

Last Updated – January 23, 2012

(Syllabus subject to change. Latest syllabus will be posted on blackboard)

COURSE SYLLABUS

Women and Global Issues

(WMST 640-001, GOVT 739-001, SOCI 633-004)

Class Location: Robeson Room, 240A Johnson Center

Mondays 4:30-7:10PM

INSTRUCTOR INFORMATION

Dr. Yevette Richards

Preferred contact method: e-mail through blackboard

Phone: 703-993-2896

Office Hours: Mondays 1:30 to 3:30; Tuesdays 1:30-2:30

Office Location: Johnson Center 240C

Course Description

This course explores a variety of issues around the world to assess their impact on women's lives, experiences, and opportunities. Women's issues are explored in local, comparative and transnational contexts. The materials in this course draw from a wide variety of disciplines including gender studies, legal studies, labor studies, sociology, anthropology, history, economics and feminist theory. The course takes an intersectional approach to the study of global issues by examining how differently situated women are affected by and help to shape structural, political and cultural systems that largely define women as mothers and wives and sources of cheap labor. While noting general commonalities in women's experiences, the course pays close attention to the ways that stratifications of class, race, gender, ethnicity, religion, and sexuality produce different levels of inequality among women and men.

To find journal articles using E-Journal

- Go to <http://library.gmu.edu/phpzone/ej.php>
- Copy the **title of the journal** in the top box and do a search
- Some databases may only have the abstract so try another one if you have a choice

In your search with the E-Journal Finder, do not include "The" or "A" at the beginning. If the journal has a hyphen (-) or an ampersand (&) in its name you may have to do the search with or without the hyphen or with the & instead of "and."

About Blackboard

This course management system is a very important tool for this class. I will post on blackboard the syllabus, instructions for all course assignments, deadlines, recommended readings, and links to relevant web sites and selected campus resources. If any changes occur in the syllabus I will post an updated document. I will announce in class any changes to the syllabus and also alert you through the blackboard message board. I prefer blackboard email for correspondence.

Course requirements

30% - Class participation

25% - One analytical essay – 7 to 10 pages

10% - Proposal and annotated bibliography

35% - Research paper - 18 to 20 pages

All work must be handed in hard copy form. Always save a copy of all your written work.

This course follows a standard seminar format. Students are expected to attend class and contribute to each week's discussion of the readings. More than one absence from class requires makeup work in the form of a four-page essay on the literature for the missed class. This work cannot count toward the student's short essay.

Class participation includes general participation in class discussion, leading class sessions, peer feedback on proposals and a presentation of research proposal. In order to facilitate widespread discussion, students should come prepared with at least one question for each class.

Leading class discussion: Students assigned to the same day may collaborate on how to present the readings and the class discussion. Students should summarize the argument for the readings and then ask questions based on the thesis and supporting evidence. Students should post their questions on blackboard the day before class. Students should prepare a minimum of 8 questions in all.

Analytical essay: Students will write one short paper analyzing the readings of one class session. In addition to examining the authors' arguments, students may structure essay in the following ways: What are the differences and commonalities in the themes and arguments across of the literature. How well does the evidence support the argument or thesis? Are there any gaps in the argument? How do the themes and arguments of the literature fit in with other course readings? What are other approaches or questions that arise from the literature?

By **February 27** students will send a blackboard email to the professor about their choice of class readings to be covered for the short paper. **March 5th** is the due date for all papers covering course material before that date. Otherwise the paper is due a week after the class of choice discussion.

Proposal and annotated bibliography: Students will use at least ten scholarly sources for the research paper. You should aim to collect as many as 24 sources and then narrow the sources down to the ones that most meet the needs of your paper. Be sure to look at the bibliographies of the sources you find for any additional sources.

On **April 2** students will provide me with a hard copy of their research proposal and annotated bibliography and also post it on blackboard for peer feedback.

Between **April 2-8** students should read and comment on blackboard two proposals. There should be no more than 2 students commenting on any one proposal. Students may at first note their intention of commenting on a particular proposal before giving the actual feedback.

On **April 23rd** and **April 30th** students will discuss their research projects.

For the research proposal and annotated bibliography, students should include the following information as thoroughly as possible given the amount of research conducted.

1. State the thesis or the question(s) you want to explore in your paper. What do you hope to get out of your research? Your thesis statement should be analytical, displaying your intention of making an argument related to a specific topic. Your paper should not just be descriptive but should focus on asking questions of your topic that address issues of efficacy, tactics, strategy, bias, methodology, etc. related to a particular problem or issue (See websites below on thesis statements).
2. Explain the importance of the topic. Why is this topic worthy of research? What is the public concern with this issue? What conclusions do you expect to reach?
3. Write an annotated bibliography of at least ten scholarly sources. Also include identifying information of all the partially relevant sources you found in your search. Summarize the text and then state how you believe it will help you with your research. Annotations should be brief, written in short paragraph form.

Tips and Examples for Writing Thesis Statements

<http://owl.english.purdue.edu/owl/resource/545/01/>

Annotated Bibliographies

<http://owl.english.purdue.edu/owl/resource/614/01/>

How to Prepare an Annotated Bibliography

<http://copia.library.cornell.edu/olinuris/ref/research/skill28.htm>

Critically Analyzing Information Sources

<http://copia.library.cornell.edu/olinuris/ref/research/skill26.htm>

Help with Writing a Research Paper

<http://mason.gmu.edu/~montecin/writ-pap.htm>

Reference Citations Styles

APA style, common for the social sciences and sciences

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://library.williams.edu/citing/styles/apa.php>

MLA style, common for liberal arts and humanities

<http://owl.english.purdue.edu/owl/resource/747/1/>

<http://library.williams.edu/citing/styles/mla.php>

Chicago style, notes and bibliography style

literature, arts, history

<http://owl.english.purdue.edu/owl/resource/717/1/>

<http://library.williams.edu/citing/styles/chicago1.php>

http://www.chicagomanualofstyle.org/tools_citationguide.html

<http://www.library.csi.cuny.edu/dept/history/lavender/footnote.html>

Chicago style, author-date style

physical, natural, and social science

<http://library.williams.edu/citing/styles/chicago2.php>

http://www.chicagomanualofstyle.org/tools_citationguide.html

About Research

Jen Stevens, English, Communication & Women's Studies Liaison Librarian is available to help anyone with research. jsteven7@gmu.edu

A244 Fenwick Library 703/993-2211

You may also schedule individual consultations with librarians.

E-mail Reference Service <http://library.gmu.edu/research/email/>

Call Fenwick Library 703/993-2210, Johnson Center Library 703/993-9070

University-wide Grading System

Grade	Quality Points	Graduate Courses
A+	4.00	Satisfactory/Passing
A	4.00	Satisfactory/Passing
A-	3.67	Satisfactory/Passing
B+	3.33	Satisfactory/Passing
B	3.00	Satisfactory/Passing
B-	2.67	Satisfactory*/Passing
C	2.00	Unsatisfactory/Passing
F	0.00	Unsatisfactory/Failing

* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

http://catalog.gmu.edu/content.php?catoid=5&navoid=104#grad_poli

PLEASE NOTE: COURSE POLICIES

1. George Mason University Honor System and Code Honor Code

George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. All violations of the Honor Code will be reported to the Honor Committee.

Plagiarism (statements from Mason Web Site)

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit.

<http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism>

Please familiarize yourself with the Honor System and Code, as stated in the George Mason University *Undergraduate Catalog*. When you are given an assignment as an individual, the work must be your own. Some of your work may be collaborative; source material for group projects and work of individual group members must be carefully documented for individual contributions.

<http://mason.gmu.edu/~montecin/plagiarism.htm>

2. Class Registration

Students are responsible for verifying the accuracy of their own schedules. Students need to check PatriotWeb regularly to verify that they are registered for the classes that they think they are. This is particularly important since students are no longer dropped for nonpayment. Faculty may not allow a student who is not registered to continue to attend class and may not grade the work of students who do not appear on the official class roster.

Deadlines each semester are published in the Schedule of Classes available from the Registrar's Web Site registrar.gmu.edu

The add and drop deadlines for classes:

Last day to add and drop with no tuition penalty: Jan 31

Last day to drop (67% tuition penalty): Feb 24

After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons. Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

3. Accommodations for students with disabilities:

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Resources at 703-993-2474. All academic accommodations must be arranged through that office.

The need for accommodations should be identified at the beginning of the semester and

the specific accommodation has to be arranged through the Office of Disability Resources. Faculty cannot provide accommodations to students on their own (e.g. allowing a student extra time to complete an exam because the student reports having a disability).

George Mason University: Diversity Statement

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

Women and Gender Studies Commitment to Diversity Statement

The Women and Gender Studies program seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

COURSE SCHEDULE

January 23 Introduction

January 30

Theoretical and Methodological Issues:

Inclusive Politics

Allison Weir, "Global Feminism and Transformative Identity Politics," *Hypatia* 23, 4 (Fall 2008): 110-133.

S. Laurel Weldon, "Inclusion, Solidarity, and Social Movements: The Global Movement against Gender Violence," *Perspectives on Politics* 4, 1 (2006): 55-74.

Anne Ferguson, "How is Global Gender Solidarity possible?" 243-258 in Anna G. Jónasdóttir, Valerie Bryson, Kathleen B. Jones, ed., *Sexuality, Gender and Power: Intersectional and Transnational Perspectives* **(blackboard)**

February 6

Gender Mainstreaming

Ruth Lister, "A Nordic Nirvana? Gender, Citizenship, and Social Justice in the Nordic Welfare States," *Social Politics: Int'l Studies in Gender, State and Society* 16, 2 (Summer 2009): 242-278.

Joan Eveline and Carol Bacchi, "What are We Mainstreaming When We Mainstream Gender?," *Int'l Feminist Journal of Politics* 7, 4 (December 2005): 496-512.

Sari Kouvo, "A 'Quick and Dirty' Approach to Women's Emancipation and Human Rights?" *Feminist Legal Studies* 16, 1 (April 2008): 37-46.

February 13

Gender and Human Rights in International Context

Patricia Richards, "The Politics of Gender, Human Rights, and Being Indigenous in Chile," *Gender & Society* 19, 2 (April 2005): 199-220.

Sylvia Tamale, "The Right to Culture and the Culture of Rights: a Critical Perspective on Women's Sexual Rights in Africa," *Feminist Legal Studies* 16, 1 (April 2008): 47-69.

Pamela Scully, "Should We Give Up on the State? Feminist Theory, African Gender History and Transitional Justice," *African Journal on Conflict Resolution* 9, 2 (2009): 29-42.

Saida Hodžić, "Unsettling Power: Domestic Violence, Gender Politics, and Struggles over Sovereignty in Ghana," *Ethnos Journal of Anthropology* 74, 3 (2009): 331-360.

February 20

Gendered Politics of Veiling

Sevgi Kilic, "The British Veil Wars," 433-454;

Susan B. Rottmann and Myra Marx Ferree, "Citizenship and Intersectionality: German Feminist Debates about Headscarf and Antidiscrimination Laws," 481-513;

Ayşe Saktanber and Gül Çorbacıoğlu, "Veiling and Headscarf-Skepticism in Turkey," 514-538;

all in *Social Politics: Int'l Studies in Gender, State and Society* 15, 4 (Winter 2008)

February 27

Hegemonic Beauty Standards as a Manifestation of Structural Inequality

Sonora Jha and Mara Adelman, "Looking for Love in All the White Places: A Study of Skin Color Preferences on Indian Matrimonial and Mate-Seeking Websites," *Studies in South Asian Film & Media* 1, 1 (May 1, 2009): 65-83 (**blackboard**).

Darling-Wolf Fabienne, "Sites of Attractiveness: Japanese Women and Westernized Representations of Feminine Beauty," *Critical Studies in Media Communication* 21, 4 (Dec. 2004): 325-46.

Imani Perry, "Buying White Beauty," *Cardozo Journal of Law & Gender* 12 (Spring 2006): 579-608.

<http://imaniperry.typepad.com/files/buyingwhitebeauty.pdf>

Jemima Pierre, "'I Like Your Colour!' Skin Bleaching and Geographies of Race in Urban Ghana," *Feminist Review* 90, 1 (October 2008): 9-29.

March 5

Due - Short analytic paper for any choice of readings before March 5th.

Border Crossings

Jessica M. Vasquez, "Blurred Borders for Some but not 'Others': Racialization, 'Flexible Ethnicity,' Gender, and Third-Generation Mexican American Identity," *Sociological Perspectives* 53, 1 (Spring 2010): 45-72.

Katie L. Acosta, "Lesbianas in the Borderlands: Shifting Identities and Imagined Communities," *Gender & Society* 22, 5 (August 2008): 639-659.

Regina L. Martinez, "Beyond Mexico's Woman: Negotiating Gender and Race in Dominant Narratives of Nation, *Social Justice* 24, 2 (Summer 1997): 45-65.

March 11-18 Spring Break

March 19

Illicit Sex

Denise Brennan, "Women Work, Men Sponge, and Everyone Gossips: Macho Men and Stigmatized/ing Women in a Sex Tourist Town," *Anthropological Quarterly* 77, 4 (Fall 2004): 705-734.

Evelyn Blackwood, "Transnational Sexualities in One Place: Indonesian Readings," *Gender & Society* 19, 2 (April 2005): 221-242.

Sylvia Tamale, "Out of the Closet, Unveiling Sexuality Discourses in Uganda (17-29) in Catherine M. Cole et al., *Africa After Gender?* (2007) (**blackboard**).

March 26

Women and Trade Union Renewal

Yvette Richards, "Labor's Gendered Misstep: The Women's Committee and African Women Workers, 1957-1968," *International Journal of African Historical Studies* 44, 3 (2011): 415-442.

Gill Kirton and Geraldine Healy, "Transforming Union Women: The Role of Women Trade Union Officials in Union Renewal," *Industrial Relations Journal*, 30 #1 (1999): 31-45.

Jan Kainer, "Gendering Union Renewal: Women's Contributions to Labour Movement Revitalization," 15-38, in Janice R. Foley and Patricia L. Baker, ed., *Unions, Equity, and the Path to Renewal* (**blackboard**).

April 2

Due: Research proposal, posted on blackboard and hard copy turned into professor

Overview of Gender and Globalization and Neoliberal Policies

Kate Bedford, "Loving to Straighten out Development: Sexuality and Ethnodevelopment in the World Bank's Ecuadorian Lending," *Feminist Legal Studies* 13, 3 (Dec. 2005): 295-322.

Nilüfer Çagatay, Korkut Erturk, "Gender and Globalization: A Macroeconomic Perspective," *Int'l Labour Office Working Paper* No. 19, May 2004.

http://www.ilo.org/legacy/english/integration/download/publicat/4_3_204_wcsdg-wp-19.pdf

Priti Ramamurthy, "Why Is Buying a 'Madras' Cotton Shirt a Political Act? A Feminist Commodity Chain Analysis," *Feminist Studies* 30, 3 (Fall 2004): 734-770.

April 9

Son Preference: Economic and Social Impact on Females

Radha S. Hedge, "Sons and M(others): Framing the Maternal Body and the Politics of Reproduction in a South Indian Context," *Women's Studies in Communication* 22, 1 (Spring 1999): 25-45.

Daniele Belanger, "Son Preference in a Rural Village in North Vietnam," *Studies in Family Planning* 33, 4 (Dec. 2002): 321-335.

Woojin Chung and Monica Das Gupta, "Why is Son Preference Declining in South Korea? The Role of Development and Public Policy, and the Implications for China and India," World Bank Policy Research Working Paper No. 4373, October 1, 2007.

http://www-wds.worldbank.org/external/default/WDSContentServer/IW3P/IB/2007/10/09/000158349_20071009133451/Rendered/PDF/wps4373.pdf

April 16

Representation Quotas for Women

Melanie M. Hughes, "Intersectionality, Quotas, and Minority Women's Political Representation Worldwide," *American Political Science Review* 105, 3 (August 2011): 604-620.

Jennie E. Burnet, "Women Have Found Respect: Gender Quotas, Symbolic Representation, and Female Empowerment in Rwanda," *Politics & Gender* 7, 3 (Sept. 2011): 303-334.

Hussaina J. Abdullah, "Forging Ahead without an Affirmative Action Policy: Female Politicians in Sierra Leone's Post-War Electoral Process," *IDS Bulletin* 41, 5 (Sept. 2010), 62-71.

Divya Sharma and Ratna M. Sudarshan, "Towards a Politics of Collective Empowerment: Learning from Hill Women in Rural Uttarakhand, India," *IDS Bulletin* 41, 5 (Sept. 2010): 43-51.

April 23 Presentations

April 30 Presentations

May 10 Paper due by 12:00 noon in the Women and Gender Studies Center (240K Johnson Center).