

## **Gender & Politics in Developing Nations**

**Pol. Sci. 368**

**Spring 2010**

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(\* \*\* Note Spelling of Email Address)

Class Time: Mon/Weds 2:00-3:15  
Class Location: BOL B64

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### **COURSE OVERVIEW:**

This comparative politics seminar focuses on gender and politics in developing nations. We will concentrate primarily on the following regions: Latin America, South Asia, East Asia, Middle East, and the United States. This course integrates works from political science, feminist theory, development studies, public health, and women's studies. As such, we will read works by a diverse set of authors.

The course is organized in four parts. The first section, will explore how U.S. and global feminist theorists have discussed and debated "feminism." In doing so, we will consider concepts such as gender, sex, feminism, and difference. Next, we turn to women's political mobilization. Readings will explore how gendered norms can structure women's political participation. For instance, how might notions of motherhood structure and propel women's collective action? A case study from Chile will shed light on the relationship between ideology and gendered protest. The third section of the course focuses on women in situations of armed conflict (Middle East, South Korea). We will investigate how women participate, instigate, and are caught up in conflicts. Part four turns to transnational advocacy to examine how local and global feminist movements have combined to advance human rights and end violence against women around the world. Last, we turn to contemporary challenges and public policy issues for developing nations. We will address some of the most pressing issues for development and social inclusion around the world: the feminization of poverty, daughter discrimination, formal & informal employment opportunities, and education and public health access.

The format of the course is primarily discussion. Students should expect to participate in reading-based discussions and listen to their peer's presentations. Questions on readings will help guide students on readings so they can prepare for class discussion.

### **OBJECTIVES:**

This course seeks to introduce students to various topics on gender, politics, and development. The course content is designed to show students various perspectives on feminist thought and

invites students to consider how gendered norms influence politics, women's activism, and prospects for development. The readings, exams, and assignments are designed to promote critical thinking, research, and writing skills. Class participation will enhance students' oral communication skills.

### **COURSE REQUIREMENTS & RESPONSIBILITIES:**

Students are expected to attend class regularly and keep up with the weekly readings. Readings are organized by class session and should be completed prior to class. Grades will be assessed according to students' performance on in-class participation, examinations, and written assignments. A breakdown for course assignments follows:

#### **Assignments:**

Class Participation: 20%

Mid-Term I: 20%

Mid-Term II: 20%

Response Essays: 15% (3, 5% each)

Research Paper Proposal: 5%

Research Paper & In-Class Presentation: 20%

#### Class Participation:

Class participation is a major component of this course; all students are expected to participate in class discussions, group exercises, and other activities. Students should come to class having read the assignment for that day. Reading questions will guide you as you read. Students will also serve as discussion leaders on a rotating basis. For effective participation, prepare some brief responses to the questions, and bring your own questions or comments for the class to discuss.

#### Mid-Term Exams:

Mid-term exams will cover the materials on the syllabus up to the exam date. Exams are non-cumulative. Exams will include a combination of identification, short answer questions, and essays.

#### Response Essays (3):

The response essays (500-750 words) are reflective essays based on the readings assigned for the course. Each essay will invite you to think about a central theme/idea presented in one of the week's readings. All students will submit an essay on the first week's reading on the concepts of gender and feminism. Students can select any two additional weeks to submit essays.

#### Paper Proposal:

The research paper proposal is a short proposal designed to assist students in writing the research paper and provide early feedback in the writing process. This assignment should include a 1 page synopsis of your topic and basic argument. Also include a brief outline of your paper and list of references.

### Research Paper:

The research paper (12-15 pages) will explore a contemporary topic on gender and development for a country of your choice. The paper will be due *in class*. Late papers automatically drop 1/3 a full letter-grade for every day it is past due.

### Research Paper Presentation:

The paper presentation will be an opportunity for you to share your research with classmates. Each student will have approximately 15 minutes to present their research and answer questions. The format for presentation is open and can include Power Point or other visual aids.

### **Required Books/Reading:**

#### 1. Class Reader

For Purchase at Panther Books 3132 N. Downer Ave., Tel. (414) 967-1111. [Note: Readings in the syllabus followed by “(R)” can be found in the reader.]

The Following Books are available for Purchase at the UWM Bookstore in the Union.

1. Why Women Protest\*
2. Activists Beyond Borders\*
3. Progress of the World's Women\*

\* Books are also on reserve at the UWM library.

### **Important Dates:**

Essays:	First essay due on February 1st. The second & third essays can be submitted on any subsequent Wednesday.
Mid-Term I:	Monday, March 8 <sup>th</sup>
Paper Proposal:	Wednesday, March 31 <sup>st</sup>
Mid-Term II:	Tuesday, May 3 <sup>rd</sup>
Student Presentation:	TBD
Research Paper:	Wednesday, May 12 <sup>th</sup>

### **CLASS POLICIES (READ CAREFULLY):**

**Attendance Policy:** This course is designed to be an intensive seminar with student participation and discussion. In order for rich classroom discussion, all students must regularly attend class. Thus, regular and punctual attendance is required.

If you miss 3 or more sessions, your grade will suffer. Missing 8 or more classes will result in failure for the course. Contact the instructor if illness, childcare obligations, or other emergency prevents your attendance.

**Keep An Open Mind:** This course may introduce you to topics, countries, and cultures that are new to you. Success in this class will require that you think openly about different perspectives. This class also necessitates basic interest in feminism and women's studies.

**Be Courteous:** This seminar will serve as an opportunity for students to analyze and discuss course readings. There will also be space for students to share their own opinions and critiques. Differences of opinion are to be expected, but courteous behavior and respect for one's fellow classmate are of utmost importance.

Out of respect for your classmates and instructor, remember to turn off all beeping devices before class (cell phones, alarms, beepers, etc.).

#### **ADDITIONAL ADMINISTRATIVE ISSUES:**

**Office Hours:** My office hours are Wednesdays from 3:30-5:30. If you are unable to meet during that time, contact me via e-mail to set up an appointment.

**D2L:** We will use D2L for occasional announcements and grade management. Please log-in and check the course site on a regular basis.

**In-Class Electronic Usage:** Laptops are permitted for note taking purposes only as Internet web surfing is a distraction to those around you. Put away all other electronic devices (iphones, blackberries, etc.). Texting in class is not allowed.

**E-mail:** The best way to contact me is via e-mail. Please note however that e-mail is best suited for short inquiries and administrative matters. Questions about course content should be made in person, before or after class, or during office hours.

**Disability Accommodations:** At the beginning of the semester, students with disabilities who need special accommodations should notify the instructor by presenting a letter prepared by the Student Accessibility Center (SAC). To ensure that the most appropriate accommodations are provided, students should contact the SAC Office. For more information, see:  
<http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf>

**Religious Beliefs Accommodation:** On occasion, students may find it necessary to miss class in order to observe a religious holiday. In order to ensure reasonable accommodation, students should inform the instructor of the conflict prior to the holiday. Any conflicts with assignments, tests, or other coursework must be addressed before the due date. For more information, see  
[http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S1.5.htm](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm)

**Academic Misconduct:** Students who violate University rules on scholastic dishonesty are subject to disciplinary action and disciplinary sanctions by the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For more information, see:  
<http://www.uwm.edu/Dept/OSL/DOS/conduct.html>

**Incompletes:** For more information on UWM's policy on incompletes, see:  
[http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S31.pdf](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf)

**Military Duty:** Students called up for active military duty should contact the instructor for accommodation. For more information on the university's policies, see:  
<http://www3.uwm.edu/des/web/registration/militarycallup.cfm>

**Discriminatory Conduct:** For information on definitions of discrimination, harassment, abuse of power, and the reporting requirements of discriminatory conduct, see:  
[http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S47.pdf](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf)

(See Next Page for Reading Schedule)

## READING SCHEDULE

Monday, Jan. 25 <sup>th</sup>	<b>First Day of Class</b>
Wednesday, Jan. 27 <sup>th</sup>	<p><b>PART I - CONCEPTS</b>            Concepts: Gender -- What is gender? How do we study women &amp; gender in political science? Contributions from women’s studies.</p> <p>De Beauvoir, Simone. 2003. “Introduction.” In Carole R. McCann and Seung-Kyung Kim Eds., <i>Feminist Theory Reader</i>. New York: Routledge. pp. 32-40. <b>(R)</b></p> <p>Delphy, Christine. 2003. “Rethinking Sex and Gender.” In Carole R. McCann and Seung-Kyung Kim Eds., <i>Feminist Theory Reader</i>. New York: Routledge. pp. 57-67. <b>(R)</b></p> <p>Scott, Joan. 1986. “Gender: a useful concept for historical analysis” <i>The American Historical Review</i>, Vol. 91, No. 5. pp. 1053-1075. <b>(R)</b></p>
Monday, Feb. 1 <sup>st</sup>	<p><b>Concepts: What is feminism?</b></p> <p>Sapiro, Virginia. “Feminist Studies and Political Science – and Visa Versa.” In Ann Phillips Ed. <i>Feminism &amp; Politics</i>. Oxford: Oxford University Press. <b>(R)</b></p> <p>Brennan, Teresa and Carole Pateman. “‘Mere Auxiliaries to the Commonwealth’: Women and the Origins of Liberalism.” In Ann Phillips Ed. <i>Feminism &amp; Politics</i>. Oxford: Oxford University Press. <b>(R)</b></p> <p>Okin, Susan Moller. “Gender, the Public, and the Private.” In Ann Phillips Ed. <i>Feminism &amp; Politics</i>. Oxford: Oxford University Press. <b>(R)</b></p> <p style="text-align: center;">*** <i>First Reflective Essay Due Today</i> ***</p>
Wednesday, Feb. 3 <sup>rd</sup>	<p><b>Concepts: Difference Feminism (Race/Class)</b></p> <p>Hill-Collins, Patricia. 2000. “Part I: The Social Construction of Black Feminist Thought,” In <i>Black Feminist Thought</i>, 2<sup>nd</sup> Ed. New York: Routledge. pp. 1-43. <b>(R)</b></p> <p>Recommended:            “A Black Feminist’s Search for Sisterhood,” “A Black Feminist Statement: The Combahee River Collective,” “Racism – A White Issue,” “Racism and Women’s Studies.” In Gloria T. Hull, Patricia Bell Scott, and Barbara Smith Eds. <i>All the women are white, and all the Blacks are men, but some of us are brave: Black women’s studies</i>. Old Westbury, N.Y.: Feminist Press.</p>

<p>Monday, Feb. 8<sup>th</sup></p>	<p><b>Concepts: Difference Feminism (“Third World”)</b></p> <p>Okin, Susan. 1999. “Is Multiculturalism Bad for Women?” In Susan Okin Ed. <i>Is Multiculturalism Bad for Women?</i> Princeton: Princeton University Press. pp. 7-26. <b>(R)</b></p> <p>Honig, Bonnie. 1999. “My Culture Made me do it.” In Susan Okin Ed. <i>Is Multiculturalism Bad for Women?</i> Princeton: Princeton University Press. pp. 35-40. <b>(R)</b></p> <p>“Al-Hibri, Azizah. 1999. “Is Western Patriarchal Feminism Good of Third World/Minority Women?” In Susan Okin Ed. <i>Is Multiculturalism Bad for Women?</i> Princeton: Princeton University Press. pp. 41-46. <b>(R)</b></p> <p>Bhabha, Homi K. 1999. “Liberalism’s Sacred Cow” In Susan Okin Ed. <i>Is Multiculturalism Bad for Women?</i> Princeton: Princeton University Press. pp. 79-84. <b>(R)</b></p> <p>Recommended: Tripp, A. 2000. “Rethinking Difference: Comparative Perspectives from Africa” <i>Signs</i>, Vol. 25(3). <b>(R)</b></p>
<p>Wednesday, Feb. 10<sup>th</sup></p>	<p><b>PART II – GENDER &amp; WOMEN’S MOBILIZATION</b></p> <p><b>Gender &amp; The State: Domesticity, Motherhood</b></p> <p>Kaplan, Temma. 1982. “Female Consciousness and Collective Action.” <i>Signs</i>, Vol 7, 545-566. <b>(R)</b></p> <p>Hill-Collins, Patricia. 2000. “Black Women and Motherhood” in <i>Black Feminist Thought, 2nd Ed.</i> New York: Routledge. pp. 173-199. <b>(R)</b></p>
<p>Monday, Feb. 15<sup>th</sup></p>	<p><b>Gender &amp; The State: Domesticity, Motherhood (Cont.)</b></p> <p>Taylor, Diana. 1997. “Overview: Mothers and the State.” In Alexis Jetter, Annelise Orleck, and Diana Taylor Eds. <i>The Politics of Motherhood.</i> Hanover: Dartmouth University Press. Pp. 141-203. <b>(R)</b></p>
<p>Wednesday, Feb.17<sup>th</sup></p>	<p><b>Gender &amp; The State: Women’s Activism</b></p> <p>Koonz, Claudia. 1997. “Motherhood and Politics on the Far Right.” In Alexis Jetter, Annelise Orleck, and Diana Taylor Eds. <i>The Politics of Motherhood.</i> Hanover: Dartmouth University Press. <b>(R)</b></p> <p>Baldez, Lisa. 2002. <i>Why Women Protest.</i> New York: Cambridge University Press. Read Part I.</p>

Monday, Feb. 22 <sup>nd</sup>	<p><b>Gender &amp; The State: Women’s Activism (Cont.)</b></p> <p>Baldez, Lisa. 2002. <i>Why Women Protest</i>. New York: Cambridge University Press. Read Part II.</p>
Wednesday, Feb. 24 <sup>th</sup>	<p><b>PART III – GENDER &amp; CONFLICT</b></p> <p><b>Women in Armed Conflict: Participants</b></p> <p>El-Bushra, Judy. 2003. “Fused in Combat: gender relations and armed conflict” in <i>Development in Practice</i>, Vol. 13(2&amp;3): 251-265. (R)</p> <p>Naaman, Dorit. 2007. “Brides of Palestine/Angles of Death: Media, Gender, and Performance in the Case of Palestinian Female Suicide Bombers” in <i>Signs</i>, Vol. 32 (4): 933-955. (R)</p> <p>Sasson - Levy, Orna and Sarit Amram - Katz. 2007. “Gender Integration in Israeli Officer Training: Degendering and Regendering the Military” in <i>Signs</i>, Vol. 32(4): 105-133. (R)</p>
Monday, Mar. 1 <sup>st</sup>	<p><b>Gender in Armed Conflict: Rape</b></p> <p>Stetz, Margaret D. 2003. “Wartime Sexual Violence Against Women: A Feminist Response” in <i>Feminist Theory Reader</i>, pp. 138-147. (R)</p> <p>Henderson, Sarah L. and Alana S. Jeydel. 2007. “Women, Sexual Violence, and War” in <i>Participation and Protest: Women and Politics in a Global World</i>. New York: Oxford University Press Pp. 268-279. (R)</p> <p>Oosterveld, Valerie. 2005. Prosecution of Gender-based Crimes in International Law,” in Dyan Mazurana, Angela Raven-Roberts, and Jane Papart, eds., <i>Gender, Conflict, and Peacekeeping</i>, pp. 67-82. Lanham, MD: Rowman and Littlefield. (R)</p>
Wednesday, Mar. 3 <sup>rd</sup>	<p><b>Gender in Armed Conflict: “Comfort women” prostitution or “sex slaves”?</b></p> <p>Min, Pyong Gap. 2003. “Korean ‘comfort women’ The Intersection of Colonial Power, Gender, and Class.” <i>Gender &amp; Society</i>, Vol. 17, No. 6: 938-957. (R)</p> <p>Lie, John. “The State as Pimp: Prostitution and the Patriarchal State in Japan in the 1940s” <i>The Sociological Quarterly</i>, Vol. 38(2), pp. 251-263. (R)</p>
Monday, Mar. 8 <sup>th</sup>	<b>Mid-Term I</b>
Wednesday,	<b>RESEARCH WORKSHOP SESSION<sup>1</sup></b>

<sup>1</sup> Attendance is required; make your spring break plans accordingly.



Mar. 10 <sup>th</sup>	(Start Readings on Transnational Advocacy)
Monday, March 15 <sup>th</sup>	<p><b>PART IV – GENDER &amp; TRANSNATIONAL ADVOCACY</b></p> <p><b>United Nations Conferences &amp; Human Rights</b>  Basu, Amrita. 2003. “Globalization of the Local/Localization of the Global: Mapping Transnational Women’s Movements” in <i>Feminist Theory Reader: Local and Global Perspectives</i>. New York: Routledge. pp. 68-79. (R)</p> <p>Keck, Margaret E. and Kathryn. 1998. <i>Activists Beyond Borders</i>. Ithaca: Cornell University Press. Introduction. Pp. 1-38.</p> <p><b>Human Rights</b></p> <p>Keck, Margaret E. and Kathryn. 1998. <i>Activists Beyond Borders</i>. Ithaca: Cornell University Press. Chapter 2 &amp; Chapter 3. pp. 39-120.</p>
Wednesday, March 17 <sup>th</sup>	<p><b>Violence Against Women</b></p> <p>Keck, Margaret E. and Kathryn. 1998. <i>Activists Beyond Borders</i>. Ithaca: Cornell University Press. Chapter 5, pp.165-198.</p>
Monday, Mar. 22 <sup>nd</sup>	<p><b>SPRING BREAK</b>  No new readings</p>
Wednesday, Mar.24 <sup>th</sup>	<p><b>SPRING BREAK</b>  No new readings.</p>
Monday, Mar. 29 <sup>th</sup>	<p><b>PART V – CONTEMPORARY CHALLENGES &amp; PUBLIC POLICY OUTCOMES</b></p> <p><b>Feminization of Poverty</b>  Kabeer, Naila. Mainstreaming in Poverty Eradication and the Millennium Development Goals. Commonwealth Secretariat. <a href="http://www.idrc.ca/openebooks/067-5/#page_1">http://www.idrc.ca/openebooks/067-5/#page_1</a>. Skim chapter 1, pp. 1-22.</p> <p>Fraser, Nancy. “From Redistribution to recognition? Dilemmas of Justice in a ‘Post-Socialist Age’” in <i>Feminism and Politics</i>. Oxford: Oxford University Press. (R)</p> <p>Sen, Amartya. 1999. “Women’s Agency and Social Change” in <i>Development as Freedom</i>. New York: Knopf. Pp. 189-203. (R)</p>
Wednesday, Mar. 31 <sup>st</sup>	<p><b>The Girl-Child – Daughter Discrimination in Asia</b></p> <p>Croll, Elisabeth. 2000. <i>Endangered Daughters</i>. New York: Routledge. Chapter 1-2, pp.1-69.</p>

	<b>** Research Paper Proposal Due **</b>
Monday, Apr. 5 <sup>th</sup>	<p><b>The Girl Child - Daughter Discrimination in Asia</b></p> <p>Croll, Elisabeth. 2000. <i>Endangered Daughters</i>. New York: Routledge. Chapters 3-4, pp. 70-133.</p>
Wednesday, Apr. 7 <sup>th</sup>	<p><b>The Girl Child - Daughter Discrimination in Asia</b></p> <p>Croll, Elisabeth. 2000. <i>Endangered Daughters</i>. New York: Routledge. Chapters 6-7, pp. 134-187.</p>
Monday, Apr. 12 <sup>th</sup>	<p><b>Women &amp; Work: Formal Sector Employment</b></p> <p>Chen, Martha et. al. 2005. <i>Progress of the World's Women</i>. New York: UNIFEM. Overview, Chapter 2 &amp; 3. pp. 8-13; 22-57.</p>
Wednesday, Apr. 14 <sup>th</sup>	<p><b>Women &amp; Work: Informal Work</b></p> <p>Chen, Martha et. al. 2005. <i>Progress of the World's Women</i>. New York: UNIFEM. Chapter 4 &amp; 5. pp. 58-85.</p>
Monday, Apr. 19 <sup>th</sup>	<p><b>Gender &amp; Education: The New Development Paradigm</b></p> <p>Heward, Christine. 1999. "Introduction: The New Discourses of Gender, Education and Development. In Christine Heward and Sheila Bunwaree, Eds., <i>Gender, Education &amp; Development</i>. New York: Zed Books. pp. 1-14. (R)</p> <p>Stromquist, Nelly P. 1999. "The Impact of Structural Adjustment Programmes in Africa and Latin America." In Christine Heward and Sheila Bunwaree, Eds., <i>Gender, Education &amp; Development</i>. New York: Zed Books. pp.17-32. (R)</p>
Wednesday, Apr. 21 <sup>st</sup>	<p><b>Gender &amp; Education: Case Studies</b></p> <p>Unterhalter, Elaine. 1999. "The Schooling of South African Girls" In Christine Heward and Sheila Bunwaree, Eds., <i>Gender, Education &amp; Development</i>. New York: Zed Books. pp. 49-64. (R)</p> <p>Aikman, Sheila. 1999. "Schooling and Development: Eroding Amazon Women's Knowledge and Diversity." In Christine Heward and Sheila Bunwaree, Eds., <i>Gender, Education &amp; Development</i>. New York: Zed Books. pp. 65-81. (R)</p> <p>Pong, Suet-ling. 1999. "Gender Inequality in Educational Attainment in Peninsular Malaysia." In Christine Heward and Sheila Bunwaree, Eds., <i>Gender, Education &amp; Development</i>. New York: Zed Books. pp.155-170. (R)</p>

<p>Monday, Apr. 26<sup>th</sup></p>	<p><b>Gender &amp; Health: HIV-AIDS</b></p> <p>UNICEF. 2004. <i>Girls, HIV-AIDS and Education</i>. New York: UNICEF.  <a href="http://www.unicef.org/publications/files/Girls_HIV_AIDS_and_Education_(English)_rev.pdf">http://www.unicef.org/publications/files/Girls_HIV_AIDS_and_Education_(English)_rev.pdf</a> (39 pages).</p> <p>Hartigan, Pamela, Janet Price and Rachel Tolhurst. 2002. "Communicable Diseases: Outstanding Commitments to Gender and Poverty" in Gita Sen, Asha George and Pirooska Ostlin Eds. <i>Engendering International Health: The Challenge of Equity</i>. Cambridge: MIT Press. pp. 37-61.</p>
<p>Wednesday, April 28<sup>th</sup></p>	<p><b>New Trends in Integrated Social Policy Assistance: Conditional Cash Transfers</b></p> <p>Handa, Sudhanshu, and Benjamin Davis. 2006. The Experience of Conditional Cash Transfers in Latin America and the Caribbean <i>Development Policy Review</i>, 24 (5): 513-536</p> <p>Molyneux, Maxine. 2006. Mothers at the Service of the New Poverty Agenda: Progres/Oportunidades, Mexico's Conditional Cash Transfer Program. <i>Social Policy and Administration</i>, 40(4), 425-449.</p>
<p>Monday May 3<sup>rd</sup></p>	<p><b>Mid-Term II</b></p> <p><b>** In Class **</b></p>
<p>Wednesday, May 5<sup>th</sup></p>	<p><b>Student Research Presentations</b></p>
<p>Monday May 10<sup>th</sup></p>	<p><b>Student Research Presentations</b></p>
<p>Wednesday, May 12<sup>th</sup></p>	<p><b>Student Research Presentations</b></p> <p><b>** Research Paper Due Today**</b></p>