Democracy in the State and in the Home
PLTC 245 A
Fall 2013
Instructor: Leslie Hill
Office Hours: Mondays 3:00-4:00 p.m.,
Thursdays 11:00 a.m. – 12:00 p.m.
or by appointment
Office: Pettengill 167
Email: hill@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/](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
- 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

Thursday September 12

Week 3 ~ On Gender and States and Gender
Tuesday September 17
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.

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/ward/appointments/
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

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

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.
Read one of the following:

Week 5 ~ Opposition Movements: Women and Their Gender Interests in Contexts of Political Change
Tuesday October 1


**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 ch 7 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**


**Thursday October 10**


*Book version*


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

**October 15**

Tuesday


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

**Tuesday, October 22**


**Thursday, October 24**


OR


**In-Class Videos:**


- *Women Enslaved by Factory Owners* [Macedonia] (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**


**Thursday October 31**

Short Essay #2 due

Week 10 ~ Making it Real: Women in Government, Gender Politics in the State
Tuesday, November 5 ~ Women in Politics: Representation and Leadership
In-Class Video:
Women, Power and Politics. NOW. September 19, 2008. 55m.
http://www.pbs.org/now/shows/437/video.html

Thursday November 7
Read one of the following:
http://www.idea.int/publications/wip2/upload/Argentina.pdf OR
http://www.idea.int/publications/wip2/upload/Rwanda.pdf OR
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

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

Thursday, November 14
Week 12 ~ Democratizing Politics and Gender in Contemporary Contexts
Tuesday November 19

Thursday 21

THANKSGIVING BREAK

Week 13 ~ Successes and Challenges: Looking to the Future of Gendering Democracy and Democratizing Politics
Tuesday December 3

Thursday December 5

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