

**POLITICAL SCIENCE SEMINAR:
GLOBAL FEMINISMS
790:395:06
SPRING 2020**

Professor: Mona Lena Krook
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Course Time: Wednesday, 2.15-5.15 PM
Office Hours: By Appointment

Course Description

This course examines the global dimensions of feminist organizing and policy-making, with a particular focus on the United Nations. It explores the formation, activities, and strategies of international and transnational women's networks on a variety of women's rights issues, including political participation; labor issues and migration; sexual and reproductive rights; violence against women; and women, war, and peace. It analyzes interactions with local and national women's movements, as well as states and international organizations, and weighs the opportunities and constraints involved in mobilizing beyond the nation-state in struggles against inequality in global and national arenas.

Course Requirements

The course seeks to introduce students to basic concepts and debates on feminism and globalization via a diverse array of course assignments:

- **Class participation** (30%) which includes coming to class prepared and participating actively in class discussions. Students are expected to read all assigned materials prior to class and arrive with questions and observations to contribute to class discussions. A copy of the readings should be brought to each class. *Attendance is included as part of this grade.* See further details in Appendix 1.
- A **quiz** (10%) on basic theoretical concepts, reviewing materials covered in readings and lectures during Weeks 1-2. This quiz will be administered in class on February 5.
- A **presentation** (10%) on an empirical example of the topic for that week's class session, reflecting on how it speaks back to the readings and other concepts/readings addressed in class. See further details in Appendix 2.
- A **major term paper** (50%) on one particular aspect of global feminisms. The paper should be 5000-8000 words long and will be written in stages over the course of the semester. For further details see Appendix 3.
- **Deadlines:** a paper proposal on February 12, a first section on March 11, a second section on April 15, and the final paper on May 13. Sections are due by 11.59PM on each day and be turned in via the Dropbox on Sakai.

Required Texts

All of the readings are available on the course's Sakai page.

COURSE SCHEDULE

January 22: Social Movements and Transnational Activism

McAdam, Doug et al. 1996. "Introduction." In *Comparative Perspectives on Social Movements*, ed. Doug McAdam et al. New York: Cambridge University Press, 1-20.

January 29: Global Diffusion and International Norms

Finnemore, Martha and Kathryn Sikkink. 1998. "International Norm Dynamics and Political Change." *International Organization* 52 (4): 887-917.

Risse, Thomas and Kathryn Sikkink. 1999. "The Socialization of International Human Rights Norms into Domestic Practices: Introduction." In *The Power of Human Rights: International Norms and Domestic Change*, ed. Thomas Risse, Stephen C. Ropp, and Kathryn Sikkink. New York: Cambridge University Press, 1-38.

Keck, Margaret E. and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca: Cornell University Press, 1-38.

February 5: Resistance to International Norms

Baldez, Lisa. 2014. *Defying Convention: US Resistance to the UN Treaty on Women's Rights*. New York: Cambridge University Press, 1-31, 100-129, 152-182.

Sanders, Rebecca. 2018. "Norm Spoiling: Undermining the International Women's Rights Agenda." *International Affairs* 94 (2): 271-291.

Corredor, Elizabeth S. 2019. "Unpacking 'Gender Ideology' and the Global Right's Antigender Countermovement." *Signs* 44 (3): 613-638.

February 12: International Organizations and Women's Rights

Pietilä, Hilka. 2007. *The Unfinished Story of Women and the United Nations*. New York: United Nations, 1-19, 37- 56, 69-90.

Berkovitch, Nitza. 1999. *From Motherhood to Citizenship: Women's Rights and International Organizations*. Baltimore: The Johns Hopkins University Press, 139-167.

Read one of the following:

Montoya, Celeste. 2009. "International Initiative and Domestic Reforms: European Union Efforts to Combat Violence against Women." *Politics & Gender* 5 (3): 325-348.

Friedman, Elisabeth Jay. 2009. "Re(gion)alizing Women's Human Rights in Latin America." *Politics & Gender* 5(3): 349-375.

Adams, Melinda, and Alice Kang. 2007. "Regional Advocacy Networks and the Protocol on the Rights of Women in Africa." *Politics & Gender* 3 (4): 451-474.

February 19: Transnational Feminist Networks

Film: *Once and For All*

Alvarez, Sonia E. 2000. "Translating the Global: Effects of Transnational Organizing on Latin American Feminist Discourses and Practices." *Meridians* 1 (1): 29-67.

True, Jacqui. 2008. "Global Accountability and Transnational Networks: The Women Leaders' Network and Asia Pacific Economic Cooperation." *Pacific Review* 21 (1): 1-26.

Friedman, Elisabeth Jay. 2003. "Gendering the Agenda: The Impact of the Transnational Women's Rights Movement at the UN Conferences of the 1990s." *Women's Studies International Forum* 26 (4): 313-331.

February 26: Women's Rights in the Global Economy

Hertel, Shareen. 2006. *Unexpected Power: Conflict and Change Among Transnational Activists*. Ithaca: Cornell University

Press, 55-85.

Hochschild, Arlie Russell and Barbara Ehrenreich, eds. 2004. *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York: Owl Books, 39-54, 142-153, 154-168.

Read one of the following:

Karim, Lamia. 2008. "Demystifying Micro-Credit: The Grameen Bank, NGOs, and Neoliberalism in Bangladesh." *Cultural Dynamics* 20 (1): 5-29.

Prügl, Elisabeth. 2012. "'If Lehman Brothers Had Been Lehman Sisters...': Gender and Myth in the Aftermath of the Financial Crisis." *International Political Sociology* 6 (1): 21-35.

March 4: Women's Human Rights and Violence Against Women

Peters, Julie and Andrea Wolper. 1995. *Women's Rights, Human Rights: International Feminist Perspectives*. New York: Routledge, 11-35, 176-188, 335-355.

Keck, Margaret E. and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca: Cornell University Press, 165-198.

True, Jacqui. 2012. *The Political Economy of Violence against Women*. New York: Oxford University Press, 3-16, 35-52, 161-182.

March 11: NO CLASS, UN COMMISSION ON THE STATUS OF WOMEN

March 18: NO CLASS, SPRING BREAK

March 25: Women, War, and Peace: Part I

Films: *War Redefined*, *I Came to Testify*, and *Pray the Devil Back to Hell*

Blanchard, Eric M. 2003. "Gender, International Relations, and the Development of Feminist Security Theory." *Signs* 28 (4): 1289-1312.

Skjelsbaek, Inger. 2001. "Sexual Violence and War: Mapping out a Complex Relationship." *European Journal of International Relations* 7 (2): 211-237.

Cohen, Dara Kay. 2013. "Explaining Rape during Civil War: Cross-national Evidence (1980–2009)." *American Political Science Review* 107 (3): 461-477.

April 1: Women, War, and Peace: Part II

MacKenzie, Megan. 2009. "Securitization and Desecuritization: Female Soldiers and the Reconstruction of Women in Post-Conflict Sierra Leone." *Security Studies* 18 (2): 241-261.

Reilly, Niamh. 2007. "Seeking Gender Justice in Post-Conflict Transitions: Towards a Transformative Women's Human Rights Approach." *International Journal of Law in Context* 3 (2): 155-172.

Bell, Christine, and Catherine O'Rourke. 2010. "Peace Agreements or Pieces of Paper? The Impact of UNSC Resolution 1325 on Peace Processes and their Agreements." *International and Comparative Law Quarterly* 59(4): 941-980.

April 8: Reproductive Rights and Sexual Health in Global Perspective

Cook, Rebecca J. and Bernard M. Dickens. 2003. "Human Rights Dynamics of Abortion Law Reform." *Human Rights Quarterly* 25: 1-59

Ernst, Julia L., Laura Katzive, and Erica Smock. 2003. "The Global Pattern of US Initiatives Curtailing Women's Reproductive Rights: A Perspective on the Increasingly Anti-Choice Mosaic." *University of Pennsylvania Journal of Constitutional Law* 6 (4): 752-795.

Altman, Dennis. 1999. "Globalization, Political Economy, and HIV/AIDS." *Theory and Society* 28 (4):559-584.

April 15: Global Strategies for Gender Equality: Mainstreaming and Quotas

Krook, Mona Lena and Jacqui True. 2012. "Rethinking the Life Cycles of International Norms: The United Nations and the Global Promotion of Gender Equality." *European Journal of International Relations* 18 (1): 103-127.

Moser, Caroline and Annalise Moser. 2005. "Gender Mainstreaming since Beijing: A Review of Success and Limitations in International Institutions." *Gender & Development* 13 (2):11-22.

Bush, Sarah Sunn. 2011. "International Politics and the Spread of Quotas for Women in Legislatures." *International Organization* 65 (1): 103-137.

Towns, Ann. 2012. "Norms and Social Hierarchies: Understanding International Policy Diffusion 'From Below.'" *International Organization* 66 (2): 179-209.

April 22: Masculinities and Global Politics

Connell, R. W. 2005. "Change among the Gatekeepers: Men, Masculinities, and Gender Equality in the Global Arena." *Signs* 30 (3): 1801-1825.

Pease, Bob. 2008. "Engaging Men in Men's Violence Prevention: Exploring the Tensions, Dilemmas and Possibilities." Australian Domestic & Family Violence Clearinghouse, Issues Paper 17.

Peacock, Dean, Lara Stemple, Sharif Sawires, and Thomas J. Coates. 2009. "Men, HIV/AIDS, and Human Rights." *Journal of Acquired Immune Deficiency Syndromes* 51 (Supplement 3): 119-125.

April 29: 'Feminist Imperialism' and International Politics

Film: *Half the Sky*

Winter, Bronwyn, Denise Thompson, and Sheila Jeffreys. 2002. "The UN Approach to Harmful Traditional Practices." *International Feminist Journal of Politics* 4 (1):72-94.

Russo, Ann. 2006. "The Feminist Majority Foundation's Campaign to Stop Gender Apartheid: The Intersections of Feminism and Imperialism in the United States." *International Feminist Journal of Politics* 8 (4):557-580.

Davis, Kathy. 2002. "Feminist Body/Politics as World Traveller: Translating Our Bodies, Ourselves." *European Journal of Women's Studies* 9 (3): 223-247.

APPENDIX 1

PARTICIPATION GRADE

As noted on page 1, **30% of the final grade** for this course is determined by your participation. This grade is determined by a number of elements:

- **Attending class regularly:** Student attendance is vital to the life of a seminar. Multiple, unexcused absences will result in a reduction of this grade. Coming unduly late or leaving early will also be treated as lack of attendance.
- **Coming to class prepared:** Students should do all assigned course readings prior to class. All articles and book chapters are posted in Sakai. These materials should be brought to each class session, with notes and annotations of your questions and observations. Students are also encouraged to bring in news items related to the topics being discussed in the class (or illustrating themes from prior weeks) that will be used to start each class session.
- **Participating actively in class discussions:** Students are expected to not only be present in class but to be present in class. This entails being an active listener, answering questions, or offering observations and reflections on the class materials. Reading emails, checking social media, surfing the internet, etc., on your phone or laptop during class will be treated as lack of participation.

Participation in class sessions is an essential and valuing part of the learning experience. The following studies demonstrate the importance of attendance and active engagement with class materials. I do not ban laptops in the classroom, but I instead encourage all students to consider the value of using a pen and paper for note-taking.

Class Attendance in College: A Meta-Analytic Review of the Relationship of Class Attendance With Grades and Student Characteristics

Marcus Credé, Sylvia G. Roch, Urszula M. Kieszczynka

First Published June 1, 2010 | Research Article

<https://doi.org/10.3102/0034654310362998>

Abstract

A meta-analysis of the relationship between class attendance in college and college grades reveals that attendance has strong relationships with both class grades ($k = 69$, $N = 21,195$, $\rho = .44$) and GPA ($k = 33$, $N = 9,243$, $\rho = .41$). These relationships make class attendance a better predictor of college grades than any other known predictor of academic performance, including scores on standardized admissions tests such as the SAT, high school GPA, study habits, and study skills. Results also show that class attendance explains large amounts of unique variance in college grades because of its relative independence from SAT scores

The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking

Pam A. Mueller, Daniel M. Oppenheimer

First Published April 23, 2014 | Research Article



<https://doi.org/10.1177/0956797614524581>

Abstract

Taking notes on laptops rather than in longhand is increasingly common. Many researchers have suggested that laptop note taking is less effective than longhand note taking for learning. Prior studies have primarily focused on students' capacity for multitasking and distraction when using laptops. The present research suggests that even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing. In three studies, we found that students who took notes on laptops performed worse on conceptual questions than students who took notes longhand. We show that whereas taking more notes can be beneficial, laptop note takers' tendency to transcribe lectures verbatim rather than processing information and reframing it in their own words is detrimental to learning.

APPENDIX 2

PRESENTATION GRADE

As noted on page 1, **10% of the final grade** for this course will be based on a class presentation. During the second week of class, a sign-up sheet will be circulated for students to select the week of their presentation:

International Organizations and Women's Rights
Transnational Feminist Networks
Women's Rights in the Global Economy
Women's Human Rights and Violence Against Women
Women, War, and Peace
Reproductive Rights and Sexual Health in Global Perspective
Global Strategies for Gender Equality: Mainstreaming and Quotas
Masculinities and Global Politics

Students should choose **one empirical example** that relates to the topic for that week's class session and develop a short 5-10 minute presentation that:

- Summarizes **the example**;
- Provides **relevant background**; and
- Explains clearly **how it relates to** (illustrates, challenges, or extends) **themes** (concepts, theories, and/or findings) discussed in that week's readings.

Students are welcome – but not required – to show an **image or short video clip** as part of the presentation.

APPENDIX 3

COURSE RESEARCH PAPER

As noted in the syllabus, **50% of the final grade** for this course is determined by a substantial research paper.

Please keep the following guidelines in mind:

Length

The final paper should be double-spaced and **5000-8000 words long** (approximately 20-30 pages, if you use a standard 12-point font). Papers may be longer, as appropriate, but under no circumstances should they be shorter than 5000 words. Sections handed in over the course of the semester should therefore aim to be about 2000-3000 words long, apart from the topic proposal which should be 1-2 pages.

Content and Structure

Students are free to focus on a variety of topics related to global feminisms. The essay itself, however, **must engage centrally with theories, concepts, and readings discussed in class**. The paper should **not**, therefore, be simply a descriptive piece or stand entirely apart from the materials in the course: there should be a **clear relationship** between the paper's content and the course as a whole. **Readings from outside class** must be **included**, with the final paper including **a minimum of 20 references**. The **majority** of these references must come from **academic sources**.

Feedback and Grading

The research paper will be **developed in stages**, with students writing and submitting sections over the course of the semester. To **encourage attention to feedback, no letter grades** will be given for these sections. To gauge progress, students will instead receive a check-plus, check, or check-minus. These assignments are **not optional**: in addition to detracting from the quality of the final paper, failure to hand in sections as they are due will reduce the final grade.

Students should **revise** and eventually **integrate** the different parts in a final paper handed in at the end of the semester, which will be given a letter grade. ***This approach seeks to train students to read, interpret, and respond to feedback, developing an important 'real world' skill.*** Students are thus encouraged to contact me to discuss their plans as well as any difficulties that arise during the research.

Submission and Deadlines

Papers will be handed in via the Drop Box function on Sakai, which will also be used to upload sections with my comments for each student, creating a central record for each student.

Deadlines: a topic proposal on February 12, a first section on March 11, a second section on April 15, and the final paper on May 13. Sections are due by **11.59 PM on each day** and be turned in **via the Dropbox on Sakai**. Emailed submissions will not be accepted. Missing class to work on these sections will not count as an excused absence.

References

The final paper must include a minimum of 20 references, the majority of which cite scholarly sources.

Any citation style is acceptable, but students may find it helpful to use the Style Manual of the American Political Science Association, available here: <https://mk0apsaconnectbv6p6.kinstacdn.com/wp-content/uploads/sites/43/2018/11/Style-Manual-for-Political-Science-2018.pdf>