representation for Women." *International Feminist Journal of Politics* (2005).

T, 10/25: Women's political representation in emergent democracies

Case studies: Kenya and Ghana

- Aubrey. "Gender, Development, and Democratization in Africa." *Journal of Asian and African Studies* (2001).
- Tripp. "Transnational Feminism and Political Representation in Africa." Paper presented at the American Political Science Association Annual Meeting (2004).

TH, 10/27: The status of women in post-communist nations

- Wolchik. "Gender and the Politics of Transition in the Czech Republic and Slovakia." In *Women and Democracy*, ed. Jaquette and Wolchik, Ch.7.
- Matynia. "Women After Communism: A Bitter Freedom." *Social Research* (Summer 1994).

T, 11/1: Post-communism, neoliberalism, and migration

Case study: Moldova

- Keough. "Globalizing 'Postsocialism': Mobile Mothers and Neoliberalism on the Margins of Europe." *Anthropological Quarterly* (2006).
- *Recommended:* Tickner. *Gendering World Politics*..., p.104-124.

Essay 2 topics distributed

TH, 11/3: Sex trafficking

- Soderlund. "Running from the Rescuers: New US Crusades Against Sex Trafficking and the Rhetoric of Abolition." *NWSA Journal* (2005).

T, 11/8: Sex tourism: The comparative advantage of women's bodies

- Enloe. *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, p. 31-41.
- Wonders and Michalowski. “Bodies, Borders, and Sex Tourism in a Globalized World: A Tale of Two Cities, Amsterdam and Havana.” *Social Problems* (2001).

TH, 11/10: Workshop on research papers

- Bring your questions, concerns, and inspirations to class to discuss.

T, 11/15: Gender-based activism within the anti-globalization/global justice movement

- Eschle and Maiguashca. *Making Feminist Sense of the Global Justice Movement*, Chs. 5 & 6.

TH, 11/17: Ecofeminism, women, and environmental activism

Case study: India

- Angeles and Tarbotton. “Local Transformation through Global Connection: Women’s Assets and Environmental Activism for Sustainable Agriculture in Ladakh, India.” *Women’s Studies Quarterly* (2001).
- Shiva. “Special Report: Golden Rice and Neem: Biopatents and the Appropriation of Women’s Environmental Knowledge.” *Women’s Studies Quarterly* (2001).
- *Recommended:* Shiva, brief selection from *Biopiracy* (saved in public folder under “Shiva 2”).

T, 11/22: Guest speaker TBA

- Reading assignment TBA.

Essay 2 due at the beginning of class

TH, 11/24: Happy Thanksgiving (no class)

T, 11/29: Presentations and discussion of research papers

TH, 12/1: Presentations and discussion of research papers con’t

T, 12/6: **Last class meeting**

Reminder: Research papers due Monday, 12/12 in my office by 2:30 PM!

Note: The above schedule is subject to modification if the instructor deems it necessary.