This course will explore the experiences of women in politics around the globe in developed and developing countries. Politics is broadly construed, including political rights, political involvement, and policy formation and implementation related to experiences both specifically female (reproduction, marriage, abortion) and societally gendered (gendered access to work, education, property, etc.). Specific topics are divided between advanced industrialized countries and developing countries. For advanced industrialized countries, representation, gendering of work, politics, health and inequity of employment access will be examined. For developing countries, demographic sex imbalances and inequity in access to education will be examined in addition to the other topics. We will use feminist political theory, feminist writing, and social science research on the status and place of women to understand the political and economic situation of women in Europe, the US, Africa and Asia. Students will learn to read materials critically, to evaluate author’s intent and orientation, to analyze comparatively both analytical arguments and social science data. Students are expected to write clearly, to research comprehensively, and to cite accurately.

If you have any condition that requires some accommodation for you to meet the requirements of the course, please self-identify with Erin Salva, Coordinator of Disability Services (x5453 or salvae@kenyon.edu) and discuss it with me privately.

Students are responsible for educating themselves about Kenyon College’s expectations about academic honesty (see the Course of Study for definitions of plagiarism and discussions of academic honesty).

In the remainder of the syllabus, you will find clear outlines of the expectations for this course. Students are responsible for all the information in this syllabus.

**Class and Writing Requirements:**

**Reaction Papers (15% total)**

Each student must write two 500-word reaction papers on some aspect of the seminar reading. The reaction paper must be turned in by class time on the day that the reading is discussed. If comparisons between readings are made, at least one reading must be discussed on the day that the reaction paper is turned in. No reaction papers will be accepted after 7:00 p.m. on the day the seminar starts.

You may pick the weeks you want to write your reaction papers based on interest. However, no reaction papers will be accepted after April 19.

Reaction papers must show thoughtful engagement with the issues involved in the week’s reading. You may focus on one reading, or compare arguments and/or data across readings. You are encouraged to also consider past weeks’ readings when
engaging new material. The theory articles in particular should provide valuable perspectives and insights that will enrich reaction papers throughout the semester. Reaction papers must be written and punctuated in standard written English style.

**Seminar Co-Leader (10% total)**

Each student must help lead the seminar twice during the semester. I will always help as well. Numbers of student co-leaders will vary but must always be at least two. Weeks will be chosen and/or assigned in the first week of class.

Co-leaders must write thoughtful and provocative discussion questions to help guide discussion during class. Comparative questions, cross-cultural questions, cross-week question are particularly helpful. You will be graded on the quality of these questions. Student co-leaders should work together on their ideas about the readings early on, and must get together with me on Friday to discuss plans for the following Tuesday’s class. (Special arrangements will be made for the seminar after spring break.) Draft questions should be vetted by me, and final questions must be sent out to the class distribution email list by Sunday afternoon.

During class, the co-leaders must help moderate and facilitate discussion. This involves leading the discussion with questions, facilitating question raised by others, and ensuring that discussion is inclusive of all students and perspectives. You will be graded on your performance as class co-leader.

**Class Participation (20% total)**

Each student is required to prepare extensively for class by completing all reading, thinking about each reading, and preparing answers to the week’s discussion questions. The readings require active reading practices (stay alert and on top of the argument while you read; don’t slog through or get bogged down in minutia) and much review and analysis – a single read-through is insufficient alone for class participation. Additionally, each student must share his/her reactions, opinions, and analysis during class. During paper presentations (see below), students must engage the presenter with comments and questions. If you have particular difficulty speaking up in class, please contact me for compensatory strategies.

**Major Research Paper (40%)**

Each student must write a major research paper, at least 15 pages long, with standard margins and 12 point font. (11 point font also accepted) The topic of the paper is up to you to decide, but 1) must engage the theoretical issues explored in class and 2) must explore the real experience of women in any part of the world. That is, it cannot be entirely theoretical or entirely factual, but must integrate and analyze both theory and reality.

You may write on areas outside the regions covered in class, but any paper that shows a lack of understanding of basic issues and perspectives will be graded harshly. Choose your sources carefully and subject them to great scrutiny, comparing them to what class readings and discussions have revealed and identifying any hidden agendas or perspectives, which are best made explicit in your qualified use of them.

Each research paper must rely on at least 8 sources not assigned as class readings (although class readings can be used in addition). Citations must be complete and
accurate. Research on this paper must be started early in the semester. The due date for
the paper is early (March 29) and comes one week after spring break. Choose the topic
eyearly and start collecting materials from the library, from the internet, and from
CONSORT and Interlibrary Loan as soon as possible. No excuse is allowed for falling
short of the 8 sources required for this research paper. If your topic prevents you from
finding sufficient research material, you must change your topic. Therefore it is
important to start on your paper now. Finally, when you hand in the paper, please have a
cover sheet and do not put your name in the body of the paper.

If you have thus far escaped writing a research paper in college, please be sure to
get some guidance from me, from your peers, and from librarians. Be sure to meet all
requirements stated above.

Research papers can be handed in any time, but are due in final form on March
29. Lateness will not only affect your grade but can impair revisions for the upcoming
paper presentation. Late penalty: one partial grade each day overdue (A becomes A-).
Extensions are granted only in these circumstances: massive conflict of semester course
requirements due March 22-29 (compare your course requirements now and contact me
early in the semester about this; otherwise, permission may not be granted); excused
absence and/or illness for 3 days or more during March 22-29.

Paper Presentation (15%)

All students must conduct a concise 15 minute presentation on their research
paper in the final two weeks of the course. You are encouraged to improve on the paper
version of your argument and supporting materials in response to my evaluation of your
paper. (Papers will be returned by April 11 to give you time to do more research or
analysis.) Non-presenters must ask questions and engage the presenter in a five-minute
question and answer period in order to meet their class participation requirement.
Suggestions, comments and questions are all valid forms of participation.

The presentations will be on April 26 and May 3.

PowerPoint, recently fingered as contributing to the last Space Shuttle disaster, is
not necessary and, indeed, given human nature, may actually impair your presentation
unless you merely use it for a few figures/charts/maps (like a high-tech overhead
projector).

Summary of Requirements:

15% Two 500-word reaction papers on seminar reading (5% each).
10% Two times as co-leader of seminar meeting, including writing questions
    beforehand and helping to moderate in-class discussion (5% each).
20% Active participation in each seminar meeting.
40% Major research paper.
15% Presentation on your research paper.

Additionally:

Each unexcused seminar meeting missed will affect your final grade.
You cannot pass the course without completing all of the written work.
REQUIRED TEXTS:
Barbara Ehrenreich, *Nickle and Dimed: On (Not) Getting By in America*
Birte Siim, *Gender and Citizenship: Politics and Agency in France, Britain and Denmark*
Grace Chang, *Disposable Domestics: Immigrant Women Workers in the Global Economy*
Mercy Siame, Nakatiwa Mulikita, Sara Longe, and Roy Clarke (produced by ZARD, WIDSAA, and SARDC), *Beyond Inequalities: Women in Zambia*
Jean Dreze and Amartya Sen, *India: Development and Participation*
Elisabeth Croll, *Endangered Daughters: Discrimination and Development in Asia*
Rachel Masika, ed., *Gender, Development and Climate Change*

Recommended:
Jill M. Bystydzienski and Joti Sekhon, *Democratization and Women’s Grassroots Movements* (The reading assignments from this edited volume are REQUIRED, but we don’t read so much of it that I think you must BUY the book.)

COURSE OUTLINE

Week 1 (Jan 18) Introductions; Women in the West: U.S.A. I
- Chandra Mohanty, pp. 238-244 ONLY of “‘Under Western Eyes’ Revisited,” E-RES (just the “Antiglobalization Pedagogies” subsection)
- Barbara Ehrenreich, *Nickle and Dimed*, Introduction and Evaluation chapters and as much of the rest as possible
- Mary Hawkesworth, “Democratization: Reflections on Gendered Dislocations in the Public Sphere,” pp.223-230 ONLY. E-RES (Source: Kelly, Hayes, Hawkesworth and Young, eds., *Gender, Globalization and Democratization*)

Week 2 (Jan 25) Women in the West: U.S.A. II; Theories of Citizenship and Freedom
- Barbara Ehrenreich, finish any unread chapters
- Birte Siim, *Gender and Citizenship*, Introduction, Chapters 1-3 (pp.1-43)

Week 3 (Feb 1) Women in the West: Europe
- Birte Siim, *Gender and Citizenship*, to end (pp.44-169)
- Simon Duncan and Birgit Pfau-Effinger, *Gender, Economy and Culture in the European Union*, selections, E-RES (pp.12-15; Table 1.1; Table 5.1; Table 5.2
- Simon/Pfau-Effinger FIGURES, MAPS, TABLES, AS HANDOUT?!!

Week 4 (Feb 8) Women in the West: Comparisons
- Rosemarie Sackmann, “Living Through the Myths: Gender, Values, Attitudes and Practices,” E-RES (Source: Duncan and Pfau-Effinger, eds., *Gender, Economy and Culture in the EU*, pp.233-261)
Week 5 (Feb 15) Globalization of Women and of Feminist Theory
Grace Chang, Disposable Domestics, Introduction and Ch. 1, 2, 4-5 (pp.1-53, 123-189)
Cynthia Enloe, from Bananas, Beaches, Bases;“Just Like One of the Family”: Domestic Servants in World Politics,” E-RES (pp. 177-194)
Marina Calloni and Helma Lutz, “Gender, Migration and Social Inequalities: The Dilemmas of European Citizenship,” E-RES (section 6.3 only [pp.158-161]; source: Duncan and Pfau-Effinger, eds., Gender, Economy and Culture in the European Union)
Chandra Mohanty, “‘Under Western Eyes’ Revisited: Feminist Solidarity through Anticapitalist Struggles,” E-RES (Source: Chandra Mohanty, Feminism Without Borders: Decolonizing Theory, Practicing Solidarity, pp.221-251)

Week 6 (Feb 22) African Women and Non-Western Feminist Visions
Margaret Snyder and Mary Tadesse, “The African Context: Women in the Political Economy,” E-RES (from Visvanathan, Duggan, Nisonoff and Wiegersma, Women, Gender and Development Reader, pp.75-78)
Beyond Inequalities: Women in Zambia, pp.1-33
Amartya Sen, “Population, Food and Freedom,” E-RES (from Development as Freedom, Chapter 9, pp.204-226)

Week 7 (Mar 1) African Women II: Comparisons
Beyond Inequalities: Women in Zambia, to end (pp. 33-88)
Robert Fatton, Jr., “Gender, Class and State in Africa,” E-RES (Source: Parpart and Staudt, eds., Women and the State in Africa, pp.47-66)
Khanya Rajuili and Ione Burke, “Democratization through Adult Popular Education: A Reflection on the Resilience of Women from Kwa-Ndebele, South Africa” (in Bystydzienski and Sekhon, pp.111-129)

Deniz Kandiyoti, “Bargaining with Patriarchy,” E-RES (from Visvanathan, Duggan, Nisonoff and Wiegersma, Women, Gender and Development Reader, pp.86-92)

Beyond Inequalities: Southern Africa, Chapter 13, E-RES (pp.281-310)

Naomi Chazan, “Gender Perspectives on African States,” E-RES (source: Parpart and Staudt, eds., Women and the State in Africa, pp.185-201)

Abdalla Bujra and Sipho Buthelezi, “Introduction” of Leadership, Civil Society and Democratisation, E-RES (pp.vii-xiv)

Week 8 (Mar 22) Gender, Social Action, and Environment
Rachel Masika, ed., Gender, Development and Climate Change, pp. 2-59, 78-101
Dreze and Sen, India, pp.218-228

➤MARCH 29: RESEARCH PAPERS DUE ➤

Week 9 (Mar 29) Asian Women I: Politics and Discrimination
Jean Dreze and Amartya Sen, Ch. 1-4 (pp.1-140)

Week 10(Apr 5) Asian Women II: Comparisons
Stockman, Bonney, Sheng, “Ideologies of Family and Women’s Work,” E-RES, read parts un-read from before
Mary C. Brinton, “Married Women’s Labor in East Asian Economies,” E-RES (from Mary C. Brinton, Women’s Working Lives in East Asia, pp.1-37)
Jean Dreze and Amartya Sen, pp.160-164, p.189-213, plus Ch. 7 (pp.229-274)
Ranjani K. Murthy and Lakshmi Sandaran, “Gender Specific Causes of Poverty,” E-RES (from Murthy and Sankaran, Denial and Distress: Gender, Poverty and Human Rights in Asia, pp.50-118)

Week 11 (Apr 12) Asian Women III: Gone Missing
➤Next week is the last week for completing Reaction Papers ➤
➤No Reaction Papers accepted after April 19 ➤
Elisabeth Croll, Endangered Daughters, entire book (p.1-187)
Valerie M. Hudson and Andrea M. den Boer, “A Surplus of Men, A Deficit of Peace: Security and Sex Ratios in Asia’s Largest States,” found in Kenyon College’s electronic journal International Security, Vol.26, No 4 (Spr 2002), pp.5-38 (Search ArticleFirst database and when it comes up, click on “Olinks Find a Copy,” then on “View Full Text of this article in the EJC.” Contact a librarian if you encounter difficulties)
Week 12 (April 19) Grassroots Movements: Comparisons
   Bystydzienki and Sekhon, “Introduction” (pp.1-21 of their book)
   Joti Sekhon, “Grassroots Social Action and Empowerment in India: The Case of
   Action India Women’s Program,” in Bystydzienki and Sekhon, pp.25-48
   Mary Hawkesworth, “Democratization: Reflections on Gendered Dislocations in
   the Public Sphere,” E-RES (Source: Kelly, Hayes, Hawkesworth and Young, eds.,
   Gender, Globalization and Democratization, pp.223-251)
   Chandra Mohanty, “Women Workers and Capitalist Scripts: Ideologies of
   Domination, Common Interests, and the Politics of Solidarity,” E-RES (source: Hesse-
   Biber, Gilmartin, and Lydenberg, eds., Feminist Approaches to Theory and Methodology: 
   An Interdisciplinary Reader, pp.362-388)

Week 13 (April 26) Student Presentations

Week 14 (May 3) Student Presentations