



School of Social Sciences
2010-2011 Term II

GENDER POLITICS: EXCLUSION AND EMPOWERMENT **SMU COURSE CODE POSC 308**

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Course website: www.bridgetwelsh.com (Resource Page Gender Politics)

Office Hours: Tuesdays, 3:45 to 6:45pm

PRE-REQUISITE/ CO-REQUISITE/ MUTUALLY EXCLUSIVE COURSE(S)

No prerequisites are required for the course, but students are encouraged to have completed POSC 003 Introduction to Policy and Political Science in political science or another 100 level courses in political science, sociology, humanities or psychology before taking this course.

COURSE DESCRIPTION

This course explores the ways in which the social and cultural construction of gender influence the nature and practice of political life. The course revolves around two themes – exclusion and empowerment – and examines the practices, policies and structures that exclude different genders, particularly (although not exclusively) with regard to women, as well as the strategies and repertoires of different gendered communities to protect their rights and interests. The course is organized around different topics, blending issues of exclusion and empowerment. The course begins by laying out debates surrounding gender and key themes used to examine the topic in psychology, biology, sociology and economics. We then move to examine specific synergies between gender and politics, exploring the issues of political representation, political participation, public policy, the body politic, the political economy, development, violence, rights, political mobilization and transnational issues. Using case studies, as well as lessons from practitioners, the course surveys a variety of issues and debates related to gender and politics.

COURSE GOALS

Students will better understand the factors that contribute to both gender exclusion and empowerment. Students will develop the tools to better understand diversity and contemporary global problems, as well as learn analytical skills and problem-solving. This course is ideal for students interested in honing their ability to interpret complex issues, understand the diverse perspectives of stakeholders and develop tools to address real world challenges.

Specific Learning Objectives

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

- *Understand Gender in Power Relations*
- *Appreciate Gender Diversity*

- *Frame Problems from Multiple Perspectives*
- *Recognize the Range and Breadth of Gender Significance in Politics*
- *Evaluate Societal and State Responses Related to Gender*
- *Formulate their Own Views on Gender Politics*
- *Research Contemporary Political Issues tied to Gender*

ASSESSMENT METHODS

Class Participation/In-Class Learning Exercises:	15%
Initial Gender Self-Assessment:	10%
Book Review:	10%
Gender Exclusion Report:	20%
Gender Empowerment Report:	20%
Oral Presentation:	10%
Final Examination:	15%
Total	100%

*a) **Class Participation/ In-Class Learning Assignments** (15% of total grade) Students are expected to read all the required reading before class to participate in discussion. Please note that more than one absence of any class session will significantly lower a student's final participation grade. Regular patterns of tardiness will also negatively affect a student's performance. Class participation will be assessed based on the quality of participation in the class, with higher marks given to students who relate inputs to the course readings and express individual ideas articulately and succinctly. Students are not evaluated on the volume that they say, but the degree to which their participation adds value to the discussion. Students are asked to turn their cell phones and PDAs on silent mode and not use them during class time. Laptops are to be used for note-taking, not chatting and emailing during class time. Student distractions that take away from the overall class learning environment are strongly discouraged and will be assessed in class participation performance. As part of the learning process, students will be asked to participate in a series of in-class simulations and problem-solving tasks. These will draw on the assigned course reading. Students will be assessed on their class preparation and the quality of participation in these short assignments*

*b) **Initial Gender Self-Assessment** (10% of total grade) Students are asked to assess their own view of gender identity, gender empowerment and gender exclusion in the beginning of the course and reflect on changes in their perspectives at the end of the semester. The guiding questions will be handed out the first day of class. Assessments will be evaluated based on the originality, depth and presentation. This assignment is due in Week 2 by January 13th. This assessment should be emailed to the professor and hard copies should be placed in the assignment box by 6pm. Students must turn in a hard copy.*

*c) **Book Review (10% of total grade)** Students are asked review the novel assigned for the course, *Lolita*, in 3-5 pages (2,000-2,500 words). This book review must address the political and gender issues in the text and connect these issues to the course material. The review must develop clear opinions. The book will be discussed as an optional class dinner held on Tuesday, January 11th. Reviews will be assessed based on their individuality, clarity, presentation, argument and knowledge of the issues in the book. This assignment must be turned in via SMUVista and emailed to the professor and TA, with a hard copy placed in the inbox by 5pm on the due date, January 28th. All book reviews must also simultaneously be processed through TURNITIN accessible on SMUVista.*

*d) **Gender Exclusion Report** (20% of total grade each): Students are asked to report on a specific issue of exclusion in a specific country/locality in a succinct report (8-10 pages, 3,000-3,500 words). The topic chosen must be made in consultation with the professor. A list of*

recommended topics will be available on SMUVista. Papers will be graded on the substance of the analysis, the research thoroughness, understanding of the problem selected, viability of the evidence presented and the written presentation of the material. Late papers will not be accepted. This paper is due February 18th. This assignment must be turned in via SMUVista and emailed to the professor and TA, with a hard copy placed in the inbox by 6pm. All reports must also simultaneously be processed through TURNITIN accessible on SMUVista.

*e) **Gender Empowerment Report** (20% of total grade each): Students are asked to report on a specific issue of gender empowerment in a specific country/locality in a succinct report (8-10 pages, 3,000-3,500 words). The topic chosen must be made in consultation with the professor. A list of recommended topics will be available on the course website. Papers will be graded on the substance of the analysis, the research thoroughness, understanding of the problem selected, viability of the evidence presented and the written presentation of the material. Late papers will not be accepted. This paper is due March 24th. This assignment must be turned in via SMUVista and emailed to the professor and TA, with a hard copy placed in the inbox by 6pm. All reports must also simultaneously be processed through TURNITIN accessible on SMUVista.*

As part of the preparation of the course students will also have the option to attend a special library session geared toward developing research skills in political science and on gender. This is scheduled for the third week of term, January 20th, and will help students prepare for the two assignments above.

*f) **Oral Presentation** (15% of the total grade). During the course of the term, teams of three students will have the option of presenting their chosen topic on either exclusion or empowerment to the class. These in-class presentations will be no more than ten minutes, with ten minutes of discussion. Students will be required to present their material before the 12th week of term. Students can sign up for specific weeks/readings on SMUVista. The readings open to presentation are marked with an asterisk (*). Students will be assessed on their ability to present material clearly and succinctly as well as their understanding of the reading and issue selected.*

*g) **Final Examination** (15% of total grade) The final exam asks students to self-assess what they have learned about gender in the course. Drawing from the initial self-assessment and guiding questions provided in the beginning of term, students are asked to evaluate what are the main issues that they have learned regarding gender identity, gender empowerment and gender exclusion in the beginning of the course and why. Assessments will be evaluated based on the originality, depth and presentation. Students will be allowed to bring in notes during this one-hour final examination.*

ACADEMIC INTEGRITY

Students are expected to uphold high standards of academic integrity. Plagiarism, cheating and disrespect for diversity of views in the classroom are not acceptable. In the beginning of term, the professor will review different guidelines for research and help familiarize students with the techniques needed for report preparation. Throughout the course, a classroom environment of acceptance, respect and tolerance will be reinforced. Specific task-oriented assignments have been selected to reduce the temptation for students to rely on the ideas of others and tap directly into an individual student's abilities.

INSTRUCTIONAL METHODS AND EXPECTATIONS

The assignments in this course develop knowledge and skills, with the aim of making students more confident and better prepared to address real world problems they will face regarding gender. Simultaneously, they

introduce students to contemporary problems in the world and teach core material associated with political science. Texts and course material for this course are purposely selected for accessibility. Teaching materials include a novel, the course website, in-class simulations and engaging reading material.

CONSULTATIONS AND TEACHING ASSISTANTS

Students are encouraged to meet one-on-one with the professor to discuss course material and their assignments. The professor holds regular office hours on Tuesday afternoons where students can meet her. Given the large number of students in classes, students are encouraged to book their time early. Students are also welcome to schedule an appointment during office hours. Students should schedule appointments early and should receive a response to their emails within two business days.

CLASS TIMINGS

Class sessions will be held for three hours per week, with a short break in the middle. Each session will combine lectures, discussions, and group activities focused on the assigned topics.

RECOMMENDED TEXT AND READINGS

There are two sets of readings in this course, required and recommended. Students will be expected to read all the required reading. Students are encouraged to read the recommended reading for a deeper understanding of issues, but will not be tested on this material in the course. All the required course reading will be available in the Library on reserve. The recommended reading should be available in the Library stacks. Additional optional reading material is available on the course website.

Required for Purchase:

Vladimir Nabokov. *Lolita*. (London: Vintage, 1989)

WEEKLY LESSON PLANS

Week 1 (January 3-9) Introducing Gender

Required Reading:

J. Bland. *About Genders: Definitions* (2005)

http://www.gender.org.uk/about/00_defin.htm (Skim website) (Link)

Anne Minas. *Gender Basics: Feminist Perspectives on Women and Men*. (Stanford, CT: Wadsworth, 2000), Part 1.1 (On SMU Vista)

Sigmund Freud. "Some Psychological Consequences of Anatomical Distinction Between the Sexes," in *The Freud Reader* (New York: Norton, 1925/1989). (On SMU Vista)

Simon Baron-Cohen, "They Just Can't Help It," *Guardian*, April 17 2003. (Link)

<http://www.guardian.co.uk/education/2003/apr/17/research.highereducation>

Recommended Reading:

Margaret Mead. "On Freud's View of Female Psychology," in J. Strouse (ed.). *Women & Analysis: Dialogues on Psychoanalytic Views of Femininity* (New York: Grossman, 1974).

Week 2 (January 10-16) Framing Gender & Social/Economic Contexts

Required Reading:

Terrell Carver. "Feminist Theories of Politics and Postmodern Theories of Gender," in *Gender is not a Synonym for Women*. (Boulder, Co: Lynne Rienner, 1996), pp. 15-36. (On SMU Vista)

Shira Tarrant (ed.). *Men Speak Out: Views on Gender, Sex and Power*. (New York: Routledge, 2008), pp. 131-36. (On SMU Vista)

*Arlie Hochschild and Anne Machung. *The Second Shift*. (New York: Penguin, 2003), pp. 1-10, 216-238. (On SMU Vista)

Claudia Goldin. *Understanding the Gender Gap: An Economic History of American Women*, (Oxford: Oxford University Press, 1992), Chapter 3. (On SMU Vista)

Stephen Rose and Heidi Hartmann. *Still a Man's Labor Market*. (Link)
<http://www.iwpr.org/pdf/C355.pdf>

*"Feminist Principles of Economics," Schneider and Schackelford. (Link)
<http://www.facstaff.bucknell.edu/gschnedr/FemPrpls.htm>

*Goran Therborn. *Between Sex and Power: Family in the World 1900-2000* (New York: Routledge, 2004), Chapter 3, pp. 107-130. (On SMU Vista)

****Gender Self-Assessment Due January 13th by 5pm****

Week 3 (January 17- 23) Gender and Political Representation

Required Reading:

IDEA. *Women in Parliament: Beyond the Numbers. Revised Edition*. (Washington, DC: IDEA, 2005), pp. 1-48 (Link)
http://www.idea.int/publications/wip2/upload/WiP_inlay.pdf

UNIFEM. *Progress of the World's Women 2008/2009. Who Answers to Women?* (New York: Kumarian Press, 2008), Chapter 2, pp. 17-35. (On SMU Vista)
<http://www.unifem.org/progress/2008/>

*Kim Fridkin Kahn. *The Political Consequences of Being a Woman: How Stereotypes Influence the Conduct and Consequences of Political Campaigns*. (New York: Columbia University Press, 1996), Chapter 9, pp. 117-130. (On SMU Vista)

Jennifer Lawless and Richard Fox. *It Takes a Candidate: Why Women Don't Run for Office*, (Cambridge: Cambridge University Press, 2005), Chapter 1, pp. 1-15 (On SMU Vista)

Jennifer Lawless, "Sexism and Gender Bias in Election 2008: A More Complex Path for Women in Politics." *Politics & Gender*, 5, (2009) pp 70-80. (On SMU Vista)

David Niven. "Party Elites and Women Candidates: The Shape of Bias," *Women and Politics*, 19/2:

57-80. (Link)

<http://www.informaworld.com/openurl?genre=article&issn=0195-7732&volume=19&issue=2&spage=57>

*Mona Lena Krook. *Quotas for Women in Politics: Gender and Candidate Selection Reform Worldwide*, (Oxford: Oxford University Press, 2009), Chapter 1, pp. 3-17. (On SMU Vista)

Optional Library Research Session Thursday, January 20th, 10-11am

Week 4 (January 24-30) Gender and Political Participation

Required Reading:

Julie Dolan, Melissa Deckman and Michele L. Swers. *Women and Politics: Paths to Power and Political Influence*, (Upper Saddle River, New Jersey, 2007), Chapter 3, pp. 72-97. (On SMU Vista)

*Anne Marie Goetz, "The Problem with Patronage: Constraints on Women's Political Effectiveness in Uganda," in Anne Marie Goetz and Shireen Hassim, *No Shortcuts to Power: African Women in Politics and Policy-Making* (New York: Zed Books, 2003), pp. 110-139. (On SMU Vista)

*Nancy Burns, Kay Lehman Schlozman and Sidney Verba. *The Private Roots of Public Action: Gender, Equality, and Political Participation*. (Cambridge: Harvard University Press, 2001), Chapter 4, (On SMU Vista)

*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*, 21/4, 2000, pp. 441-463. (Link)

<http://www.jstor.org/stable/1601598>

Kira Sanbonmatsu. 2002. "Gender Stereotypes and Vote Choice," *American Journal of Political Science*, 46/1: (January), pp. 20-34. (Link)

<http://search.ebscohost.com.libproxy.smu.edu.sg/login.aspx?direct=true&db=aph&AN=6473502&site=ehost-live>

*Marian Muller. "The Private Roots of Public Participation: Women's Engagement in Democratic Politics in Pakistan," in Aazar Ayaz and Andrea Fleschenberg (eds.), *The Gender Face of Asian Politics*. (Oxford: Oxford University Press, 2009), pp. 165-186. (On SMU Vista)

Book Review due by January 28th by 5pm

Week 5 (January 31- February 6) Gender and Public Policy

Required Reading:

Johanna Kantola. "Gender and the State: Theories and Debates," in Johanna Kantola (ed) *Feminists Theorize the State*, (New York: Palgrave, 2006) (On SMU Vista)

Carole Pateman. "The Patriarchal Welfare State," in Christopher Pierson and Frances Castles (eds.). *The Welfare State Reader* 2nd Edition. (New York: Polity Press, 2007) (On SMU Vista)

*Mala Htun. "Sex and the State in Latin America," in *Sex and the States: Abortion, Divorce and the*

Family under Latin American Dictatorships and Democracies. (New York: Cambridge University Press, 2003), pp. 29-57. (On SMU Vista)

Shira Tarrant (ed.). *Men Speak Out: Views on Gender, Sex and Power*. (New York: Routledge, 2008), pp. 212-219. (On SMU Vista)

M. Margaret Conway, David w. Ahern and Gertrude A. Steuernagel. *Women and Public Policy: A Revolution in Progress*, (Washington, DC: CQ Press, 2005), Chapter 8, pp. 170-196. (On SMU Vista)

Recommended Reading:

*UNIFEM. *Progress of the World's Women 2008/2009. Who Answers to Women?* (New York: Kumarian Press, 2008) Chapter 3, pp. 35-52.

http://www.unifem.org/progress/2008/media/POWW08_Report_Full_Text.pdf

Week 6 (February 7-13) Gender and the Body Politic

Required Reading:

*Jessica Valenti. *The Purity Myth: How America's Obsession with Virginity is Hurting Young Women*. (Berkeley: Seal Press, 2009), Chapter 6. (On SMU Vista)

*Laurence Leong Wai Teng "Sexual Governance and the Politics of Sex in Singapore," Terence Chong (ed.) *Managing Success: Singapore Revisited* (Singapore: ISEAS, 2010), Chapter 31. (On SMU Vista)

*Joan Wallach Scott. *The Politics of the Veil*. (Princeton, NJ: Princeton University Press, 2010), Chapter 1. (On SMU Vista)

*Marshall Clark. *Masculinitas: Culture, Gender and Politics in Indonesia*. (Melbourne, Asia Monash Institute, Monash University, 2010), pp. 89-108

Week 7 (February 14-20) Gender and the Political Economy

Required Reading:

V. Spike Peterson and Ann Sisson Runyan. *Global Gender Issues in the New Millennium, 3rd Edition*. (Boulder, Co: Westview Press, 2010), Chapter 5, pp. 183-230. ((On SMU Vista)

*Linda Y.C. Lim. "Capitalism, Imperialism, and Patriarchy: The Dilemma of Third World Women Workers in Multinational Factories," in Nalini Visvanathan (et. Al eds.), *The Women, Gender & Development Reader*, (London: Zed Books, 1997), pp. 216-229. ((On SMU Vista)

*Barbara Ehrenreich, "Maid to Order," in Barbara Ehrenreich and Arlie Hochschild (eds.) *Global Woman, Nannies, Maids, and Sex Workers in the New Economy*, (New York: Owl Books, Henry Holt and Co., 2004), pp. 85-103. (On SMU Vista)

Lourdes Beneria. *Gender, Development and Globalization*. (New York: Routledge, 2003), Chapter 3, pp. 63-90. (On SMU Vista)

***Gender Empowerment Report Due, February 18th ***

Week 8 (February 21-27) Recess Week

Week 9 (February 28-March 6) Gender and Development

Required Reading:

Janet Momsem. *Gender and Development, 2nd Edition*. (New York: Routledge, 2010), Chapter 1, pp. 1-19. (On SMU Vista)

*Maria Correia and Ian Bannon. *The Other Half of Gender: Men's Issues in Development* (Washington, DC: World Bank, 2006), Chapter 1 (On SMU Vista)

*Mercy Tembon and Lucia Fort. *Girl's Education in the 21st Century: Gender Equality, Empowerment and Growth*. (Washington, DC: World Bank, 2008), Chapter 2, pp. 23-39. (On SMU Vista) http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099080014368/DID_Girls_edu.pdf

Recommended Reading:

World Bank. *Gender Equality and the Millennium Development Goals*. (Washington, DC: World Bank, 2003) pp. 1-32 (On SMU Vista)

<http://siteresources.worldbank.org/INTGENDER/Publications/20169280/gendermdg.pdf>

UNIFEM. *Progress of the World's Women 2008/2009. Who Answers to Women?* (New York: Kumarian Press, 2008) Chapter 6, pp. 89-108. (On SMU Vista)

http://www.unifem.org/progress/2008/media/POWW08_Report_Full_Text.pdf

Week 10 (March 7-13) Gender Violence

Required Reading:

S. Swiss and J.E. Giller. 1993. "Rape as a Crime of War," *Journal of American Medical Association*. 270/5 (August), pp. 612-615. (Link)

<http://www.womens-rights.org/Publications/JAMA%2093.pdf>

Tsjeard Bouta, Georg Frerks, Ian Bannon. *Gender, Conflict, and Development*. (Washington, D.C.: World Bank, 2005), Chapter 2, pp. 9-31. (On SMU Vista)

Laura Toole, Jessica Schiffman and Margie Kiter Edwards (eds.) *Gender Violence: Interdisciplinary Perspectives*, (New York New York University Press, 2007), pp. 33-54, 257-268. (On SMU Vista)

*Veena Talwar Oldenburg. *Dowry Murder: Reinvestigating a Cultural Whodunnit*. (New York: Penguin Books, 2010), Chapter 6. (On SMU Vista)

*Human Rights Watch. *Hatred in the Hallways: Violence and Discrimination Against Lesbian, Gay, Bisexual, and Transgender Students in U.S. Schools*. May, 2001. (Link)

<http://www.hrw.org/en/reports/2001/05/01/hatred-hallways>

Week 11 (March 14-20) Gender Rights

Required Reading:

Lee J. Rose and Cal Clark (eds.), *Democracy and the Status of Women In East Asia*. (Boulder, Co: Lynne Reiner, 2004), Chapter 7 (On SMU Vista)

*Julie Peters and Andrea Wolper (eds.) *Women's Rights Human Rights: International Feminist Perspectives*, (New York: Routledge, 1995) pp. 36-48. (On SMU Vista)

V. Spike Peterson and Laura Parisi. "Are Women Human? It's Not an Academic Question," in Tony Evans (ed.). *Human Rights Fifty Years On: A Reappraisal*. (Manchester: Manchester University Press, 1998) (On SMU Vista)

*Zehra F. Arat. "Women's Rights in Islam: Revisiting Quranic Rights," in Adamantia Pollis and Peter Schwab (eds.) *Human Rights: New Perspectives, New Realities*, (Boulder, Co.: Lynn Rienner, 2000) (On SMU Vista)

*IGLHRC. 2001. "Sexual Minorities and the Work of the United Nations Special Rapporteur on Torture." Paper presented by the International Gay and Lesbian Human Rights Commission. June 5th. (Link)

<http://www.iglhrc.org/binary-data/ATTACHMENT/file/000/000/185-1.pdf>

Jane Jaquette and Gale Summerfield, (eds). *Women and Gender Equity in Development Theory and Practice*. (Durham, NC: Duke University Press, 2006), pp. 159-172. (On SMU Vista)

Week 12 (March 21-27) Gendered Movements

Required Reading:

World Bank. *Taking Action: Achieving Gender Equality and Empowering Women*. (Washington, DC: The Millennium Project, 2005), pp. 1-26. (Link)

<http://www.unmillenniumproject.org/documents/Gender-complete.pdf>

*Karen Beckwith. "Beyond Compare? Women's Movements in Comparative Perspective," *European Journal of Political Research*, 37, (2000) pp. 431-468. (On SMU Vista)

*Mina Roces and Louise Edwards (eds.) *Women's Movements in Asia: Feminisms and Transnational Activism*. (London: Routledge, 2010), Chapter 1, pp. 1-20. (On SMU Vista)

Jude Howell and Diane Mulligan (eds.) *Gender and Civil Society: Transcending Boundaries*. (New York: Routledge, 2005), Chapter 3 (On SMU Vista)

*Gary Mucciaroni, *Same Sex, Different Politics: Success and Failure in the Struggles over Gay Rights* (Chicago: University of Chicago Press, 2008), Chapter 3 (On SMU Vista)

****Gender Empowerment Report Due, March 24th* ***

Week 13 (March 28-April 3) Gender and Transnationalism

Required Reading:

*Sheila Jeffreys. *The Industrial Vagina: The Political Economy of the Global Sex Trade*. (New York: Routledge, 2008), Chapter 7. (On SMU Vista)

*Barbara Sullivan, "Trafficking in Human Beings," in Laura Shepherd (ed.) *Gender Matters in Global Politics*, (London: Routledge, 2010), Chapter 7, pp. 89-101. (On SMU Vista)

*Kathleen Staudt. *Violence and Activism at the Border: Gender, Fear, and Everyday Life in Ciudad Juarez*. (Austin: University of Texas Press, 2008), Chapter 2. (On SMU Vista)

Week 14 (April 4-10) Reading Period No Class.

Week 15 Final Examination, April 11th, 5pm.