

WGS 3037/POL 3037 Women and Global Issues
Department of Women's, Gender and Sexuality Studies
University of Cincinnati
Fall 2014
Tuesdays/Thursdays 11am-12:20pm
60 W. Charlton, Room 130

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Office hours: Thursdays 12:30-2:30 pm and by appointment

Course Description and Objectives

In this undergraduate course, which is offered by both Women's, Gender, and Sexuality Studies (WGSS) and Political Science for their undergraduate programs, we will consider why it matters to take women and gender issues seriously in global politics, what feminist issues look like from global and comparative perspectives, and how women and other less powerful and visible actors on the world stage organize transnationally for social justice. Through readings, videos, discussions, guest speakers, exercises, and assignments, we will address such questions as:

How does taking women seriously in global politics change how we view global problems and solutions? How are dominant approaches to global governance, global security, and global political economy gendered? What are global gender issues? How do women experience "global" gender issues differently in different parts of the world and depending upon their nationality, race and ethnicity, class, and sexuality? How do women organize locally, nationally, and internationally for gender and social justice? What are the costs of not seeing the negative effects of global politics on women and the positive impact women can have as local, national, and global actors for social, political, economic, and ecological justice? If the personal is political and international, how would you change the world as if women mattered?

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

- Challenge gender-blind approaches to global politics
- Complicate understandings of global issues through gender lenses
- Identify global gender issues
- Compare women's status and movements in various parts of the world
- Analyze multiple global sources and effects of women's oppression
- Evaluate women's/feminist movement successes and setbacks in various parts of the world
- Understand the difficulties facing and rewards that come from women organizing for social, political, economic, and ecological justice locally, nationally, and transnationally
- Critically engage with readings and videos to understand differing challenges women face in different parts of the world

Collaborate in groups for discussions, exercises, and reporting to deepen and pluralize analysis of women's struggles around the world and develop oral, cooperative, and organizing skills
Construct essays and blogs to develop writing and democratic participation skills
Recognize the necessity and complexity of the taking women and gender issues seriously in global politics

Required Texts (available in UC/Dubois bookstores and through Amazon as paperbacks or ebooks)

Basu, Amrita (ed.). 2010. *Women's Movements in a Global Era: The Power of Local Feminisms*. Boulder, CO: Westview Press.

Enloe, Cynthia. 2013. *Seriously! Investigating Crashes and Crises as if Women Mattered*. Berkeley: University of California Press.
Global Gender Issues

Runyan, Anne Sisson and V. Spike Peterson. 2014. *Global Gender Issues in the New Millennium, 4th Edition*. Boulder, CO: Westview Press.

Course Requirements

In this course, students need to engage in highly prepared, participatory, and interactive learning. Course assignments and class discussions require that you have read the assigned material in advance of the first day of class for the week for which they are assigned and are prepared to engage them.

The following assignments are required and are described in more detail in the course outline:

Module One:

Group Oral Report on CEDAW and gender quotas on 9/2: 10% (or 10 points)—group grade applied as individual grades
Individual Oral Report on group attributes, perspectives, and representation on 9/18: 10% (or 10 points)
Individual Oral Report on following PeaceWomen twitter feed on 9/25: 10% (or 10 points)
Midterm Take-Home Essay Exam due 10/7 before class: 20% (or 20 points)

Module Two:

Discussion Board post on women's/feminist movement site due on 10/16 before class: 5% (or 5 points)
Group Blog (20% or 20 points) and Discussion Board Questions for class discussion (5% or 5 points) on a contemporary women's movement campaign or gender issue in assigned country discussed in context of/based on country reading during Weeks 9-14: total of 25% (or 25 points) per group applied as individual grades
Final Take-Home Essay Exam due on 12/9: 20% (or 20 points)

Extra Credit Note: Notice of course-related extracurricular public lectures and activities will be passed on from time to time. Students will be encouraged to participate in these and for one or more such activities on which they submit some evaluative writing (nature of TBA) they can receive up to 5 points of extra credit for the course overall. Note also on that many websites visited in course list internship and job opportunities.

Course Policies

In this course, all informed points of view will be listened to and respectfully considered. In addition to being respectful of each other in class discussions and within groups, students are also expected to keep up with and critically engage with the readings, videos, and other course materials through in-class reporting and discussion assignments; electronically submit written work on time; and avoid plagiarism of any kind by appropriately documenting sources of quotations, ideas, and arguments.

Class attendance and participation are mandatory. While 1-2 classes missed will not result in a non-attendance penalty (although graded in-class activities missed will result in no points for those activities), 3 missed will result in a full grade deduction from the final grade and 4 or more classes missed will result in failure of the course without medical or other emergency documentation and making alternative arrangements for course requirements with me in such cases. Please let me know in advance if you are having problems with attendance, assignments, or course materials so I can help you in any way I can to be successful and to avoid poor grades, failures, or failures to complete the course.

Written assignments must be submitted by their due dates unless there is a documented medical or other emergency/serious problem (including technical ones) of which the instructor is informed of in advance of the due date so that adjustments can be made if warranted. Given the collaborative nature of this course, it is vital that students keep up and do their fair share on time so that they are responsive to and do not negatively affect the work of their student colleagues.

Blackboard support is offered by going to <https://canopy.uc.edu>, emailing helpdesk@uc.edu, or calling 556-4357 with any technical questions you have or problems you might experience. You should also contact me if you are having technical, assignment, submission, health, or other course problems by email (anne.runyan@uc.edu) or cell in emergencies (513-706-0125). I will respond to queries within 48 hours and will usually complete grading within a week of submission. I will advise students if I will be out of contact or delayed for any longer period.

All are expected to abide by the University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct. It is each student's responsibility to know and comply with the Student Code of Conduct, which defines behavior expected of all University of Cincinnati students and behavior considered misconduct. Sanctions and penalties are outlined. The Code of Conduct is available online at http://www.uc.edu/conduct/Code_of_Conduct.html. Definitions of cheating, plagiarism, and penalties are in the Code of Conduct. The definition of plagiarism includes, but is not limited to: copying another student's work, copying materials without proper citation, paraphrasing without proper citation and failing to cite all sources used and/or consulted. Examples of unacceptable plagiarism can be reviewed at: <http://www.Indiana.edu/~wts/wts/plagiarism.html#original> or <http://guides.libraries.uc.edu/integrity>.

If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that may influence your performance in this course, you should contact the instructor to arrange for reasonable provisions to ensure an equitable opportunity to meet all requirements of this course. At the discretion of the instructor, some accommodations may require prior approval by Disability Services.

Students can get help from the Academic Writing Center by visiting <http://www.uc.edu/aess/lac/writingcenter.html> or calling 556-3912 to schedule an appointment or a series of appointments with a tutor. It is important to schedule in advance and not wait until the end of the semester. If, on the basis of initial assignments, the professor sees that a student needs a writing tutor, that student will be referred to the Writing Center.

Sally Moffitt (sally.moffitt@uc.edu) is the UC Langsam librarian specializing in women's, gender, and sexuality studies and political science resources and you can contact her about any research assistance you might need. See also the Women's, Gender, and Sexuality Studies Langsam Library online Research Guide.

Grading (points/percentages) will follow the University schema: 93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 67-69 = D+; 63-66 = D; 60-62 = D-; below 60 = F

Any alerts about new course information/instructions will be done through Blackboard announcements and/or email. Cell phones are to be off during class and computer use in class is only to be for class purposes.

Course Outline (subject to some change; for example, note that we are now meeting twice one with the concurrent Women and Politics course and that doctoral student Mohzghan Malekan will be working with us to observe and assist with the course. These features have altered schedule a bit from first posting and also present the possibility for perhaps a shared Facebook page with Women and Politics class for ungraded postings/chats.)

Module I: Taking Women and Gender Issues Seriously in Global Politics

Week 1 (August 26, 28): Taking Women Seriously

Happy Women's Equality Day! (August 26 annually in US to commemorate women's national right to vote)—see <https://www.daysoftheyear.com/days/womens-equality-day/> and <http://www.theguardian.com/global-development/interactive/2011/jul/06/un-women-vote-timeline-interactive> and <http://www.infoplease.com/ipa/A0931343.html> for women's right to vote timeline internationally

Reading: Enloe, Chapter 1

Course Introduction (8/26)

Video (8/28): Cynthia Enloe on "Taking Women's Lives Seriously to Tally the Costs of the Iraq War" see <https://www.youtube.com/watch?v=BUVPm0vJINA>

Class Discussion (8/28): Sharing your stories of how the Iraq War affected you, your family, those you know or know of

Week 2 (September 2, 4): Women, Gender, and Global Issues

Reading: Runyan and Peterson, Chapter 1

Assignment and Group Discussion/Group Oral Report (9/2): See Chapter One, Question 2 on p. 273 of Runyan and Peterson and come prepared to discuss and report on questions (reading CEDAW online text in advance and discussing it and quota questions in small groups in class to present findings (about 5 minute reports) of each group (worth 10 points per group applied as individual grades)—after which we will view “The Secret Treaty” <https://www.youtube.com/watch?v=bbarsPSwMIQ&feature=youtu.be>

Video (9/4): “Half the Sky” Part 1

Class Discussion (9/4): Be prepared to discuss Chapter One, Question 3 on p. 274 of Runyan and Peterson after watching some of “Half the Sky” video in class

Week 3 (September 9, 11): Seeing the Personal as Political and International

Readings: Enloe, Chapter 3; Runyan and Peterson, Chapter 2

Class Discussion (9/9): Be prepared to discuss Chapter 2, Question 2 on p. 274 of Runyan and Peterson in both small groups and class overall

Class Exercise (9/11): Using the WomanStats Project Database (<http://www.womanstats.org/>)

Week 4 (September 16, 18): Women and Global Governance

Readings: Runyan and Peterson, Chapter 3; Basu, Introduction

Videos (9/16): “What UN Women Means to Me” and “One Woman”

<https://www.youtube.com/watch?v=Znh7Dt08Reo> and

<https://www.youtube.com/watch?v=Dnq2QeCvwpw>

Assignment: Individual Oral Reports (9/18): Engage in exercise described in Chapter 3, Question 2 on p. 275 of Runyan and Peterson prior to class and orally report (2-3 minutes) your individual responses (individual reports worth 10 points per student)

Week 5 (September 23, 25): Women, War, and Peace

Readings: Runyan and Peterson, Chapter 4; Enloe, Chapters 6 and 7

Video(9/23): “I Came to Testify” (part of Women, War, and Peace PBS series)

<https://www.youtube.com/watch?v=ayMCtiVzG2s>

Class Discussion: Film reactions and consideration of the limitations for international law to address sexual violence in and outside of armed conflicts

Video (9/25) “Side by Side: Women, Peace and Security” <http://www.unwomen.org/en/digital-library/videos?videoid=a2Br8DCRxME>

Class Discussion/Assignment: Be prepared to discuss the questions on the top of page 277 of Runyan and Peterson and after getting on twitter and joining to follow Peacewomen’s twitter feed (go to <http://www.peacewomen.org/>) for a week, provide individual oral reports (2-3 minutes each) on what you learned from doing this and any special tweets of interest (individual reports worth 10 points per student)

Week 6 (September 30, October 2) Women and the Global Economy

Reading: Runyan and Peterson, Chapter 5

Video (9/30): “Maquilapolis”

Class Discussion: Film reactions and consideration of how “our” consumption depends upon “other” women’s exploitation

Videos (10/2): “Vandana Shiva on Ecofeminism” <https://www.youtube.com/watch?v=fM8TLXjpWk4>
and “Vandana Shiva on Earth Democracy” <https://www.youtube.com/watch?v=8zGIN39VUo4>
Class Exercise (10/2): “Wheel of Women in the Global Economy”
Midterm Take-Home Essay Exam questions posted.

Week 7 (October 7) Gendered Economics

Readings: Enloe, Chapters 4 and 5

Video: “Davos 2013: Women in Economic Decision-Making”

https://www.youtube.com/watch?v=8Fz8UFC9r_o

Class Exercise: “Developing an Organizing Campaign”

Midterm Take-Home Essay Exam responses due before class (worth 20 points)

Module 2: Women’s and Feminist Movements Around the World in Comparative and Transnational Perspective

Week 8 (October 14, 16): Women’s Movements Worldwide

Readings: Runyan and Peterson, Chapter 6; Enloe, Chapter 8; possibly Basu, Chapter 12 on Iran

Guest speakers (10/14): tentatively a panel of doctoral students on women’s status and organizing in various parts of world

Assignment (due before class on 10/16): Find and post on the class discussion board a link to your favorite women’s/feminist movement site that takes on international issues or is outside the US and say something about why it is interesting to or inspiring for you (post worth 5 points). We’ll check out some of what you found and some other sites that may not be represented (including gender issues library databases). Also pay attention to blogs on such sites in order to produce your group blogs (accompanied by class discussion questions) described below.

Group Blogs and Discussion Questions Assignment during Weeks 9-14:

Students will pair up (in groups of 2 or 3) and choose/be assigned one of the country topics below. Each pair/group will search for a contemporary (within last 2 years) women’s/gender/feminist campaign/protest/issue in that country on the web, in social media, and in recent scholarship or databases (such as GenderWatch or the International Women’s Movements databases) and write together a 800-1000 word blog (uploaded to the internal class blog site) on that case that relates it to the analysis provided on gender issues and movements in the chapter in Basu on their assigned country. Additionally, each pair/group is to post three country-specific questions for class discussion on the Discussion Board based on their assigned chapter in Basu that encourage students to consider barriers to and prospects for local, national, and/or transnational feminist organizing and gender justice in that country context. Blog and Discussion Board posts must be up by the end of the Tuesday of each given week to give all time to read them (in addition to the Basu chapter for that week) and prepare for the class discussion that the pair/group will lead typically on the Thursday of that week. Producing a blog in the course designed to provide you with the skills and/or opportunity to contribute a blog to the new National Freedom and Underground Railroad Center blog project on social justice issues that we will talk more about and enable you to engage in this kind of activity in future on other sites devoted to global gender issues.

Week 9 (October 21, 23): Comparative Women’s Movements: China

Reading: Basu, Chapter 5

Video (10/21): tentatively parts of “China’s Sexual Revolution” (CBC documentary) and/or presentation by a visiting WGSS scholar from China

Assignment (10/23): Group report and Class Discussion based on group blog submitted (20 points) and discussion questions (5 points) submitted on Discussion Board

Week 10 (October 28, 30): Comparative Women’s Movements: India

Basu. Chapter 4

Guest speaker (10/28): Dr. Rina Williams, Assistant Professor of Political Science, on women and politics in India (likely meeting with her Women and Politics class for this, place TBA—likely Swift 516)

Assignment (10/30): Group report and Class Discussion based on group blog submitted (20 points) and discussion questions (5 points) submitted on Discussion Board

Week 11 (November 4, 6): Comparative Women’s Movements: South Africa

Readings: Basu, Chapter 1; additional reading by Dr. Currier TBA

Guest Speaker (11/4): Ashley Currier, Associate Professor of WGSS, on LGBT rights in Southern Africa

Assignment (11/6): Group report and Class Discussion based on group blog submitted (20 points) and discussion questions (5 points) submitted on Discussion Board

Week 12 (November 13) Comparative Women’s Movements: Russia

Reading: Basu, Chapter 7

Assignment: Group report and Class Discussion based on group blog submitted (20 points) and discussion questions submitted (5 points) on Discussion Board

Week 13 (November 18, 20): Comparative Women’s Movements: Latin America

Reading: Basu, Chapter 9; additional reading by Dr. Lind TBA

Guest Speaker (11/18): Dr. Amy Lind, Professor of WGSS, on Leftist regimes and gender and sexual rights

Assignment (11/20): Group report and Class Discussion based on group blog submitted (20 points) and discussion questions (5 points) submitted on Discussion Board

Week 14 (November 25): Comparative Women’s Movements: Women, War, and Palestine

It’s International Day for the Elimination of Violence Against Women inaugurated by the UN in 1999 and observed every November 25! See <http://www.unwomen.org/en/news/in-focus/end-violence-against-women>

Reading: Basu, Chapter 11 (and refer back to Runyan and Peterson, Chapter 4)

Meeting with Women and Politics class (likely in our classroom) for presentation by Dr. Runyan on Women, War, and Peace with some focus on the Israeli-Palestinian conflict

Optional assignment if necessary: Group report and Class Discussion based on group blog submitted (20 points) and discussion questions (5 points) submitted on Discussion Board—*will present in first 20 minutes of 12/2 if needed, but blog and discussion questions would need to be up by this date*

Final Take-Home Essay Exam questions posted.

Course Conclusion

Week 15 (December 2, 4)

Readings: Basu, Chapter 13; Enloe, Chapter 9
Class Exercise (12/2): “Standing Up for My Rights”
Course Review and Evaluation (12/4)

Final Take-Home Essay Exam responses due 12/9 (worth 20 points)

HAPPY WINTER BREAK!