

POL 438/837 ISSUES IN COMPARATIVE POLITICS: GLOBAL FEMINIST POLITICS

Spring 2019
T Th 1030-1220
Th: AQ 5027

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Course description:

This course will examine the philosophical underpinnings and political realities of global feminism as a movement and a principle of institutional design. We will ask about the foundations and impact of global solidarity among women including discussion of transversal solidarity, strategic essentialism, and other key concepts in feminist philosophy. Regional and national movements in Africa, the Middle East, North America and other contexts will be examined. Implications for policy and law in areas such as violence against women, family law, reproductive rights and parental leave will also be considered. We will conclude with lessons for global justice and other social movements.

Course Books

*Required (on sale in book store and on reserve in library):

Aili Tripp and Myra Marx Ferree, eds. *Global Feminism*, 2006.

Recommended (on reserve or otherwise available) (we will read only excerpts of these books):

Kumari Jayawardena, *Feminism and Nationalism in the Third World*. Zed books/Verso books. Available on reserve; Ebook available for \$2.80 CAD (any edition should be fine)
<https://www.versobooks.com>

Valentine M. Moghadam. *Globalizing women: transnational feminist networks*. Hopkins, 2005.

Lisa Baldez. *Defying convention: US resistance to the UN women's rights treaty*. New York, NY: Cambridge University Press 2014

Nancy Fraser. *Fortunes of feminism: from state-managed capitalism to neoliberal crisis*. Verso, 2013.

Mala Htun and S. Laurel Weldon, *Logics of Gender Justice* Cambridge University Press 2018
(We will read all of this book, but it is not required that you buy it).

Catherine Lu. *Justice and reconciliation in world politics*. Cambridge, United Kingdom; New York, NY: Cambridge University Press. 2017.

Beth A. Simmons. *Mobilizing for human rights: international law in domestic politics*. 2009.

Pedagogical Approach (Approach to Teaching)

Some students and teachers think of teaching as an exercise whereby one party (the instructor) imparts knowledge to another (the student). On this view, the student sits passively and accepts and internalizes the knowledge presented. Pedagogical research and common sense, though, show that students learn more and better when they are actively involved in questioning material and drawing on their own ideas and lived experience. These days, many teachers and students want to adopt a more “active learning” approach to the classroom. When successful, this approach is more enjoyable for everyone: everybody enjoys a classroom in which students and instructors freely and enthusiastically exchange ideas.

This approach can be more demanding on students, since the teaching relationship is one that involves work and action on the part of both the instructor and the students. Although I can work hard to present the material clearly and design activities and presentations that are interesting, students will find the class much more rewarding when they work hard to master the class material and to engage each other and the instructor in discussion and debate. In a good class, we will all learn about each others’ ideas, and this will enrich us all. But this requires that we all work hard to be prepared for class, think hard and to listen carefully to the contributions of others (even when we strongly disagree with them).

Contacting the Instructor:

My contact information is in the top right-hand corner of the first page. Please feel free to contact me with any questions or concerns you may have about the class, about political science, graduate school, and the like. The best way to contact me is by email. You are also welcome to look for me during my office hours or to call me in my office, though I will only receive messages left at my office phone when I am physically in the office, so email is better for messages.

Assignments:

Each student will make a presentation on the readings, participate in class, complete a short (5 page) essay and write a policy research paper (15-20 pages). They will also be four tests. Students are expected to come to class having carefully read the assigned texts, prepared to ask questions and discuss those readings, and to complete all assignments on time. The assignment structure for the class is:

Participation 10%
4 Tests 40% (10% each)
Short (5 double spaced pages) paper 15%
Research Paper (approx. 15 pages double spaced) 25%
Reading presentation (5 minutes) 10%

More detail about the course requirements and assignments is provided below.

Attendance and Participation:

Students are expected to attend class and participate in class discussion. Students should prepare for these discussions by reading the pages listed under the class date in advance of class (see schedule below). I will be asking questions and making a note of who is contributing and prepared. Please note that if it becomes necessary I may employ pop-quizzes or other in-class assessments to determine who is coming to class prepared, and that these could count towards the participant grade. Class participation also can include in-class assignments (participating in workshops, completing in-class written assignments, etc.). Also, please be aware that the class participation grade is not an attendance grade. Students should also avoid trying to “score points” by making ill-informed, off-topic or vague comments that reveal unfamiliarity with the readings. Regular, high-quality observations, coupled with respectful listening and responding thoughtfully to others, constitutes good class participation.

Information that is essential for doing a good job on assignments will be covered in class. Any changes to the syllabus or additional handouts will be announced in class, and students who do not attend are responsible for obtaining any missed information or materials. Participating in class discussions will help you to sort out your own ideas and to understand the readings. Every student should strive to ask questions and otherwise participate in class discussion. I expect students to attend unless there are extenuating circumstances (for example, flu symptoms). Although there is not a specific proportion of the grade set aside for attendance, students should be aware that it is impossible to do well in this class without attending virtually all the classes.

Reading Presentation:

Each student will make a brief (maximum 5 minute) presentation to the class based on one of the assigned readings, where they present the main argument of the reading, review key points, examples and/or themes from the readings and raise some questions for discussion. Students should develop a handout or powerpoint slide with a brief summary of the main argument (no more than a sentence or two, or two or three bullet points) and some reading questions for circulation to the rest of the class. These presentations should not exceed five minutes (excluding discussion). Students will begin signing up for readings in-class on **January 10**, and are required to have signed up for one of the readings on the syllabus by **January 24**.

Short Essay:

Students will complete a short (3-5 page typed, double-spaced pages) essay on an assigned topic or question, a question that draws upon class materials (readings, lectures, videos, class discussions, etc), but they are exercises in *thinking* and *writing*, rather than research. In this assignment, the emphasis will be on understanding arguments, applying concepts and theories, and developing one’s own perspective on gender politics. Students will be graded on writing and organization as well as on content. The result should be a well written and organized, thoughtful, concise treatment of the question or issue at hand. The page limit will be strictly enforced. The short essay is due **Feb 8 by 4pm**.

Global Gender Politics Research Paper:

In the research paper, students identify an issue in global gender politics, provide some historical context for the issue, define key concepts and at least one controversy relating to this issue, illustrate the debate by application to a particular case or dataset, and draw some conclusions about the debate. A list of potential topics will be provided, but students may also propose their own topic to the instructor, and **if approved**, may undertake a topic of their own design. Paper topics must be approved by **Jan 31**. Though these papers will draw heavily on course materials, these are research papers, and students will be expected to read and research beyond the syllabus. More information on this assignment will be provided in a separate handout. It is expected that this paper will be about 15 double-spaced pages. These papers are due **April 4**.

Academic Integrity:

Students are expected to adhere to University standards concerning academic integrity. Please see the end of this syllabus for more information on what plagiarism is and how to avoid it.

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SCHEDULE OF READINGS AND TOPICS

Week 1 Introduction to the class

Jan 3 Thursday: Review of the Syllabus. What is Global Feminism? What are the theories and institutions we will be examining?

Week 2: Historical Context for Global Feminism

Jan 8 Tuesday: Feminist Origin Stories: Varieties of National Feminisms

***Research Paper Guidelines handed out**

Readings:

1. Jayawardena, Kumari. *Feminism and Nationalism in the Third World*
“Introduction” and Chapter 5: India

Jan 10 Thursday: Historical Perspectives on Transnational Feminism

***Sign-up for readings presentation begins**

Readings:

1. Rupp, Leila J., and Verta Taylor. "Forging Feminist Identity in an International Movement: A Collective Identity Approach to Twentieth-Century Feminism." *Signs* 24, no. 2 (1999): 363-86. <http://www.jstor.org.proxy.lib.sfu.ca/stable/3175646>. (jstor)

Week 3 Philosophical Underpinnings

Jan 15 Tuesday: Solidarity, Difference and Domination

Readings:

1. Gayatri Spivak. “Can the Subaltern Speak” available on-line:
<http://jan.ucc.nau.edu/~sj6/Spivak%20CanTheSubalternSpeak.pdf>

2. Mohanty, Chandra Talpade. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Feminist Review*, no. 30 (1988): 61-88. doi:10.2307/1395054. (jstor)

Recommended: Uma Narayan. *Dislocating cultures: identities, traditions, and Third-World feminism*. (On reserve)

Jan 17 Thursday: Test 1

Week 4: Sisterhood is Powerful

Jan 22 Tuesday: Sisterhood is Powerful: Theory and Practice

***Short Paper Topic Handed Out**

Readings:

1. Robin Morgan, excerpts from *Sisterhood is Forever (on reserve and on canvas)*:
 - a. Introduction: New World Women / Robin Morgan
 - b. Concluding letters to vintage and younger feminists.
2. Beth Simmons, 2009, excerpts from *Mobilizing for human rights: international law in domestic politics (on reserve and on canvas)*:
 - a. Introduction—Why International Law?
 - b. Equality for women: education, work, and reproductive rights
 - c. Conclusion

Jan 24 Thursday: The Power of Organizing: Global Feminist Organizing Against Violence

***Deadline for signing up for readings presentation**

Readings:

1. Elisabeth Friedman. Gendering the agenda: the impact of the transnational women's rights movement at the UN conferences of the 1990s. Available on-line:

https://www.academia.edu/1926781/Gendering_the_agenda_the_impact_of_the_transnational_womens_rights_movement_at_the_UN_conferences_of_the_1990s

2. Weldon, S. Laurel (2006). Inclusion, Solidarity, and Social Movements: The Global Movement against Gender Violence. *Perspectives on Politics*, 4(1), 55-74. doi:10.1017/S1537592706060063 (available full text in library or on jstor)

Week 5: Transnational Feminist Networks and Global Social Movements

Jan 29 Tuesday: Globalization, the United Nations and Feminism

Readings:

In Required text: Aili Tripp and Myra Marx Ferree, eds. *Global Feminism*, 2006.

1. Globalization and feminism: opportunities and obstacles for activism
2. Unlikely godmother: the UN and the global women's movement (Snyder)

Jan 31 Thursday: Labor, Identity and Gender Solidarity

Research Paper Topics must be approved by this date**

Readings:

In Required text: Aili Tripp and Myra Marx Ferree, eds. *Global Feminism*, 2006.

3. The evolution of transnational feminisms: consensus, conflict, and new dynamics (Tripp)
5. Working women of the world unite? labor organizing and transnational gender solidarity among domestic workers in Hong Kong (Swider)

Recommended Reading (not required):

4. Turkey's modern paradoxes: identity politics, women's agency, and universal rights (Erturk) (in Tripp and Ferree)

Week 6: TFNs and GSMs cntd.

Feb 5 Tuesday Feminist Networks in Africa and Europe

Readings:

In Required text: Aili Tripp and Myra Marx Ferree, eds. *Global Feminism*, 2006.

8. Regional women's activism: African women's networks and the African Union (Adams)
9. Measuring feminist mobilization: cross-national convergences and transnational networks in Western Europe (McBride and Mazur)

Feb 7 Thursday: Transnational Feminist Networks and Global Activism

Readings:

1. Moghadam, V.M., 2000. Transnational feminist networks: Collective action in an era of globalization. *International sociology*, 15(1), pp.57-85. (Full text available through SFU libraries; Updated & revised version of this article published as a 2005 book *Globalizing Women: Transnational Feminist Networks*, available on reserve in the library).
2. Melinda Adams and Gwynn Thomas. 2010. "Transnational Feminist Activism and Globalizing Women's Movements" *Oxford Research Encyclopedia of International Studies* (open access):
<http://oxfordre.com/internationalstudies/view/10.1093/acrefore/9780190846626.001.0001/acrefore-9780190846626-e-490?print=pdf>

****short paper due February 8 by 8pm.**

Week 7: Not Necessarily Solidarity

Feb 12 Tuesday: Solidarity and Challenges to Mobilization

****Test 2**

Readings:

In Required text: Aili Tripp and Myra Marx Ferree, eds. *Global Feminism*, 2006.

12. Challenges in transnational feminist mobilization (Tripp)

2. Shannon Drysdale Walsh (2016) "Not Necessarily Solidarity," *International Feminist Journal of Politics*, 18:2, 248-269, DOI: 10.1080/14616742.2015.1008246 (full text available through SFU library, Taylor and Francis on-line)

Feb 14 Thursday: Philosophical and Technological Solutions?

In Required text: Aili Tripp and Myra Marx Ferree, eds. *Global Feminism*, 2006.

10. Transnational feminist NGOs on the Web: networks and identities in the global north and south (Ferree and Pudrovska)

11. Human/women's rights and feminist transversal politics (Yuval-Davis)

Week 8 Break

Feb 19 Tuesday Reading Break

Feb 21 Thursday Reading Break

Week 9 The Logics of Gender Justice: Status and Doctrine

Feb 26 Tuesday: Gender and Status: Violence Against Women

Reading:

Htun and Weldon *Logics of Gender Justice* Chas 1& 2

Feb 28 Thursday: Gender and Religious Politics: Family Law and Abortion

Reading:

Htun and Weldon *Logics of Gender Justice* Chas 3&4

Week 10 The Logics of Gender Justice: Class and Multidimensional Issues

Mar 5 Tuesday Feminism, Gender Justice and Class Politics: Putting it all together

Reading:

Htun and Weldon *Logics of Gender Justice* Chas 5, 6, &7

Mar 7 Thursday ****Test 3**

Week 11 More Class Politics? Contemporary Issues in Global Feminist Political Economy

Mar 12 Tuesday Feminism, Identity Politics and Neo-liberalism

Reading:

Nancy Fraser. *Fortunes of Feminism* (excerpts):

An introduction to feminist movements: from women's liberation to neoliberalism-and beyond

Feminism tamed: from redistribution to recognition in the age of Identity

Reframing justice in a globalizing world

Feminism, capitalism, and the cunning of history

Between marketization and social protection: resolving the feminist ambivalence.

Mar 14 Gendering Crisis and Commodifying Feminism?

True and Hozic, *Scandalous Economics* (exerpts):

Making Feminist Sense of the Global Financial Crisis (Hozic and True)

Lehman Brothers and Sisters (Elisabeth Prugl)

The Global Financial Crisis and Leaning In (True)

Week 12: Global Justice and Global Institutions: Promise and Limits of Global Feminism?

Mar 19: Colonialism as (Gendered) Structural Injustice?

Reading:

Catherine Lu. *Justice and reconciliation in world politics*. Cambridge, United Kingdom; New York, NY: Cambridge University Press. 2017. Excerpt:

Chapter 4. (On reserve and available electronically on canvas page).

Mar 21: CEDAW: The Promise and Limits of Global Feminism

Reading:

Lisa Baldez. *Defying convention*(excerpts):

Chapter 4 - An Evolving Global Norm of Women's Rights

Chapter 6 - Why the United States Has Not Ratified CEDAW

Week 13: Sexuality in Global Feminism: Norm Diffusion and Informal Change

Mar 26 Tuesday LGBTQ+ Politics in Transnational Spaces

Readings:

Elisabeth Jay Friedman. *Lesbians in (cyber) space: the politics of the internet in Latin American on-and off-line communities*. September 2007 *Media Culture & Society* 29(5):790-811. Fulltext available through SFU library and on-line at:

https://www.researchgate.net/publication/249723192_Lesbians_in_Cyber_space_The_politics_of_the_internet_in_Latin_American_on-and_off-line_communities

Phil Ayoub. "The Politics of Visibility and LGBT Rights in Europe." Available on-line at:

https://www.cambridge.org/core/services/aop-cambridge-core/content/view/8710445E37B783267D64BB61701B7716/9781316336045c2_p21-52_CBO.pdf/politics_of_visibility_and_lgbt_rights_in_europe.pdf

Mar 28 Thursday **Test 4** (Professor Weldon is at ISA)

**Voluntary peer editing /paper exchange

Week 14: Conclusions and New Research

April 2: New Research on Global Feminism

April 4 Thursday (no class): *****Final Papers** Due. Must be turned into the office by 4pm. (Professor Weldon will be at MPSA)

AN IMPORTANT REMINDER:

Plagiarism involves using another author's words without attribution or otherwise presenting another person's work as one's own. It is a fraudulent and serious academic offence that will result in a severe academic penalty. Also, close paraphrasing of another author's work & self-plagiarism, including submitting the same, or substantively the same, work for academic evaluation more than once, are unacceptable practices that will result in a severe academic penalty.

The university policies on academic honesty are available at:

<http://www.sfu.ca/policies/gazette/student.html>

The Department of Political Science's interpretation of this policy can be found at:

<http://www.sfu.ca/content/dam/sfu/politics/undergraduate%20docs/PLAGIARISM%20Policy%20-%20%20Pol%20Dept.%20Jan.pdf>, and is available in hard copy format outside our General Office. All students are responsible for familiarising themselves with these policies.

A helpful SFU Library tutorial on plagiarism is at

<http://www.lib.sfu.ca/researchhelp/tutorials/interactive/plagiarism/tutorial/introduction.htm>

The DOs and DON'Ts of AVOIDING PLAGIARISM

Do not:

- submit an entire paper or part(s) of a paper or papers that has been written or researched by any other person(s);
- submit a paper as an assignment that has been bought from another person or from a 'paper mill' or essay service;
- submit a paper or other written assignment that has been submitted at another time or for a different course by yourself or any other student or former student;
- submit material that has been downloaded from a website, without acknowledging (using appropriate citation style) that you have done so;
- take someone else's idea(s) and represent it/them as your own;
- copy any text verbatim, or with only slight variation from the original text, without using quotation marks and documenting the source with proper citation style;
- do not closely paraphrase another's material; either paraphrase completely in your own words, or cite as a direct quotation using quotation marks (in either case, give full credit and details regarding authorship and location of the original material);

Do:

- learn how to cite material properly (there are many good guides on this, including the departmental one);
- use a recognized citation style (eg. APA, MLA, Chicago), according to instructions given by the course instructor, and be consistent in the use of the style throughout any single piece of written work;
- carefully read and make sure you understand the university's policy on academic honesty;
- ask the instructor of this course or other faculty members if you have any questions about plagiarism