

of sexuality in pursuit of militarization, globalization, and security. We ask how gender divisions and refusal to recognize sexual difference have been incorporated into states' ideologies, institutions, and decision processes. Has women's heightened presence in politics (in some countries) reduced gender gaps in power or has LGBTQ activism brought gender non-conforming political subjects fully into the political community? Throughout, we consider the ways in which people have responded – challenging and/or conforming – to the gendering of politics and the gendered expectations of particular states.

LEARNING GOALS

Upon completion of the course, learners will be able to

- Recognize the utility of using gender as an analytical tool through which to make sense of politics, states, and power relations;
- identify gendering processes in contemporary politics, in various national and cultural settings;
- discern effects of gender in interaction with other critical social identities and experiences – religion, race, class, sexuality, ethnicity, and national identity – in political life;
- express an understanding of politics that takes account of power in social arrangements, such as families and markets, as well as in governing structures and processes
- recognize the state as an autonomous, gendered political actor and observe its effects on the gender order of societies; and,
- identify important theoretical and methodological approaches to the study of gender, sexuality, and politics.

Writing & Speaking Goals

This course is designed to help you develop writing and speaking skills. Effective writing is a skill produced through practice: drafts, conscientious wording, and attentive revision. My responsibility is to guide that process and to acquaint you with resources to help you advance your skills. Developing them will require commitment and effort on your part. Use consultations with me and resources at the Academic Resource Center to achieve your writing goals.

Research Goals

Conducting worthwhile research begins with learning about the kinds of questions that investigators ask, evaluating their claims and evidence, assessing explanations, and then bringing your own findings and reflections to bear into conversation with their work. In this seminar, you will enhance your capacity to think astutely about how scholars approach and analyze gender; recognize important questions, concepts, arguments, and themes regarding gender and sexuality in politics; locate evidence and assess sources of information; and, deepen your discerning intelligence so as to develop your own insights.

Christine Murray is the Social Science Research Librarian familiar with collections and materials in and accessible through Ladd Library -- and in worlds beyond. Consult her early and often.

THE SEMINAR

In a seminar, participants take active part in producing knowledge about a topic; raising questions; listening to and speaking with others; leading class exploration and discussion of a topic; and, exploring ideas through close reading, writing, and reflection. Our classroom will be a collaborative space where my choice of topics and materials offer a guide for engaging the topic while your curiosity, insights, and interpretations enrich our study and learning.

COURSE MATERIALS and RESOURCES

Required Texts

- Canaday, Margot. 2011. *The Straight State: Sexuality and Citizenship in Twentieth-Century America*. Princeton, NJ: Princeton University Press.
- Enloe, Cynthia H. *Globalization and Militarism: Feminists Make The Link*. 2d ed. Lanham: Rowman & Littlefield. 2016.
- Fredrickson, Caroline. *Under the Bus: How Working Women Are Being Run Over*. New York: The New Press, 2015.

Lyceum is the repository for many assigned articles, videos, and links to resources. There, find also updates on readings and assignments, web links, announcements, and resources to help you execute assignments. Check the site regularly. Please alert me promptly if you experience any difficulties retrieving items from Lyceum or Library Reserves.

Research Guides and Style Manual

The Library hosts *Research Guides* for Gender and Sexuality Studies and for Politics on its [Library – Research Guide](#) page. These offer a wealth of references for investigation of various course-related topics.

Use the Citing Sources link to find [Chicago Citation Style](#) recommendations for basic citation, notes, stylistic conventions, and guides for other writing tasks. Use *only* Chicago Style citation (in CMS or Turabian's more user-friendly adaptation of it) for papers in this course. Bookmark the Quick Guides for easy reference.

STUDENT RESPONSIBILITIES

In college, if something is unclear a class session, syllabus or assignment, it is your responsibility to seek clarification. Students are responsible for all assigned texts, oral presentation and writing assignments. Where you work in collaboration with others, you are expected to make substantive and consistent contributions to all group work assignments.

Attendance

Your presence and voice matter to the quality of learning during the semester. Come to class on time, every time. [We meet only twelve times during the semester](#); you are expected to attend all class sessions and required events. Official notification from the Health Services is not required in case of illnesses such as a common cold. In such a case, please email me. Absence on account

of illness – without official notification – is excused once during the semester. If you cannot attend because of a scheduling conflict, submit a Planned Absence form. Missing two sessions without official notification will result in loss of significant points toward the final grade. Missing more than two sessions, including activities assigned outside of class time, is grounds for failing the course.

A significant off-campus opportunity during the semester will connect our course to a cutting edge gender-politics issue. The **Maine Women's Summit on Economic Security** scheduled for **Wednesday, October 11th in Augusta from 8a.m. to 4:30 p.m.** will be integral to learning about women, gender, and state policy. Your attendance is required; so, please make arrangements to be off campus that day. Coverage of transportation and expenses for our participation is being arranged through the Harvard Center. If you experience a particularly challenging barrier let me know ASAP.

See the full *Course Policies* document for more information.

Assignments

Participation 13%

Abundant points for participation accumulate with regular attendance and active, thoughtful, and consistent contributions to discussion. I expect everyone to contribute generously in every class meeting with attention to ideas of your peers.

- **Stellar** participation begins thorough preparation and consists of active, thoughtful, consistent contributions to discussion and constructive responses to others' comments.
- **Satisfactory** participation reveals an acceptable level of preparation and means that your contributions are of good quality, but inconsistent, or you contribute frequently but pay little attention to others' comments.
- Your participation will be deemed **Average** if it is infrequent or perfunctory and reveals preparation with little thought.
- Few points will accrue if your participation is rare and/or reveals **Poor** or *careless* preparation.

Writing

In-class and Informal Writing

In class writing will take a variety of forms and are designed to stimulate your thinking, use writing as a method for thinking, and help you further develop competence in composing. These short, impromptu writings are intended, as well, to help us move discussions of course material forward, or show where we might be getting stuck. Though these are not allocated individual grades, you must complete them all in order to pass the course.

Formal Writing

Weekly Short Responses 18%

- Anatomy of a Reading
- Discussion Questions (w/ text reference)
- Close Reading Paragraph reflecting on a central concept or theme in one text

Write one of these three short assignments in response to an assigned reading or film. For the first week everyone should complete an “Anatomy”; second week, write Discussion Questions; third week, write one paragraph closely examining a major theme in or aspect of one text. In subsequent weeks, complete two more of each Short Response for a total of nine. They are due the day the texts are assigned. The “Anatomy” form and guides for writing strong discussion questions are posted on Lyceum. These short writing tasks help you develop analytical reading skills, important for future thesis work.

Reflection Papers 24%

Submit a polished one-page review of the weeks’ readings. Develop a critical (i.e., discerning) reflection, that is, one that takes a position in response to the readings and uses evidence to support that position. *Do not summarize the texts.* Your goal is to develop a penetrating discussion of a central theme, a conceptual or practical issue which you think was raised by the assigned texts. You may want to quote a compelling sentence to help you identify and examine authors’ central questions, major themes, debates, or perspectives. Or, refer to a current event illuminated by the writings and explain. The purpose of the weekly response is to give you an opportunity to ponder the readings and discuss the knowledge they generate. Do your reading well in advance so that you can craft pithy and polished prose. This assignment will prepare you to be an active and engaged participant in seminar conversations. Each week one to two students will read their papers to the class and we will discuss their observations. Late reading responses will not be accepted. Complete eight Reflection Responses.

Literature Review 25%

The preceding assignments are all designed to prepare you to conduct a review of scholarly literature on a topic that examines some aspect of the gender/sexuality – state relationship. A literature review identifies existing scholarship on your chosen topic and briefly describes the state of knowledge about it. *What do They Say?* Once you take stock of major approaches or questions, identify a debate perhaps, or point to a gap or significant omission, pose a question for research. This initial review of relevant literature helps you design a question or problem that you could investigate (in a thesis, perhaps). *What do You Say?* Develop a research question and explain how investigating it will contribute to knowledge on the topic. This tells your readers that your work is "in conversation" with those of researchers who study this topic and that you have developed your question – not from thin air – but from your understanding of current knowledge as well as your curiosity about related ideas worth knowing. This 10-page paper will include intermediate assignments (topic, initial sources, intro paragraph) during the semester. The final full version is due Friday, December 8th.

See the guide on Lyceum for more information.

Seminar Discussion Leadership 20%

Each student is responsible for working with another class member to design and lead class discussion twice during the semester. This entails locating a central problem and one or two major theme(s), finding an additional resource to bring into conversation with assigned texts, crafting questions and/or a learning activity aimed at engaging class members in a focused, substantive

discussion. You are encouraged to use additional materials – news articles, short video clips, music, maps, or historical documents – to engage and extend our thinking.

Preparation responsibilities include:

- meeting with me briefly and no later than the preceding Friday to review your plan for class discussion;
- bringing a brief but thoughtful outline (1 page, tops!) of the main points – themes, perspectives, debates, links, etc. – you find which you wish to address; and,
- posting two discussion questions to the class email list or Lyceum page no later than Wednesday at 9a.m.

Grades for discussion leadership will be based on the quality of preparation, content, and presentation. See the guide on Lyceum for more information.

* * * * *

SUMMARY OF GSPT 347 COURSE REQUIREMENTS

Participation	10%
Writing	
• Short Responses (9)	18%
• Reflection Papers (8)	24%
• Literature Review	25%
Discussion Leadership (2)	23%

Grading

A = Excellent: Work shows exceptional thought, creativity, and intellectual sophistication; demonstrates skill in clear, coherent presentation and is, overall, outstanding.

B = Very Good: Original Work, significantly above the basic requirements, yet may show some confusion in development of ideas, lack appropriate support or one required element, or contain minor flaws throughout the presentation (orally or in writing).

C = Adequate. Work meets the basic requirements but lacks original thought, required elements, or developed discussion. Presentation is unclear or confusing and may contain systematic errors in one or more major mechanical (grammar, spelling, punctuation) elements.

D = Achievement worthy of credit even though it does not fully meet the basic requirements in every respect because it may embody consistently underdeveloped ideas and discussion, is presented in a deeply flawed or elementary style. Work may show trivial effort to fulfill requirements of the assignment.

F = Work not submitted or is plagiarized.

For all of your papers:

I urge you, regardless of class rank or grade-point average, to use *Academic Writing Center* as a resource to advance your writing skills. Everyone who writes can learn ways to make their writing shimmer. *ARC peer and professional* staff members help writers develop their craft.

- Submit typed, double-spaced text printed in 12-point font with one-inch margins. Number each page of your paper and staple them. Use spell check and review drafts for grammatical and other mechanical errors.

- Bring hard copies of your papers to class and submit them before the end of that session. When papers are due on another day of the week, leave them with the AAA, Ms. Hawks in Pettengill 125 before the deadline hour. It is against college policy to leave them in the box on my office door.
- You may print your paper on the clean backs of (white or pastel) paper you are recycling. Do not use a separate cover page; it wastes precious resources.
- Keep a copy of your paper in case of a catastrophe.
- For writing tips and citation questions, use the guide recommended for Politics, *Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations*. It is available in Ladd Library Reference collection and on its web page.
- *Whenever* you paraphrase or draw upon another writer's ideas, refer to the source and include a citation in your notes and bibliography. Use appropriate citation and punctuation for direct quotes. See *Turabain* or the *Chicago Manual of Style*. In bibliographies or reference lists, use a full citation entered in the format recommended by the guide for the type of material you are referencing. Likewise, use the proper form for text, end- or foot-notes. I subtract points for incorrect, inconsistent or sloppy reference formatting.

You must successfully complete all course work to qualify for a passing grade. Assignments must be turned in on time in class on the day they are due. Late work is fervently discouraged. Late assignments *may* be accepted if instructor permission is granted explicitly in advance; requests – due to an emergency – must be accompanied by Official Notification from Health Services. Late work without an excuse will lose one-third of a letter grade for each day overdue, in fairness to students who have met the deadline. Projects submitted 5 days late receive an automatic F! Extreme circumstances, such as documented medical or family emergencies, may warrant exceptions to these terms.

Course Resources and Policies – in Brief*

Please note that in college, if something is unclear in a syllabus or in a class session, it is your responsibility to seek clarification. *See the full document, *Course Resources and Policies* which is posted on the Lyceum page for thorough discussion of these matters. Please do not hesitate to contact me about a concern you may have.

Office Hours

Come during office hours at any point if you find that something in a class session, a reading, or in the syllabus is unclear. I hope you will always feel welcome to meet with me to discuss feedback on or strategies for your writing, your progress in the course, or any difficulty you may be having related to our seminar. Please note that I hold Tuesday office hour in Pettengill, and on Thursdays I hold the office hour in the OIE, 142 Chase Hall.

Email

Check **your Bates email** daily. Email is the primary way I communicate with you outside of class. I usually check email on weekdays at the beginning and end of the business day. Use the subject line to inform me about your question; that helps me recognize its urgency. Normally, I try to respond to email and office phone messages within 24 hours. Messages sent after 9 pm are most likely to get a response by afternoon of the following (week) day.

Class Decorum and Professionalism

As liberal arts college students you are being groomed for futures in the professions, so you should comport yourselves professionally. Practice active and respectful listening. We don't always need to agree, but we can learn much by being curious about why someone thinks the way they do. Your contributions (or mine) need be "self-censored" or "PC". More to the point is understanding that different life experiences give people different "takes" on issues. If you have any concerns, I hope you will bring them to my attention.

Electronic Devices

Computers, tablets and other electronic devices are distracting and are not to be used during class meeting times. Turn off your cell phones before coming to class. Devices may be used if you have received individual permission from me. If successful learning requires you to use a computer for note-taking, please sit in front and use only programs specific to your in-class learning. If you use one of these devices or programs during a class session, you will be asked to leave and counted as absent.

This means that you need to bring hard copies of the texts to every class. If you are reading electronic versions of texts, bring hard copies of pages containing critical elements of the authors' discussions. You need to be able to find key passages quickly and have ready access to your marginal notes, questions, and reactions to the writers' works.

Academic Integrity

As a Bates student you have joined an academic community deeply engaged in inquiry, intellectual exchange, and the testing and creation of knowledge. This is now your academic community, and you are invited to add your voice to the ongoing scholarly conversation – a conversation that values, acknowledges, and depends on the work and ideas of others.

Part of our course work includes learning how to reference others' work, by properly citing sources, and implementing other conventions of academic honesty. Using and crediting sources properly not only lends credibility to your work but also keeps you clear of plagiarism. Misusing sources can take many forms. I urge you to become familiar with them. Upholding academic integrity means that the work you submit must be your own unless collaboration is specifically allowed, that you use only those resources allowed, that you express yourself in your own words unless you are quoting, and that you properly acknowledge and cite the ideas, information, and other work that you used or that contributed to your understanding.

Your academic work is governed by the [Bates College Statement on Academic Integrity](#), and by any additional standards I set in this syllabus or in individual assignments. This document provides a fuller discussion of academic integrity and definitions of plagiarism, misuse of sources, and cheating. Consult and abide by [Bates' Academic Integrity Policy](#).

You are responsible for reading the Statement carefully and abiding by its terms. If you have any questions about how to use sources, consult the [Guide to Working with Sources](#) (pdf) that Bates presents to every student. Using and crediting sources properly not only lends credibility to

your work but also helps you avoid **plagiarism** and **misuse of sources**. Violations of academic integrity are serious and can result in severe repercussions. If you violate the policy, I will assign a failing grade for the assignment and refer the matter to Student Affairs for possible institutional action.

Accommodation

It is my goal to create a learning experience that is as accessible as possible. If you anticipate any issues related to the format, materials, or requirements of this course, please meet with me outside of class so we can explore strategies and options. Students with disabilities, or those who suspect they may have a learning challenge, may also wish to work with the Office of Accessible Education and Student Support to discuss a range of options to removing barriers in this course, including official accommodations.

Please visit the [Accessible Education and Student Support](#) website for contact and additional information. If you have already been approved for accommodations through the Office of Accessible Education, please meet with me so we can develop an implementation plan together. I will implement recommended accommodations to improve the learning environment in our FYS for all concerned.

Non-Discrimination Statement

Bates is committed to creating and fostering a learning and working environment based on open communication, mutual respect, and a celebration of “the transformative power of our differences.” If you encounter sexual harassment, sexual violence, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity or expression, or disability, we encourage you to report it to Gwen Lexow, Director of Title IX and Civil Rights Compliance, at glexow@bates.edu or 207-786-6445. Additional information, including a list of support resources, is available at bates.edu/sexual-respect and bates.edu/diversity-inclusion.

Sexual Misconduct Policy

Bates is committed to providing a community built on trust and mutual respect, where all can “work, study, live and learn together productively and safely.” The College prohibits all forms of sexual harassment, sexual misconduct, and gender-based violence on our campus. Sexual misconduct - including sexual violence, sexual assault, intimate partner violence, and stalking - violates a person’s dignity and rights, violates federal and state civil rights laws, and may be subject to criminal prosecution as well as College action. We encourage all members of our campus community to seek support for and report all incidents of sexual harassment and sexual misconduct directly to the Title IX Officer, the Deputy Title IX Coordinators or Bates Security who will assist in eliminating the misconduct, preventing its recurrence, and addressing its effects. www.bates.edu/sexual-respect/. Bates offers opportunities for students, staff and faculty to learn to support targets of and interrupt sexual misconduct. Check out Green Dot Bystander Intervention Resources at <http://www.bates.edu/campus/greendot/cats/>.

Pronouns

Students and faculty increasingly request an explicit designation of the pronouns a faculty member uses to self-describe. Such a practice is consistent with Bates ideals and the college's Non-Discrimination Policy. Included in the full version of Course Policies is a table of pronouns that are increasingly used by faculty and staff at Bates. Some examples of "pronoun statements" that faculty and staff have added to their email signatures are

They/Them

Lexie Mucci

Pronouns: They/Them

Program Coordinator

Office of Intercultural Education

Bates College

She/Her/Hers

Jessica Perez

Assistant Dean of Students for Student Transition & Support

The goal of this practice is not to police the use of pronouns used by any Bates student or employee. Rather, by indicating the pronouns an individual prefers to use, that individual explicitly refuses to normalize the gender binary and creates space for students who do not identify with it to assert the identity the student feels most comfortable with.

Schedule of Readings

Week 1 ~ Introductions

September 6: Introductions and Syllabus Review

Introductions

In-class viewing

"The Life and Times of Rosie the Riveter." 1987. Produced and directed by Connie Field. Los Angeles, Calif.: Direct Cinema Ltd. 65 min. Videocassette.

- Practice writing "Anatomy of a Reading" on the following text

McAdam, Doug. "Gender Implications of the Traditional Academic Conception of the Political." In *Changing Our Minds: Feminist Transformations of Knowledge*, edited by S.Hardy Aiken, et al., 59-76. Albany: State University of New York, 1988.

Week 2 ~ Concepts and Case: Gender and / Gendering Politics

September 13

Beckwith, Karen. 2005. "A Common Language of Gender?" *Politics & Gender* 1 (2005):128-137.

Connell, Raewyn and Rebecca Pearse. *Gender in World Perspective*. 3d ed. Cambridge: Polity, 2009. Ch. 1, "The Question of Gender" pp. 5-12.

Zinn, Maxine Baca, Pierrette Hondagneu-Sotelo, and Michael A. Messner, eds. "Introduction: Sex and Gender through the Prism of Difference." *Gender through the Prism of Difference*, 1-10. 3d ed. New York: Oxford University Press, 2005.

van Allen, Judith. "[Sitting on a Man': Colonialism and the Lost Political Institutions of Igbo Women.](#)" *Canadian Journal of African Studies*, 6 (2) Special Issue: The Roles of African Women: Past, Present and Future (1972): 65-181.

- Bring hard copies to class with your notes, comments, questions, and critiques.
- Due: Anatomy of one text and 1-page Reflection paper

Week 3 ~ Concepts and a Case: the State

September 20

Brush, Lisa. "Where the Power Is." *Gender & Governance*. Lanham, MD: Rowman & Littlefield Publisher, 2003.

Htun, Mala. "What It Means to Study Gender and the State." *Politics & Gender* 1 (2005): 157-66.

Canaday, Margot. *The Straight State: Sexuality and Citizenship in Twentieth-Century America*. Princeton, NJ: Princeton University Press, 2011. Read Introduction, pp.1-13.

Mohanty, Chandra Talpade. "Introduction: Cartographies of Struggle." In *Third World Women and the Politics of Feminism*, ed. Mohanty, Russo, and Torres, 1-40. Philadelphia: Temple University Press, 1991. While important as a whole, this chapter contains critical pages for our purposes. Please be sure to read pp. 1-18 (mid-page); 21 (above the sub-heading) - 32; and 39-40.

Recommended: here is a story about how gender has been built into a political system, available for you to skim.

Kann, Mark. 1999. "Disorderly Men." Chapter in *The Gendering of American Politics: Founding Mothers, Founding Fathers, and Political Patriarchy*. Westport, CT.

- Please bring two discussion questions along with your notes, questions, and comments to class. Write one question about one of the texts. Write at least one other that asks us to think about more than one text. These should be designed to prompt discussion (rather than fact-finding). See the "[Writing Discussion Questions](#)" guide at the top of this page.

Week 4 ~ Gendering Citizenship, States and Contexts

September 27

Walby, Sylvia. "Is Citizenship Gendered?" *Sociology* 28, 2 (1994): 379-395.

Pateman, Carole. "Equality, Difference, Subordination: the Politics of Motherhood and Women's Citizenship." In *Beyond Equality and Difference: Citizenship, Feminist Politics and Female Subjectivity*, ed. G. Bock and S. James, 17-31. New York, Routledge, 1992.

Hill Collins, Patricia. "Producing Mothers of the Nation: Race, Class and Contemporary US Population Policies." In *Women, Citizenship and Difference*, ed. N. Yuval-Davis and P. Werbner, 118-129. New York: Zed, 1999.

Case:

Salazar Parreñas, R. 2001. "Transgressing the Nation-State: The Partial Citizenship and 'Imagined (Global) Community' of Migrant Filipina Domestic Workers." *Signs: Journal of Women in Culture and Society* 26, 4:1129-1154. The **parts** of this article which seem particularly relevant are pp 1129-38, 1142-(top of)-45, and 1151-52.

- Write a **Close Reading Paragraph**: write one paragraph in which you closely examine Content (a major theme, central concept, or theory in one text), or another significant aspect – Argumentation & Style, Analysis – in a single text. Add a sentence or two of Final Reflections, offering your thoughts about what does and doesn't work for you in the material. Consult the "[Reading Generously / Preparing to Critique](#)" handout at the top of the Lyceum page. There you will find helpful hints for thinking about Content, Argumentation & Style, and Analysis along with a couple of questions about Final Reflections.

Week 5 ~ Economic Inequality as Dimension of Gendered Citizenship: Gender, Labor, and State Policies

October 4

Fredrickson, Caroline. *Under the Bus: How Working Women Are Being Run Over*. New York: The New Press, 2015. Read Intro, and Ch,1-2.

National Domestic Workers Alliance. n.d. "[Raising Standards](#)" and "[Worker Organizing and Leadership](#)." Accessed September 27, 2017. (Click on titles to reach pages.)

Goss, Kristin A. and Shauna L. Shames. "Political Pathways to Child Care Policy: The Role of Gender in State-Building." *Women and Politics around the World: A Comparative History and Survey*, ed. Joyce Gelb and Marian Lief Palley, 143-157. Santa Barbara, CA: ABC-CLIO, 2009.

Recommended:

Mink, Gwen. "Welfare as a Condition of Women's Equality." In *Welfare's End*. Ithaca, N.Y.: Cornell University Press, 1998.

Week 6 ~ Women's Economic (In)Security, and State Policies

Wednesday, October 11 ~ [Maine Women's Summit on Economic Security: Forging Our Future Together](#) Summit 9:00 AM – 4:30 PM Augusta, Maine Civic Center

Fredrickson, *Under the Bus*. Read chapters 6-7.

Institute for Women's Policy Research, "Gender Wage Gap and Public Policy." IWPR #507, February 2016.

Week 7

*** * * Fall Recess * * ***

Week 8 ~ Militarizing Women's Lives

October 25

Enloe, Cynthia. 2000. *Maneuvers: The International Politics of Militarizing Women's Lives*. Berkeley: University of California Press.

Read chapters 1,2,5,7 and Conclusion.

- Bring research topic ideas.

Week 9 ~ State-Constructed Sexuality, Sexuality Constructs the Administrative State

November 1

Canaday, Margot. *The Straight State: Sexuality and Citizenship in Twentieth-Century America*. Princeton, NJ: Princeton University Press, 2011.

Week 10 ~ Gendered Nationalisms

November 8

Anthias, F. and Yuval-Davis, N. 1989. "Introduction." In *Woman-Nation-State*, 1-15. New York: St. Martin's Press.

Tambiah, Yasmin. "Turncoat Bodies: Sexuality and Sex Work under Militarization in Sri Lanka." *Gender and Society* 19, no. 2 (2005): 243-61.

Blee, Kathleen M. "The Gendered Organization of Hate: Women in the U.S. Ku Klux Klan".

In *Right-wing Women: From Conservatives to Extremists around the World*, edited by Paola Bacchetta and Margaret Power, 101-114. New York: Routledge, 2002. [electronic resource]

Recommended (not required)

Joseph, Suad. "Women between Nation and State in Lebanon." *Between Woman And Nation: Nationalisms, Transnational Feminisms, and the State* edited by Caren Kaplan, Norma Alarcón, and Mino Moallem, 162-82. Durham, N.C.: Duke University Press, 1999.

Week 11 ~ Hyper-masculinity and State Terror - Women, Men, and Militarism
November 15

Decker, *In Idi Amin's Shadow: Women, Gender, and Militarism in Uganda*. Athens, Ohio: Ohio University Press, 2014. [electronic resource/ library e-book]

Read chapters 1,5,6,8,9 and skim the Conclusion.

- For this week's paper, write an annotation of the book based on your reading of these chapters. If you have time, also draft an annotation of an article that you are reading for your Annotated Bibliography. This might serve as helpful practice for your final paper.

~ Thanksgiving Recess ~

Week 12 ~ Gendered Security and Insecurity: In What Ways Are Women (and Men) Secure?

Wednesday, November 29

Bush, Lisa. "Work and Love in the Gendered U.S. Security State." *Gender, Violence, and Human Security: Critical Feminist Perspectives*, edited by Aili Mari Tripp, Myra Marx Ferree, and Christina Ewig, 109-31. New York: New York University Press, 2013.

Sutton, Barbara and Julie Novkov. 2008. "Rethinking Security, Confronting Inequality: an Introduction." *Security Disarmed: Critical Perspectives on Gender, Race, and Militarization*, edited by Barbara Sutton, Sandra Morgen, and Julie Novkov, 3-29. New Brunswick, N.J. : Rutgers University Press. [electronic resource]

Week 13 ~ Rethinking Gender and States

Wednesday, December 6

- Choose one text from the course to revisit for an opportunity to reflect on your learning and ongoing curiosity about gender and states.