

Democracy in the State and in the Home

PLTC 245 A

Fall 2013

Instructor: Leslie Hill

Office Hours: Mondays 3:00-4:00p.m.,

Thursdays 11:00a.m. – 12:00p.m.

or by appointment

Office: Pettengill 167

Email: lhill@bates.edu Phone: 786-6459

Class Meets: Tu/Th 9:30am – 10:50am in Pettengill Hall: G50

Class email list: fpltc245a@lists.bates.edu

COURSE DESCRIPTION

If politics traditionally has been regarded as "men's business," does political change offer opportunities for women to gain greater access to politics, leadership, and decision-making? How have women participated in democracy movements, and have the outcomes of these struggles reduced gender inequalities? Some scholars argue that states are masculinized and dominated by men. Then, what kinds of transitions can democratize gender relations in states and societies? These questions lie at the heart of this course's comparative examination of "third wave" democratic transitions and their effects on gender politics in public and private life. After reviewing key concepts and themes in the scholarship on democratization, we examine cases of regime change in Latin America, East and Central Europe, and Sub-Saharan Africa in order to understand the effects of political change on the gender order of newly democratized states and societies. Political upheavals in some parts of the Middle East and North Africa reflect more recent efforts by populations to throw off authoritarian rule. How well do the lessons of earlier gender politics in democracy movements apply to these struggles? We study relevant opposition movements, transitions, reconstructed states, and subsequent state-civil society relations in order to understand how they are shaped by and, in turn, shape gender relations and the status of women in politics.

COURSE GOALS

This course aims to:

- introduce you to some of the scholarship on women, gender, and politics;
- develop your recognition of women as complexly diverse political subjects, whose status, interests, and ways of engaging politics vary in different political contexts;
- foster your awareness of processes of political change, and the role of women and social movements in propelling them.

At the end of the course you will be able to

- think about how constructions or ideas about masculinity and femininity (i.e., gender) influence citizens' political status and access to power and decision making;
- recognize, comprehend, and apply fundamental political science concepts to political events in order to assess political dynamics and power relations, particularly gender power relations;
- distinguish significant contextual variables so as to be able to compare and contrast cases;
- use concepts, themes, and theoretical frameworks to design questions for conducting research on women's political experiences.

The topics and materials in this syllabus reflect my choice of a path for achieving these goals. At the same time, the classroom is a shared space where everyone in it bears responsibility for the learning that takes

place. Use this guide to deepen your thinking about course topics, to move beyond descriptions of *what* happens to consider *how*, *under what circumstances*, and *why* things happen the way they do. Your inquiries, observations, and insights will offer additional paths to our collective learning. I want and expect you to share them in order to help us achieve these learning goals.

COURSE REQUIREMENTS

The method for instruction and learning in this course involves lectures *and* engaged interaction among the entire class. A dynamic learning environment requires a lively exchange of ideas, insights, responses, and questions – i.e., your *reflective engagement* — to advance your own individual knowledge as well as our collective learning. The quality and vitality of our interactions depends upon the commitment of each class member to prepare thoroughly for class, engage actively with others, and respond to everyone with substantive and courteous feedback. Above all, remember that it is more valuable to be thinking and attentively engaged than it is to be “right.”

Participation

With this approach, your consistent participation in class is crucial to your ability to succeed in this course. I offer numerous opportunities for you to participate in each class session and expect you to take advantage of those opportunities. Of course, participation requires you to be present for each class session so attendance is necessary as well. Please note, however, that this is a participation grade, not an attendance grade. Obviously, if you do not attend, you will fail the participation grade. However, if you attend regularly and never participate, you also will fail the participation grade. I really mean participation!

To earn the highest participation grade your class participation should be *active, meaningful, consistent, and engaged*.

A level: The most effective participation involves careful listening and reveals thorough preparation and consistent attention to class discussions. Your contributions to class include both your own ideas and your responses to other students' comments.

B level: Your participation approaches A level in quality but may not be consistent, or you share your own ideas frequently but do not pay much attention to other students' comments.

C level: Your participation is thoughtful but infrequent, or regular but perfunctory and reveals an acceptable level of preparation and competence.

D level: Your participation is rare and/or reveals poor or careless preparation.

F level: By the end of the semester, your classmates and I still have no idea what your voice sounds like.

Assignments

Read Assigned Materials

Read work assigned for the week *before* class and prepare notes, comments, and questions to help you contribute to the discussion. I will make a lecture-presentation on the central points of the readings and engage the class in a discussion of the work assigned for that class session. To aid your preparation, use the “Anatomy of a Reading” (posted to Lyceum) to analyze at least one of the week’s readings. I will randomly collect Anatomies during the week and give you feedback to help you deepen your comprehension and analysis. KEEP ALL of these in a collection to submit at the end of the semester.

Critical Reading Presentations

In two different weeks of the semester, each of you will work with one other student to prepare a critical reading of an assigned chapter or article. Follow the format of a guide I will distribute so that you identify and evaluate a writer’s work. The point is not to disparage a work but to break it down in order to read it discerningly, understand and evaluate its parts. At the time of your presentation, distribute to the class an outline of your remarks identifying the main points of your critical reading. The purpose of this

assignment is two-fold: first, to help you develop your reading comprehension and analysis skills; and, second, to give you the opportunity to practice your oral presentation skills.

Short Essays

This course is divided into four units: one on “Concepts and Framings” and three on critical phases of democratization - struggles for democracy, transitions and political reconstruction, and in building democracies. Write one 3-4 page essay addressing the “Concepts and Framings” section; then write one essay on two of the remaining unit topics. These are your choice. Guidelines for the first unit essay and for papers on the other units will be posted to Lyceum. You will be expected to focus attention on salient definitions, debates, or discussions about the relation of gender to politics. The purpose of these essays is to offer you an opportunity to reflect on the themes and theoretical frameworks in these sections and demonstrate your comprehension of them.

Essays are due:

- Concepts and Framings – essay due October 8
- Essay on struggles for democracy
- Essay on transitions and political reconstruction
- Essay on building democracies

Research Project

You are expected to investigate a theme or question that arises in the scholarship about gender and democracy and apply it to (at least one, no more than two) a country (or countries) as a case study. Two intermediate steps are required to fulfill this requirement: a statement of the topic or theme and its significance (in the literature and real world); and, a preliminary List of Works Cited. The final 8 to 10-page paper completes the process. Guidelines for this assignment will be discussed in class and posted to Lyceum. Your Research Project Paper will be due on Friday, December 6th.

Final Exam

The final exam date, Wednesday, December 11th 10:30 am-12:30 pm is not negotiable. Review your calendar and plan accordingly.

Evaluation and Grading

| | |
|----------------------------------|------------|
| • Participation | 10 points |
| • Reading Anatomies | 15 points |
| • Short Essays | 15 points |
| • Critical Reading Presentations | 15 points |
| • Research Project | 30 points |
| - Thematic Topic | 5 points |
| - List of Works Cited | 5 points |
| - Final Paper | 20 points |
| • Final Exam | 15 points |
| TOTAL: | 100 points |

I want you to have many opportunities to understand the criteria I use to evaluate your work. If you think that you have received an unfair grad on an assignment, please submit a short paragraph summarizing your dispute to me and we can set up a meeting to discuss the dispute.

COURSE POLICIES and CLASSROOM ETIQUETTE

Please see me if you have any questions, want clarification, assistance, or wish to discuss any-thing related to this course.

Academic Integrity and Standards

All academic work for the course must meet the college's standards of student conduct. Guidelines are available at <http://www.bates.edu/entering/policy/judicial-affairs/code-of-student-conduct/academic-misconduct/>.

Familiarize yourself with this new policy and see me if you have any questions about how it applies to assignments for the course.

Instructions for all written work appear on Lyceum as *General Guide for Papers* document. Consult it early and often during the semester. If you have a question or, as in the case of two assignments, you need instructor approval of your topic, see me early in your preparation process.

Each and every assignment must be completed to be eligible for a passing grade in the course.

Assignments must be turned in on time in class on the day they are due. Late work is strongly discouraged. Late assignments *may* be accepted if instructor permission is granted in advance; requests – due to an emergency – must be made no less than 24 hours prior to the due date. Such late work will lose one-third of a letter grade for each day overdue. Projects submitted more than 5 days late receive an automatic F! Only extreme circumstances, such as documented medical or family emergencies, may warrant exceptions to these terms. Exam dates are firm and not negotiable; you should plan your schedules to be able to attend class on all quiz days. Quizzes may not be made up. The final exam date is not negotiable; that schedule is set by the College.

Attendance

This is one key to your success in this course. Come to class on time, every time. More than two absences without a dean's excuse is grounds for failure of the course. If you are sick – especially if you are afflicted with something contagious – do not come to class. Instead, get a dean's excuse and contact me and/or a student to ensure that you don't miss changes, handouts, announcements or other materials from that day's class.

Coming and going during class is very distracting. Please be sure to attend to your personal needs before class. I expect you to remain in the classroom during the entire session out of respect for student presenters, the instructor, and any guests who come to share their knowledge with us.

Learning Differences

If you have a documented Learning Difference, please let me know now. I will work with the Dean of Students office to ensure that you have what you need to do your best in the course. This may extend to special dispensation to employ digital equipment in class.

Electronic Devices

Turn off your computers, cell phones, tablets and other electronic devices during class meeting times. If successful learning *requires* you to use a computer for note-taking, please sit in the front row and under no circumstances use programs other than those specific to your in-class learning. If you use one of these devices or programs during a class session, you will be asked to leave and counted as absent. This means that you need to **bring hard copies of the texts to every class**. If you are reading electronic versions of texts, bring hard copies of pages containing critical elements of the authors' discussions. You need to be able to find key passages quickly and have ready access to your marginal notes, questions, and conversations with authors.

Communication

I prefer in-person conversations and those are best conducted when you come by my office during office hours (see top of the syllabus). Next best is to talk right after class, *outside* of the classroom; if that is not possible, then use that moment to make an appointment for when you can come by. Notes left on my office door (P'gill 167) door and phone messages work well too. If no answer, please leave a

message; a note and the flashing red message light usually get prompt attention. Or, write me an email message. You will get a response to **email** messages usually within 24 - 48 hours.

A folder for this course is in the box outside of my office. Extra copies of handouts or other materials can be retrieved from there. Do not submit papers there unless specifically instructed to do so. If you leave something else for me in there, let me know via note, voice or email message.

Finally, The class email list is fptws155a@lists.bates.edu. Check your email regularly for announcements, posting of supplemental materials, changes or specific instructions. And, feel free to post news, article citations, pertinent images, ideas, questions, tips, etc. to the list.

Again, please see me if you have *any* questions, want clarification or assistance, wish to make suggestions, or discuss *anything* related to the class.

COURSE TEXTS

The Bates College Store is selling copies of

Georgina Waylen. *Engendering Transitions: Women's Mobilization, Institutions, and Gender Outcomes*. New York: Oxford University Press, 2007.

- Other materials will be posted or linked to Lyceum.
- DVD films are on reserve in Ladd Library. Hyperlinks for YouTube videos and online films will be posted to Lyceum

TOPICS AND READINGS

Concepts, Themes, and Frameworks

Week 1 ~ **Introductions**

Thursday September 5

Week 2 ~ **Core Concepts: Gender, Politics, and the Ties that Bind Them**

Tuesday September 10

Paxton, Pamela and Melanie M. Hughes. *Women, Politics, and Power: A Global Perspective*. 2d Ed. Los Angeles: Sage Publications, Inc., 2014. Read Ch. 1, pp.1-29.

McAdam D. 1988. "Gender Implications of the Traditional Academic Conception of the Political" in *Changing Our Minds: Feminist Transformations of Knowledge*, ed. Susan Hardy Aiken et al, 59-76. Albany: State University of New York.

Ford, Lynne. *Defining Politics. Women and Politics: The Pursuit of Equality*. 2nd ed. Boston: Houghton Mifflin, 2006. Pp.6-8. (Handout)

Thursday September 12

Waylen, Georgina. 1996. Analysing Gender in the Politics of the Third World. *Gender in Third World Politics*. Boulder, Co: Lynne Rienner. Introduction, 5-23.

Waylen. *Engendering Transitions: Women's Mobilization, Institutions, and Gender Outcomes*. New York: Oxford University Press, 2007. Read from Part 1, pp. 1-15.

Week 3 ~ **On Gender and States and Gender**

Tuesday September 17

Connell, R.W. *Gender*. Malden, MA: Blackwell Publishers, Inc., 2002. Read these sections: "The Question of Gender" pp. 1-10, "Gender Relations" pp.53-60, and "The State and Gender" pp. 102-09.

Baca Zinn, Maxine; Pierrette Hondagneu-Sotelo; and Michael A. Messner. "Introduction: Sex and Gender through the Prism of Difference." *Gender through the Prism of Difference*, 1-10. 3d ed. New York: Oxford University Press, 2005.

Mohanty, Chandra Talpade. "Introduction: Cartographies of Struggle." In *Third World Women and the Politics of Feminism*, ed. Chandra Talpade Mohanty, Ann Russo, and Lourdes Torres, 1-47.

Philadelphia: Temple University Press, 1991. Read pages 1-31 and 38-40.

Recommended:

This article looks at the many dimensions of gender (as norms, display, fluid structure, etc.) in a personal story and analysis. It is a quick read, not required.

Lucal, Betsy. "What It Means to be Gendered Me: Life on the Boundaries of a Dichotomous Gender System." *Gender & Society* 13, 6 (1999): 781-797. Stable URL: <http://www.jstor.org/stable/190440>.

Event: Wednesday, 18 September event – extra credit opportunity

Manal al-Sharif, bold advocate for women's rights in Saudi Arabia, will talk about her work to gain women in Saudi Arabia the right to drive. Hear her talk, "Driving for Freedom" at Bates on Wednesday, September 18th at 7:30pm in the Muskie Archives.

<http://www.bates.edu/harward/events-opportunities/>

For extra course credit, address these questions in a single page polished, but informal, essay. Feel free to use first person narrative.

- What is the speaker's assessment of Saudi women's relation to politics and the state?
- In what ways do women engage in political action?
- Why now? What domestic or international political dynamics motivate women to take on this struggle?
- What did you think of the talk? What have you been thinking about women, gender and politics as a result of hearing al-Sharif?

Thursday, September 19

Pettman, Jan Jindy. "Women, Gender, and the State." *Worlding Women: A Feminist International Politics*. New York: Routledge, 1996. Read pp. 3-24.

Navarro, Marissa. The Personal is Political: Las Madres de Plaza de Mayo. In *Power and Popular Protest: Latin American Social Movements*, ed. S. Eckstein, 1988, 241-58. Berkeley: University of California Press.

Events related to course topics:

Afternoon of Thursday 19 September

"Springtime in Asia?: Challenges Ahead for Asia's Authoritarian States" Nobuo Fukuda '84
Thursday, September 19 at 4:15 Pettengill G52 (Keck Classroom)

Uprisings for democracy may not be limited to the Middle East. Fifteen years after the dramatic regime change in Jakarta, what kind of polity has Indonesia become, and what implications might be teased out from Indonesia's experience for other "nations in waiting" in the region?

Evening of Thursday 19 September

"The Mama Grizzlies and Politically Desperate Housewives of American Conservatism"

Loyola University History Professor Michelle Nickerson
examines how women shaped the wave of postwar conservatism and anticommunism
7p.m. ~ G52 (Keck Classroom)

Week 4 ~ Seeing Democracy and Citizenship through the Lens of Gender

Tuesday September 23

Siim, Berte. *Gender and Citizenship: Politics and Agency in France, Britain, and Denmark*. New York : Cambridge University Press, 2000. Read selected pages discussing "Feminist Rethinking of Citizenship," "Theories about Citizenship," and "Feminist Approaches to Citizenship" pp. 1-8 and 24-43.

Pateman, Carole. "Equality, Difference, Subordination: the Politics of Motherhood and Women's Citizenship." In *Beyond Equality and Difference: Citizenship, Feminist Politics and Female Subjectivity*, ed. G. Bock and S. James, 17-31. New York: Routledge, 1992.

Thursday September 25

Moghadam, Valentine M. Global Feminism and Women's Citizenship in the Muslim World: The Cases of Iran, Algeria, and Afghanistan. Paper prepared for the Conference on Citizenship, Borders, and Gender: Mobility and Immobility, Yale University, 8-10 May 2003.

Seager. *Atlas of Women in the World*. Map 3.

Read one of the following:

Hassim, Shireen. From Presence to Power: Women's Citizenship in a New Democracy. *Agenda*, No. 40, Citizenship (1999), pp. 6-17. Stable URL: <http://www.jstor.org/stable/4066012>. **OR**

Dow, Justice Unity. "How the Global Informs the Local: The Botswana Citizenship Case." *Health Care for Women International* 22, no. 4 (2001): 319-331.

Week 5 ~ Opposition Movements: Women and Their Gender Interests in Contexts of Political Change

Tuesday October 1

Waylen, Georgina. Women and Democratization: Conceptualizing Gender Relations in Transition Politics. *World Politics* 46, 3 (April 1994): 327-354. Article Stable URL: <http://www.jstor.org/stable/2950685>.

Molyneux, Maxine. Mobilization without Emancipation?: Women's Interests, the State, and Revolution in Nicaragua. *Feminist Studies* 11, 2 (Summer 1985): 227-254. Article Stable URL: <http://www.jstor.org/stable/3177922>.

Pankhurst, Donna and Jenny Pearce. Feminist Perspectives on Democratisation in the South: Engendering or 'Adding Women In'. In *Women and Politics in the Third World*, ed. H. Afshar, 40-47. New York: Routledge, 1996.

Thursday October 3

Kaplan, Temma. "'We Sleep on Our Own Graves': Women at Crossroads." *Crazy for Democracy: Women in Grassroots Movements*. New York: Routledge, 1997. *In Future: use selected pages and include pages from ch 7 on "social citizenship" or consider substituting ch7 instead.*

Kienast, Gerhard. *Abahlali baseMjondolo – How Poor People's Struggle for Land and Housing Became a Struggle for Democracy*. <http://suedafrika.habitants.de/?p=15> (To print, first cut and paste into a word processing file. Otherwise, you will get 194 pages!)

FYI (not required): For images and recent news see Abahlali baseMjondolo. <http://abahlali.org/>

Transitions - Women's Activism and Political Agency in Breakdowns and Regime Changes

Week 6 ~ Opposition Movements: From Mothers to Political Agents?

Tuesday October 8 – first Short Essay due October 8th

Baldez, Lisa. 2003. "Women's Movements and Democratic Transition in Chile, Brazil, East Germany, and Poland." *Comparative Politics* 35 (3): 253-272. Article Stable URL: <http://www.jstor.org/stable/4150176>.

Thursday October 10

Hassim, Shireen. 'A Conspiracy of Women': The Women's Movement in South Africa's Transition to Democracy. *Social Research* 69, No. 3, The Status of Women in the Developing World (2002): 693-732. Article Stable URL: <http://www.jstor.org/stable/40971570>.

Women's National Coalition. *Women's Charter for Effective Equality*. African National Congress: South Africa's National Liberation Movement. Last modified 2011.

<http://www.anc.org.za/show.php?id=233>

Book version

Hassim Shireen. From Mothers of the Nation to Rights-Bearing Citizens: Transition and Its Impact on the South African Women's Movement. *Women's organizations and democracy in South Africa: Contesting Authority*. [electronic resource] Madison: University of Wisconsin Press, 2006.

Week 7 ~ Transitions: Women's Movements – Opportunities, Resources, Structures

October 15

Tuesday

Waylen. *Engendering Transitions: Women's Mobilization, Institutions, and Gender Outcomes*. New York: Oxford University Press, 2007. (textbook) Read from Part 1, pp. 15-23 and 50-79.

Aulette, Judy Root. New Roads to Resistance: Polish Feminists in the Transition to Democracy. *Democratization and Women's Grassroots Movements*, ed. Jill M. Bystydzienski and Joti Sekhon, 217-40. Bloomington: Indiana University Press.

OCTOBER BREAK

Week 8 ~ Women: Winners or Losers on Paths to Democracy?

Tuesday, October 22

- Szalai, Julia. Women and Democratization: Some Notes on Recent Changes in Hungary. In *Women and Democracy: Latin America and Central and Eastern Europe*, edited by Jane S. Jaquette and Sharon L. Wolchik, 185-202. Baltimore, MD: Johns Hopkins University Press, 1998.
- Sperling, Valerie. Gender Politics and the State during Russia's Transition Period. In *Gender, Politics and the State*, edited by Vicky Randall and Georgina Waylen, 143-65. New York: Routledge, 1998. Electronic resource.

Thursday, October 24

- Wolchik, Sharon. Gender and the Politics of Transition in the Czech Republic and Slovakia. In *Women and Democracy: Latin America and Central and Eastern Europe*, edited by Jane S. Jaquette and Sharon L. Wolchik, 153-184. Baltimore, MD: Johns Hopkins University Press, 1998.

OR

- Siemieńska, Renata. Consequences of Economic and Political Changes for Women in Poland. In *Women and Democracy: Latin America and Central and Eastern Europe*, edited by Jane S. Jaquette and Sharon L. Wolchik, 125-152. Baltimore, MD: Johns Hopkins University Press, 1998.
- Review Aulette, 'New Roads: Polish Feminists in the Transition.'

In-Class Videos:

"Why Women Count Video Clip Collection: Western Europe, Central Europe, Commonwealth of Independent States and Asia." *Films On Demand*. Films Media Group, 2008. Web. 24 Oct. 2013. <http://digital.films.com/PortalPlaylists.aspx?aid=8273&xtid=39910>.

- *Women Enslaved by Factory Owners* [Macedonia] (04:39)
- *Latvia: Women in Business* (04:39)
- *Feminists in Lithuania* (04:37)

Event:

"Ubuntu: An African Contribution to the Universality of Human Rights"

Speaker: **Justice Albie Sachs**, human rights activist and chief architect of South Africa's post-apartheid constitution

Thursday, October 24, 2013 ~ 7:30pm Muskie Archives

Consolidating Democracy: Does Democratizing the State install Gender Democracy?

Week 9 ~ After Transitions: Shaping Gender Relations in New Regimes

Tuesday, October 29

- Waylen. *Engendering Transitions*. Read from Part 2, pp. 79-92.
- Tabak, Fanny. Women in the Struggle for Democracy and Equal Rights in Brazil. *Women and Politics Worldwide*, edited by Barbara J. Nelson and Najma Chowdhury, 127-141. New Haven: Yale University Press, 1994.

Thursday October 31

Short Essay #2 due

- Waylen. *Engendering Transitions*. Read from Part 2, pp. 92-123.

Week 10 ~ Making it Real: Women in Government, Gender Politics in the State
Tuesday, November 5 ~ Women in Politics: Representation and Leadership

Waylen. *Engendering Transitions*. Read from Part 2, pp. 123-138.

Htun, Mala. "Women and Democracy." In *Constructing Democratic Governance in Latin America*, 2nd Edition, eds. Jorge I. Domínguez and Michael Shifter, 118-36. Baltimore: Johns Hopkins University Press, 2003.

Rios Tobar, Marcela. Feminist Politics in Contemporary Chile: From the Democratic Transition to Bachelet. In *Feminist Agendas and Democracy in Latin America*, edited by Jane Jaquette, 21-44. Durham, NC: Duke University Press, 2009.

In-Class Video:

Women, Power and Politics. NOW. September 19, 2008. 55m.

<http://www.pbs.org/now/shows/437/video.html>

Watch about Bachelet 10:20 – 7:15; 34:20 – 38:20.

Thursday November 7

Dahlerup, Drude. [Increasing Women's Political Representation: New Trends in Gender Quotas](#). In *IDEA Women in Parliament: Beyond Numbers. A Revised Edition*. International Institute for Democracy and Electoral Assistance (International IDEA) Stockholm, 2005.

Read one of the following:

Carrio, Elisa María. Argentina: A New Look at the Challenges of Women's Participation in the Legislature. In *IDEA Women in Parliament: Beyond Numbers. A Revised Edition*. International Institute for Democracy and Electoral Assistance (International IDEA) Stockholm, 2005.

<http://www.idea.int/publications/wip2/upload/Argentina.pdf> **OR**

Powley, Elizabeth. Case Study: Rwanda: Women Hold Up Half the Parliament. In *IDEA Women in Parliament: Beyond Numbers. A Revised Edition*. International Institute for Democracy and Electoral Assistance (International IDEA) Stockholm, 2005.

<http://www.idea.int/publications/wip2/upload/Rwanda.pdf> **OR**

Rai, Shirin M. Case Study: South Asia: Reserved Seats in South Asia: A Regional Perspective. In *IDEA Women in Parliament: Beyond Numbers. A Revised Edition*. International Institute for Democracy and Electoral Assistance (International IDEA): Stockholm, 2005.

http://www.idea.int/publications/wip2/upload/South_Asia.pdf

Video: On your own

The Changemakers. UNWomen. YouTube, uploaded December 3, 2012. 8:35 min.

http://www.youtube.com/watch?feature=player_embedded&v=0mW43HrFpDk

In-Class Video:

Women, Power and Politics. NOW. September 19, 2008. 55m.

<http://www.pbs.org/now/shows/437/video.html>

Watch about Rwanda 22:30 – 28:00; 38:20 – 46:10.

Week 11 ~ Beyond Numbers: From Descriptive to Substantive Representation
Tuesday, November 12

Waylen. *Engendering Transitions*. Read from Part 3, pp. 139-164.

Okeke-Ihejirika, Philomina E. and Susan Franceschet. Democratization and State Feminism: Gender Politics in Africa and Latin America. *Development & Change* 33 Issue 3 (2002): 439-66.

Thursday, November 14

Waylen. *Engendering Transitions*. Read from Part 3, pp. 164-78.

Lee, Rose. Democratic Consolidation and Gender Politics in South Korea." In *Democracy and the Status of Women in East Asia*, Rose J. Lee and Cal Clark, 123-41. Boulder, CO: 2000.

Hames Mary Rights and Realities: Limits to Women's Rights and Citizenship after 10 Years of Democracy in South Africa. *Third World Quarterly* 27, No. 7, The Politics of Rights: Dilemmas for Feminist Praxis (2006): 1313-1327. Stable URL: <http://www.jstor.org/stable/4017757>

Week 12 ~ Democratizing Politics and Gender in Contemporary Contexts

Tuesday November 19

Waylen. *Engendering Transitions*. Read from Part 3, pp. 178-97.

Johnson Janet Elise and Aino Saarinen. Twenty-First-Century Feminisms under Repression: Gender Regime Change and the Women's Crisis Center Movement in Russia. *Signs*, 38, No. 3 (Spring 2013): 543-567. Article Stable URL: <http://www.jstor.org/stable/10.1086/668515>.

Thursday 21

Tripp, Aili Mari. "The New Political Activism in Africa." *Journal of Democracy*, 12, Number 3 (July 2001): 141-155.

THANKSGIVING BREAK

Week 13 ~ Successes and Challenges: Looking to the Future of Gendering Democracy and Democratizing Politics

Tuesday December 3

Waylen. *Engendering Transitions*. Conclusion.

Cole, Juan and Shahin Cole. "An Arab Spring for Women: The Missing Story from the Middle East.

Mother Jones April 26, 2011. <http://www.motherjones.com/politics/2011/04/women-in-arab-world>.

Singerman, Diane. "Youth, Gender, and Dignity in the Egyptian Uprising." *Journal of Middle East Women's Studies* 9, no. 3 (2013): 1-27.

Thursday December 5

Gouws, Amanda. "Changing Women's Exclusion from Politics: Examples from Southern Africa." *African & Asian Studies* 7, no. 4 (2008): 537-563.

Wednesday Dec 11th Final Exam 10:30 am-12:30 pm