

Women and Politics
POLS/WS 562
Fall 2012

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Class Time: 12:30-1:45 MW
Class Location: Blake 207
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This course is designed to introduce you to the field of women in politics - both in the US and internationally. We will begin with an examination of women's roles in political participation, including representation, organizations, social movements, and parties. We will explore women's roles in policy initiation, making, and implementation. We will also examine the impact of policy on women's lives. During the semester we will be examining several key issues facing women and feminism. How have women been successful organizing as a group to foster societal, legislative, and economic change? How important is it to have women in office? What obstacles do women have to overcome in order to be part of a movement? Do movements work within class, race, sexuality, age differences? Are there any issues on which all women can or ought to agree?

Similarly, we will be exploring women and politics on an international scale. Internationally, women often struggle collectively within their local communities, their nations, or their regions to secure their basic needs, to gain control over their economic lives, and to make decisions about their political spaces. However, the nature, goals, and methods, of these movements vary widely because they are shaped by the cultural, political, and economic traditions from which they emerge. This course is designed to explore these movements as well as how women construct, critique, and create feminisms internationally. While women may share some similarities of struggle, this does not mean that all women are victims or that all women experience oppression in the same ways. Accordingly we will need to discuss and explore how women view their place in society, how they construct gender, and how they experience power. Beyond this examination of national and local movements, we will assess whether there is or can be an international women's movement.

This semester we will also examine the impact of the recent expansion of globalization on international gender issues, practices, and relations. Topics to be discussed include the impact of gender on the practices and processes of the global political economy. We will look at how globalization has changed the nature of production and social reproduction and has changed the control and distribution of global resources. Additionally, we will examine if there are effects of the gendered division of labor on constructions of the family, in the internationalization of domestic labor, and patterns of migration. We will spend time understanding how the international trafficking of women's labor and women's bodies has been created, is sustained, and is challenged. The role of government and international organizations on the policies and practices of the gendered political economy will also be examined.

Another important aspect of the course is that it is designed to focus on active, research-focused projects. Part of the education you will receive in this class will be focused on learning rather than passive instruction, hopefully ensuring that you will be able to carry the skills and knowledge beyond this class into your lives as active, informed citizens. Rather than have you write one large research paper, my goal is to help you master multiple information sources. For two of these projects, you will work in groups on a specific topic. We will work in the library on projects relating to women in Congress and gender and campaigns. These sessions have been designed in collaboration with Dr. Amalia Monroe, the Librarian for Women's Studies. She and I have met regularly to plan your mini-research assignments. She will be working with us throughout the semester on your research projects. Her email is (almonroe@ku.edu).

Required Texts:

Barker and Feiner, (2004). Liberating Economics: Feminist Perspectives on Families, Work, and Globalization.
Seager, (2003). Atlas of Women in the World.
Paxton and Hughes, Women and Politics and Power

The wide range of authors and opinions ensures that you will have multiple perspectives and viewpoints to examine. The authors come from different countries, experiences, and disciplines. Their ideologies are often in contrast to each other, and there will certainly be works with which you agree with as well as those with which you disagree. The key is to be open to new ideas and different ideas and to be prepared to critique them on their merits.

Course Website: There is a Blackboard website for this course. You can access Blackboard via <http://courseware.ku.edu> and follow the instructions. First time users will need to set a password; if you have used Blackboard before, just log in as usual. To log into Blackboard you need to have an Exchange account (i.e., a “ku.edu” account), and you need to use that when you log in. If you do not have an Exchange account you can get one for free from the Academic Computing website, which is linked to the www.ku.edu website. Feel free to contact me or to contact KU’s Instructional Development and Support at www.ku.edu/~ids or (785) 864-2600 or ids@ku.edu

There is no question that you will get out of this course what you put into it. The success of this course depends on your preparation and participation. We will be covering a considerable amount of material through readings, films, discussions, and debates. *You are expected to come to class having read the assignments and prepared to discuss the material. Participation is a significant portion of your grade.* This material is engaging but it will take several times through much of the reading to grasp fully the arguments and ideas of each of the authors. I highly recommend you read challenging material several times, before coming to class, and again after the day’s discussion. I would recommend active reading of the material – taking marginal notes, making outlines of the arguments, keeping a record of questions or ideas you have in response to the works. I would strongly encourage you to come to class familiar with the main ideas of each reading, the perspectives and opinions of the author, the important facts from each of the readings, the main arguments/claims/supporting ideas of the author, and points for discussion.

I recognize that you have certain assumptions, beliefs, values, and hopefully passionate ideas about the world. I welcome your views, and I hope you share them with the class often. I also caution you to remember that opinions rooted in personal experience are often not universal truths, so it is important that you ground your claims with ideas from the readings, texts, and other scholarly material.

I challenge you to open yourselves up to other perspectives and to an honest examination of the theories we will study. This class works best if we listen to one another and struggle to see multiple viewpoints. This class is about opening our minds – not closing them. To diminish another person or group is not only an insult to that person/group but is also a limitation on your own intellectual development and is not part of academic integrity. The keys to academic integrity in this classroom are those of KU: honesty, trust, fairness, respect, and responsibility (<http://www.ku.edu/~stlife/academics.shtml>).

This material is intellectually challenging. You will have varied skills and experiences with this material. The best part of an upper-division course is that we will be able to work together to understand this material. I see each of you as valuable members and voices in this course, and I will rely on your knowledge, analysis, research, and leadership throughout the semester. Bring in your ideas, relevant articles/websites, and - as always - your questions and ideas.

Attendance and etiquette: Attendance is important for this class. In addition to the consistent findings that attendance and performance are positively correlated, I rely upon each of you to be actively engaged in the course. Attendance will affect your grade. I also ask that you observe proper etiquette for class behavior and conduct. For example, I ask that you refrain from the use of tobacco products during the class period, that you silence your cell phones before entering the class, and that you refrain from talking with your classmates privately during class. Each of these behaviors detracts from the course and discussion.

The Academic Achievement & Access Center (AAAC) coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-4064 (V/TTY). Information about their services can be found at <http://disability.ku.edu>. Please contact me privately in regard to your needs in this course.

Make-up exams: Any request for a make-up exam must be accompanied by a written, verifiable excuse (with a phone number for verification purposes) and will be offered only in the case of an emergency. An emergency is defined as unforeseen circumstances beyond your control that prevents you from taking the exam at the scheduled time. Students with known conflicts on an exam day must provide a written excuse **before the exam date**. All make-up exams will be essay exams. There are no make-up quizzes.

Writing Center

I strongly recommend you familiarize yourself with the resources available to you at the KU Writing Center, (<http://www.ku.edu/~writing/>). The Writing Center has several excellent on-line resources such as writing guides, on-line consultations, individual consultation time, and “Writers Roost” where you can meet consultants around campus. No matter your skill level, there are things here that can help you advance to the next level of successful writing.

Academic Integrity, Academic Misconduct and Intellectual Property: Using the work of another and claiming it as your own is inexcusable and will not be tolerated. If you are found to be using another person’s work (that means any form of another persons work), you will automatically receive a grade of “F” for the assignment and in most cases for the course. Academic misconduct is a serious offense that could possibly lead to your suspension or expulsion from the University and permanently scar your academic record. All cases of plagiarism and academic misconduct will be reported to the proper University authorities. Please refer to the web resources from the Dean of Students if you have questions (<http://www.ku.edu/~stlife/academics.shtml>).

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. KU subscribes to a digital plagiarism detection program called Turnitin.com, which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format (e-mail attachment, BlackBoard™ digital drop box or on disk) so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs. Please consider the use of the program as a learning tool for all of us. **Information on avoiding plagiarism can be found at the KU Writing Center in their on-line guides for writers:** (<http://www.writing.ku.edu/students/guides.shtml>).

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, I will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course. The University authorizes enrolled students to take careful notes for the purpose of mastering the course material. No university authorization exists for an enrolled student to take notes for the purpose of selling them for profit. Permission is withheld for commercial note

takers based on two existing university regulations: Article V, section 5, paragraph 2 of the Faculty Senate Rules and Regulations and Article 22, section B, paragraph 2 of the Code of Student Rights, Responsibilities and Conduct.

Problem Resolution: No special problems are anticipated, but if they do arise please see me first. Most conflicts are the result of miscommunication, misunderstanding, and/or confusion that can be resolved by calmly speaking or writing to me. If I am unable to resolve your problem to your satisfaction, you may contact the department chair.

Grading:	Participation, attendance, in-class/homework assignments, quizzes	8%
	Exams (2 at 25%)	50%
	Research Project One	15%
	Research Project Two	20%
	BlackBoard/Class Discussion on Gender and War	5%
	Map Questions	2%

Assignments:

Guidelines for All Written Assignments: Papers will be graded both on content and form. All assignments are due at the *beginning* of class on the date it is due. **No late papers will be accepted.** Please come see me immediately if you are having problems with the course material or assignments. I strongly recommend you familiarize yourself with the resources available to you at the KU Writing Center, (<http://www.ku.edu/~writing/>). The Writing Center has several invaluable on-line resources such as writing guides, on-line consultations, and individual consultation time, and “Writers' Roosts” where you can meet consultants around campus. No matter your skill level, there are things here that can help you advance to the next level of successful writing.

Participation, in class assignments, quizzes: As this is an upper-division course, participation features as a significant portion of your grade, and of course you must be present to participate. You will earn your participation grade based on frequent quality participation. I do not expect you to participate in every single class, but to earn an A you must provide quality responses and contributions to the discussion and lectures on a regular basis. By quality, I mean you must demonstrate that you have read and thought about the material for the day’s discussion. Merely debating your classmates for the sake of debating may not substantially add to your grade. Students who participate less frequently but with more substance often earn higher participation grades than those who speak every day and do not substantially contribute to the class. If discussion slows, I may likely call on you for your input. Asking thoughtful questions of me and of your classmates counts as valuable participation. Part of participation is also listening – to what others are saying and to what I am saying. If your behavior during class is distracting or inappropriate (this means laughing inappropriately, talking, making noises, writing homework for another class, reading, etc.) your participation grade will suffer. Please be considerate of others, and you may expect consideration from them. We will also have occasional assignments based on the class material – short response papers, quizzes, and discussion questions. The best way to avoid pop-quizzes is to read the material and participate regularly. I quiz when you stop reading.

Exams: The exams will be a combination of short answer and substantive essay questions. The first exam will cover the first half of the semester; the second will cover the second half of the semester.

Research Project One: The Impact of Gender on Media Campaigns

One of the most interesting aspects of campaigns is the role of the media. In an attempt to understand the impact of gender on campaigns, you will investigate and analyze election ads, preferably from this current election year. You will join a mini-research team to analyze the ads. We will be reading and discussing scholarly research on women candidates, gender and campaigns, and the role of the media. We will be developing our own coding strategy for analyzing the impact of gender on campaign ads. Then, you will have the opportunity to have hands-on experience analyzing ads for yourselves, rather than just reading about them. We will go together to the library to do research on the ads, and you will review a group of ads. You will decide as a group how you want to do this research, but here are some suggestions: 1) Pick five races this year and compare the ads of the men and the women; 2) contrast five women from each of the two main parties (or other parties if you wish); 3) compare historical ads from previous campaigns along gender lines; 4) choose candidates from different regions of the country and see if there are gendered patterns linked to geography or some other factor. Each group will need to prepare a paper summarizing your findings. This paper should be 6-7 pages in length. The paper should cover:

- (A) Research Design: What was your research question - which candidates/races did you pick and why? This should be 1-2 pages.
- (B) An evaluation of the role of gender in the campaign ads. This should be 4-5 pages. You should discuss patterns you saw as well as individual candidates. You can approach the analysis/writing of Section B in two ways. You can either write this section collectively as a group or assign one page and two candidates per team member.
- (C) Web-links to the relevant ads - this should be ½ page.

During our in-class discussion, you will need to pick one or two group representatives to explain your project, your findings, and to show one or two campaign ads to demonstrate your finding. **Your grade will be an average of the group grade and your individual grade for this assignment.** You will also be evaluating the contributions of your project team members as a factor of the individual grades.

Research Project Two: Gender in Congress

The second research project focuses on gendered patterns of legislators once they have entered congress. As research teams, we will explore various questions. Are there gendered patterns in legislative work, political behavior, and ideology? Each group should purposively (not randomly) choose a sample of legislators to compare. Groups will be divided and will go to the library to begin research.

Teams will choose from these research questions:

- (1) Are there gendered patterns in committee assignments? Party affiliation?
- (2) Gendered patterns in Congressional behavior/activities? For example, are there gendered differences on key issues? Bills sponsored?
- (3) Looking at how party affiliation, what are the gendered patterns in interest group ratings? (Keeping in mind that each interest group is guided by its own ideology, and your group should discuss how that rating is affected.)
- (4) Are there gendered patterns to the occupational background of legislators?
- (5) Are there gendered patterns in the alignment of members to their party (i.e. party unity)?

Each group will need to prepare a paper summarizing your findings. This paper should be 7-8 pages in length. The paper should cover:

- (A) Research Design: Which legislators did you pick and why? This should be 1-2 pages.
- (B) An evaluation of the role of gender on the political participation of Congressional members. This section should be 6-7 pages. You can approach the analysis of Section B in two ways. You can either write them collectively or assign team members individual topics.
- (C) References and Web-links. No page limit.
- (D) PowerPoint Slides - each group should design TWO PowerPoint slides to present one or two key findings to the class.

During our in-class discussion, you will need to pick one or two group representatives to explain your project, your key findings, and to show the PowerPoint slides to discuss your findings. **Your grade will be an average of the group grade and your individual grade for this assignment.** You will also be evaluating the contributions of your project team members as a factor of the individual grades.

BlackBoard Discussion Board: Gender and War

Through a blackboard discussion, I want you to reflect on gender and war. You should pick one gendered issue to focus your analysis, and you should include two web-links to media stories that you used to frame your analysis. You may wish to focus on coverage of women soldiers in war, contrast the coverage of men and women soldiers, the role of women policy makers in war, the role of women's groups in Afghanistan or Iraq before/after 9/11, international movements for peace, the impact of gender and hostages, the impact of gender and the treatment of prisoners, voting records of members of Congress, etc. This discussion is to be an informed reflective position - as such, I expect you to take a position and back your analysis with media analysis or other documentation. Patterns and highlights from this on-line discussion will be used to guide our in-class discussion.

Map Questions:

You should choose two of the maps from Seager's Atlas of Women in the World and design a set of questions based on that map to launch class discussion for that day. These questions should be posted on BlackBoard - on the discussion board for "Maps" - at least 24 hours before the class period we are going to use the map. This will give other students time to think about your questions. You should craft 2-5 questions for your maps. These should be thoughtful, responsible questions that will probe your classmates to think about the meaning of the map, what we can learn about the world, how the map relates to the topic and reading of the day, etc.

TOPICS AND ASSIGNMENTS

Tentative Dates

August 20 (M) **Introductions, Course Organization and Research Assignments**

August 22 (W) **Status of Women Internationally and Suffrage Politics**

Paxton, Chpt. 1. Introduction to Women in Politics

Paxton, Chpt. 2. Women Struggle for the Vote: The History of the Women's Movement

Maps: 1, 2, 3, 4, 5, 6, 7, 8, 35 (Map numbers, not page numbers)

August 27 (M) **US Women and Politics**

Paxton, Chpt. 4. Explaining the Political Representation of Women

Paxton, Chpt. 9, "Middle of the Pack: Women and Politics in the United States"

Maps: 28, 29, 30, 31, 32, 33, 34

August 29 (W) **Women as Candidates**

Blackboard: Kahn, Kim Fridkin. "Gender Differences in Campaign Messages: The Politics

Advertisements of Men and Women Candidates for U.S. Senate." *Political Research Quarterly*, Vol. 46, No. 3. (Sept. 1993) pp. 481-502.

Blackboard: Diane Bystrom, 2006, "Gender and Campaign Communication: TV Ads, Web Sites, and Media Coverage" <http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1127&context=igs>

Blackboard: Sarah Gershon. (2012). "When Race, Gender, and the Media Intersect: Campaign News Coverage of Minority Congresswomen." *Journal of Women, Politics, and Policy*. 33(2): 105-125.

September 3 (M) Labor Day – no classes

September 5 (W) **Gender and Campaigns**

Blackboard: Herrick, Rebekah, Jeanette Mendez, Sue Thomas, and Amanda Wilkerson (2012).

“Gender and Perceptions of Candidate Competency.” *Journal of Women, Politics and Policy*. 33 (2): 126-150.

Blackboard: O’Regan, Valerie, Stephen Stambough. (2011). “The Novelty Impact: The Politics of Trailblazing Women in Gubernatorial Elections. *Journal of Women, Politics and Policy*. 32(2): 96-113.

Sept 10 (M) **The Impact of the Media on Political Women**

Blackboard: Panagopoulous, Costas. "Boy Talk/Girl Talk: Gender Differences in Campaign Communication Strategies." *Women and Politics*, Vol. 26 (3/4). 2004. Pp. 131-155.
ATTN: Pay attention to the appendix - we are going to develop a similar coding scheme in class.

Sept 12 (W) **Research Project One: Analyzing Recent Campaign Ads for Gender Differences**

Clark Instructional Center
3rd Floor Watson Library

Sept 17 (M) **Women in Legislatures - US and Internationally**

Paxton, Chpt. 3, "Women Struggle for Representation: Accessing Positions of Power."
Paxton, Chpt. 5, "Explaining the Political Representation of Women - Politics"
Paxton, Chpt. 8, "All Regions Are Not Created Equal."
Maps: 36, 37

Sept 19 (W) **Women in Legislatures – Do Women Make a Difference?**

Paxton, Chpt. 7, "Do Women Make a Difference?"

Blackboard: Giles-Sims, Jean, Joanne Connor Green, and Charles Lockhart. (2012). “Do Women Legislators Have a Positive Effect on the Supportiveness of States Toward Older Citizens?” *Journal of Women, Politics, and Policy*. 33(1): 38-64.

Sept 24 (M) **Women in Legislatures – Do Women Make a Difference?**

Blackboard: Elder, Laurel. (2012). “The Partisan Gap Among Women State Legislators.” *Journal of Women, Politics, and Policy*. 33(1): 65-85.

Blackboard: Frederick, Brian. (2011). “Gender Turnover and Roll Call Voting in the US Senate.” *Journal of Women, Politics, and Policy*, 32(3): 193-210.

Blackboard: Thomas, Stucky, Geralyn Miller, Linda Murphy. (2008). “Gender, Guns, and Legislating: An Analysis of State Legislative Policy Preferences.” *Journal of Women, Politics and Policy*. 29(4): 477-495.

Sept 26 (W) Groups Presentation and General Discussion to assess the question "Did Gender Matter?"



Gender and Campaigns Group Report Due

October 1 (M) **Gender and Legislative Behavior**

Blackboard: Orey, Byron D’Andra, Wendy Smooth, Kimberly Adams, and Kisha Harris-Clark. (2006). “Race and Gender Matter: Refining Models of Legislative Policy Making in State Legislatures.” *Journal of Women, Politics, and Policy*. 28(3-4). 97-119.

Blackboard: Bratton, Kathleen, Kerry Haynie, and Beth Reingold. (2006). “Agenda Setting and African American Women in State Legislatures.” *Journal of Women, Politics, and Policy*. 28(3-4): 71-96.

Blackboard: Fraga, Luis Ricardo, Linda Lopez, Valerie Martinez-Ebers, and Ricardo Ramirez. (2006). "Gender and Ethnicity: Patterns of Electoral Success and Legislative Advocacy Among Latina and Latino State Officials in Four States." *Journal of Women, Politics, and Policy*. 28(3-4): 121-145.

October 3 (W) Library Groups Research Day: Women in Congress
Clark Instructional Center
3rd Floor Watson Library

October 8 (M) Fall Break – no classes

October 10 (W) Library Groups Research Day: Women in Congress
Clark Instructional Center
3rd Floor Watson Library

October 15 (M) **Next Steps for Women and Politics?**

Paxton, Chpt. 10, "Where Do We Go From Here? And How Do We Get There?"

Maps 40, 9, 10, 11, 12, 13, 14, 15, – Focus on Body Politics

Final preparations for presentations. Discussion of mid-term.

October 17 (W) Group Presentation on Women in Congress

◆◆◆◆ Gender in Congress Group Paper Due

October 22 (M) **MID-TERM EXAM**

October 24 (W) **Gender and War**

Blackboard: Cohn, Carol "Wars, Wimps, and Women: Talking Gender and Thinking War." In *Gendering War Talk*, ed. by Miriam Cooke and Angela Woollacott. Princeton UP (1993). 227-246.

Blackboard: Cohn, "A Conversation with Cynthia Enloe: Feminists Look at Masculinity & the Men Who Wage War.

Map: 39

Discuss upcoming Blackboard project on Gender and War

October 29 (M) **Gender, Images, Militarization, and the War on Terrorism**

Blackboard: Brown, Melissa. (2012) "A Woman in the Army is Still a Woman: Representations Of women in the US Military Recruiting Advertisements for the All-Volunteer Force." *Journal of Women, Politics, and Policy*. 33(2): 151-175.

Blackboard: Riley, Robin: "Valiant, Vicious, or Virtuous? Representation, and the Problem of Women Warriors." In *Interrogating Imperialism: Conversations on Gender, Race, and War*. Edited by Robin Riley and Naem Inayatullah. Palgrave. (2006). 155-182.

Map: 38

October 31 (W) **The Weapon of Sexual Violence**

Blackboard: Turshen, "The Political Economy of Rape: An Analysis of the Systematic Rape And Sexual Abuse of Women during Armed Conflict in Africa"

Blackboard: Krog, "Locked into Loss and Silence: Testimonies of Gender and Violence At the South African Truth Commission"

Map: 20

November 5 (M) **Gender and Peacemaking: UN Resolution 1325**

Blackboard: UN Resolution 1325

Blackboard: Pratt, Nicola, and Sophie Richter-Devroe, (2011). "Critically Examining UNSCR 1325 on Women, Peace and Security." *International Feminist Journal of Politics*. 13(4): 489-503.

Blackboard: Shepherd, Laura J. (2011). "Sex, Security and Superhero(in)es: From 1325 to 1820 and Beyond. *International Feminist Journal of Politics*. 13(4): 504-521.

Blackboard: Aroussi, Sahla. (2011). "Women, Peace and Security': Addressing Accountability for Wartime Sexual Violence." *International Feminist Journal of Politics*. 13(4): 576-593.



BlackBoard Discussion Board Postings Due: Reflections on gender and war due by the time you come to class.

November 7 (W) **In-class Discussion: Gender and war blackboard posts**

Read all class posts, and come prepared to discuss

Nov 12 (M) **The International Gendered Division of Labor**

Barker and Feiner: "Economics,' She Wrote."

Barker and Feiner: "Family Matters: Reproducing the Gender Division of Labor"

Barker and Feiner: "Women, Work, and National Policies"

Nov 14 (W) **The International Gendered Division of Labor**

Barker and Feiner: "Women and Poverty in the Industrialized Countries"

Barker and Feiner: "Globalization is a Feminist Issue"

Maps: 21, 22, 23, 24, 25, 26

Nov 19 (M) **Gender and the Politics of International Production**

Blackboard: Enloe, Cynthia, "The Globe Trotting Sneaker," In *The Curious Feminist*. University of California Press. (2004). 43-56.

Blackboard: Fernandez-Kelly, Maria Patricia, "Maquiladoras: The View from the Inside" in *The Women, Gender, and Development Reader*. Ed. by Nalini Visvanathan. Zed Books. (1997). 203-215.

Blackboard: Kabeer, N. "Globalization, labor standards, and women's rights: dilemmas of Collective (in)action in an interdependent world." *Feminist Economics* 10.1 (March 2004): 3(33). *Expanded Academic ASAP*. Thomson Gale. University of Kansas Libraries.

Nov 21 (W) Thanksgiving Break – no classes

Nov 26 (M) **International Political Economy of Gender; Human Trafficking**
Barker and Feiner: "Dickens Redux: Globalization and the Informal Economy"

Blackboard: Bales, Kevin. "Thailand: Because She Looks Like a Child" In *Disposable People*. California UP. (2000). 34-79.

Map: 19

Nov 28 (W) Blackboard: Sharma, Nandita. "Anti-trafficking rhetoric and the making of a global apartheid." *NWSA Journal*, 17 (3): 88-111, September 2005.

Blackboard: Palermo Protocols

Blackboard: AU Protocol

Blackboard: South Africa draft legislation

Discussion of in-class assignment of national anti-trafficking policies for next class

December 3 (M) **Analysis and Discussion of National Anti-Trafficking Policies You Found**

December 5 (W) **Final Discussion, Evaluations, and Preparation for Final**

Final Exam Thursday, December 13, 2012. 10:30-1:00