



College of Arts & Sciences

Political Science

**Global Gender Politics
POL 2096/WGS 2096 Online**

Dr. Anne Sisson Runyan

**Fall 2018
August 27-December 9**

Professor

Dr. Anne Sisson Runyan

Professor, Department of Political Science, UC; WGSS Faculty Affiliate
1204 Crosley Tower

anne.runyan@uc.edu (preferred way to contact)

513-556-6652 (office phone/voicemail); 513-706-0125 (cell in emergencies)

Skype: anne.sisson.runyan

Office hours (mostly optional) by WebEx (instructions and weekly email prompts provided): Wednesdays. Noon-1pm (7-8pm Cairo time, if needed) and by appointment (virtual by Skype or in person)

Anne Sisson Runyan, who holds a PhD in International Relations, is Professor of Political Science and former Head of the Department of Women's, Gender, and Sexuality Studies Department at the University of Cincinnati, where she also directed the Taft Research Center. She is currently the director of and advisor for the Political Science doctoral concentration in Feminist Comparative and International Politics. She was among the pioneers of the fields of feminist International Relations (IR) and International Political Economy (IPE), co-founding and leading the Feminist Theory and Gender Studies Section of the International Studies Association, co-authoring one of the first foundational texts in feminist IR and co-editing one of the first feminist IPE analyses of globalization. She recently served as the Fulbright Visiting Research Chair in North American Integration at York University in Toronto, Canada engaging in research on her next book on contesting gendered nuclear colonialism. Her most recent books include *Global Gender Politics* (Routledge 2018), *Feminist (Im)Mobilities in Fortress(ing) North America: Rights, Citizenships, and Identities in Transnational Perspective* (Routledge 2013), and *Gender and Global Restructuring: Sightings, Sites and Resistances, Second Edition* (Routledge 2011; third edition in progress). She is a former Associate Editor and current Editorial Board member of the *International Feminist Journal of Politics*. She has taught in the US, Canada, Mexico, the Netherlands, and Egypt and currently teaches graduate and undergraduate courses on feminist IR, IPE, and security studies.

Syllabus

Program Name: Political Science/WGSS

Course Title: Global Gender Politics

Course Number: POL 2096/WGS 2096

Semester: Fall 2018

Course Description

In this online Political Science and WGSS undergraduate course, we will consider why it matters to take women and gender issues seriously in global politics and the field of International Relations (IR); how global governance, security, and political economy--and the current deepening crises of representation, insecurity, and sustainability they have engendered--are analyzed through gender and intersectional lenses, and how women and traditionally less powerful and visible actors on the world stage organize transnationally in resistance to global politics-as-usual, particularly as a time when authoritarian, xenophobic, and anti-equality forces are on the rise.. Through readings, videos, discussions, and other assignments, we will address such questions as:

How does taking women and gender seriously in global politics change how we view global problems and solutions? What is the power of gender and how is it a meta-power relation? How are dominant approaches to global governance, global security, and global political economy gendered? How are global gendered divisions of power, violence, labor, and resources productive of the global crises of representation, insecurity, and sustainability that are worsening in these times? What are global gender issues? How do women, men, and non-normative genders experience “global” gender issues differently in different parts of the world and depending upon their nationality, race and ethnicity, class, and sexuality? How do women and/or feminists organize transnationally for gender, social, political, economic, and ecological justice? If the personal is political and international, how would you change the world as if gender and other relations of inequality mattered?

A special feature of the course is that some students at Future University of Egypt (in Cairo) may be partaking in it concurrently with UC students. FUE students will be given access to the Always UC platform to do so if this occurs this semester, but likely will in subsequent semesters.

Course Credits: 3

Required Textbook (available in paperback (or ebook) at UC/Dubois bookstores and possibly through Amazon in September; in the meantime and as necessary, docs or pdfs of chapters are provided in Always UC; may also be able read on reserve at or as ebook via Langsam by mid-course and the url for website accompanying the book will also be provided in September)

Runyan, Anne Sisson. 2018. *Global Gender Politics*. London and New York: Routledge.

Additional Readings: (provided on Always UC platform)

Enloe, Cynthia. 2013. Chapters 1 and 8 in *Seriously! Investigating Crashes and Crises as If Women Mattered*. Berkeley: University of California Press.

Enloe, Cynthia. 2014. Chapter 9 in *Bananas, Beaches and Bases: Making Feminist Sense of International Politics, 2nd Edition*. Berkeley: University of California Press.

Enloe, Cynthia. 2017. Chapters 1 and 2 in *The Big Push: Exposing and Challenging the Persistence of Patriarchy*. Berkeley: University of California Press.

Smith, Nicola. 2018. "Queer Theory and International Political Economy." In *Handbook on the International Political Economy of Gender*, eds. Junita Elias and Adrienne Roberts, pp. 102-112 (chapter 7). Cheltenham, UK: Edward Elgar.

The following chapters in Steans, Jill and Daniele Tepe-Belfrage, eds. 2016. *Handbook on Gender in World Politics*. Cheltenham, UK:

Tickner, J. Ann. "Still Engaging from the Margins?" (Chapter 2)

Wibben, Annick T. R. "Feminist Methodologies and World Politics (Chapter 9)

Parashar, Swati. "Is Transnational Feminist Solidarity Possible?" (Chapter 15)

Caglar, Gulay, Elisabeth Prugl, and Suzanne Zwingel. "Gender in International Governance" (Chapter 47)

True, Jacqui and Maria Tanyag. 2018. "Violence Against Women/Violence in the World." In *Routledge Handbook of Gender and Security*, eds. Caron E. Gentry, Laura J. Shepherd, and Laura Sjoberg, pp. 15-26 (chapter 1). London: Routledge.

Course Objectives:

Students who complete this course will:

Understand the landscape of feminist international relations thought

- Challenge gender-blind and gendered approaches to global politics
- Identify the relationship between global crises and global gender(ed) divisions
- Complicate understandings of global politics through feminist international relations lenses that reveal the power of gender to order the world, particularly in increasingly patriarchal authoritarian times
- Critically engage with readings through responses to key course questions

Know an array of gender analyses of global political processes

- Compare women's roles in governance around the world

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- Analyze the gendered nature and effects of war and peace
- Evaluate the gendered nature and effects of the global political economy
- Collaborate, through online discussions

Appreciate that the international is personal and the personal is international

- Understand transnational feminist resistances to global politics-as-usual
- Research individuals and organizations contributing to global gender policy and politics
- Recognize the necessity and complexity of the taking women and gender issues seriously in global politics

Learning Activities

A variety of learning activities are designed to support the course objectives, facilitate different learning styles, and build a community of learners. Learning activities for the modules include the following:

1. Reading textbook assignments
2. Reading other articles as assigned
3. Viewing and/or listening to PowerPoint lectures and videos
4. Participating in discussion board forums (DBFs) by responding to assigned topics/questions and replying to comments posted by other students
5. Completing a research and writing assignment that focuses on contributors to global gender policy and politics

Grading Policy

Method for Calculation of Course Grade

Assignment	Week/Module One	Module Two	Module Three	Total Points
Participation in Discussion Board Forums	25	45	10	80
Written Assignment-Essay			20	20
Total Points	25	45	30	100

Extra credit: Should there be a relevant Taft speaker in Fall semester (possibly Dr. Amrita Basu, feminist comparative politics expert), this will be announced in advance and students who attend and write a brief reaction to the lecture on the open discussion board (about 100 words) for up to an additional 5 points (any final score over 100 will be treated as 100 or A). Students not physically at UC or in area (or should no relevant lecture occur that students can attend) may complete this virtual online extra credit assignment instead for up to 5 points: visit the ILGA website at <https://ilga.org/about-us> and peruse maps under Resource and Stories Under Latest News, and write a post on the open discussion board (about 100 words) about some key things you learned about sexual and non-normative gender rights in the world. To receive points, one extra credit post must be submitted by the end of Week 14.

Grading Scale

Grading (points/percentages) will follow the University schema: 93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 67-69 = D+; 63-66 = D; 60-62 = D-; below 60 = F

General Grading Rubrics for Submitted Work

A work: follows assignment instructions well and creatively, uses key and compelling course content to show mastery of it in exploring and organizing ideas, uses language that is clear, fluid, and skillful with hardly any errors

B work: mostly follows assignment instructions, uses relevant course content to develop, explore, and organize idea(s), uses clear language that conveys appropriate meaning and has few errors in language or grammar

C work: minimally responds to assignment instructions, uses some course content to convey a simple idea, uses language and grammar in ways that sometimes impedes meaning and/or contains a number of errors

D work: does not follow assignment instructions, use course content, and/or convey an idea or meaning sufficiently due to many errors

F work: does not submit assignment

IN GENERAL, YOU SHOULD DO WELL IF WELL PREPARE FOR, PROOF FOR WRITING ERRORS, AND SUBMIT ALL ASSIGNMENTS ON TIME ACCORDING TO INSTRUCTIONS.

COURSE POLICIES

An online course requires a fair amount of self-discipline to keep up, so make sure you consult your syllabus and online platform(s) and email frequently. In this course, all informed points of view will be listened to and respectfully considered. In addition to being respectful of each other in online discussions, students are also expected to keep up with and critically engage with the readings, videos, and other course materials; electronically submit completed work on time; and avoid plagiarism of any kind by appropriately documenting sources of quotations, ideas, and arguments. UC students may also have to complete the verification

exercise in Blackboard or Always UC as can affect financial aid if don't, but has nothing to do with the course content or grading.

Assignments must be submitted by their due dates and times for full credit. Assignments submitted late will generally result in point deductions (.5 of a point per each day late with nothing accepted more than a week late) unless there is a documented medical or other emergency/serious problem (including technical ones) of which the instructor is informed of in advance of the due date/time so that adjustments can be made if warranted. PLEASE CONTACT ME IN A TIMELY WAY IF YOU ARE HAVING ANY PROBLEMS SO WE CAN WORK THEM OUT IN ORDER FOR YOU TO BE SUCCESSFUL IN THIS COURSE. In collaborative aspects of the course, it is vital that students keep up and do their fair share on time so that they are responsive to their student colleagues. All written assignments should be in text boxes/areas or in Word.

If you are having technical problems, contact Always UC at ?? . You should contact me if you are having ongoing technical, assignment, submission, health, or other course problems by email (anne.runyan@uc.edu or cell in emergencies at 513-706-0125). I will respond to queries within 48 hours and will usually complete grading within a week of submission. I will advise students if I will be out of contact or delayed for any longer period.

All are expected to abide by the University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct. It is each student's responsibility to know and comply with the Student Code of Conduct, which defines behavior expected of all University of Cincinnati students and behavior considered misconduct. Sanctions and penalties are outlined. The Code of Conduct is available online at http://www.uc.edu/conduct/Code_of_Conduct.html Definitions of cheating, plagiarism, and penalties are in the Code of Conduct. The definition of plagiarism includes, but is not limited to: copying another student's work, copying materials without proper citation, paraphrasing without proper citation and failing to cite all sources used and/or consulted. Examples of unacceptable plagiarism can be reviewed at:

<http://www.Indiana.edu/~wts/wts/plagiarism.html#original> or <http://guides.libraries.uc.edu/integrity> *In written assignments in this course, you need only put a page number in parentheses after a direct quote (in quotation marks) or a paraphrasing from one or more assigned readings you are using in your submission. When using outside sources, do also include reference(s) for such sources at end of submission as well as parenthetically cite them when quoting/paraphrasing.*

If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that may influence your performance in this course, you should contact Disability Services and me to arrange for reasonable provisions to ensure an equitable opportunity to meet all requirements of this course.

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Students can get help from the Academic Writing Center by visiting <http://www.uc.edu/aess/lac/writingcenter.html> or calling 513-556-3912 to schedule an appointment or a series of appointments with a tutor. It is important to schedule in advance and not wait until the end of the semester. If, on the basis of initial assignments, I see that a student needs a writing tutor, that student will be referred to the Writing Center. Allowances will be made in grading for English as a second language, particularly should we have FUE students.

Sally Moffitt (sally.moffitt@uc.edu) is the UC Langsam librarian specializing in political science and gender studies resources and you can contact her about any research assistance you might need.

Finally, some topics can be difficult for sexual, gender, or other violence survivors. Do let me know via email or phone if you are finding any course material difficult in this respect to determine how best to assist you, but please be aware that teaching personnel are required to report disclosures of sexual assault to the Title IX office at 513-556-3349. Also see www.uc.edu/titleix for support services and reporting/disclosure policies at UC on sexual violence. Free and confidential counselling and mental health services are also available by calling 513-556-0648 (24 hour careline that can assist and refer you to main and satellite campus professionals).

Course Schedule January 9-April 23, 2017

Dates/Modules	Readings	Videos/ Lectures	Discussions	Writing Assignment	
Week 1 1/9-1/15	Enloe, 1 in Seriously!	Welcome video and Week 1 powerpoint; Shepherd and Enloe videos WomenAlsoKnowStuff website	Week 1: DBF 1 (submit by end of Week 2)		
Module 1 1/17-2/12	Week 2: Runyan 1 Week 3: Enloe, The Big Push 1 Week 4: Runyan 2 Week 5: Tickner and Wibben	Week 2: Lecture; CEDAW video/site Week 3: Enloe video Week 4: Lecture & Hutchings video Week 5: Tickner and Zalewski videos & Womenstats site	Week 3: DBF 2 Week 5: DBF 3		

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Module 2 2/23-4/2	Week 6: Runyan 3 Week 7: Caglar et al Week 8: Runyan 4 Week 9: Enloe, The Big Push 2 Week 10: Runyan 5 Week 11: True and Tanyang, Smith	Week 6: Lecture & 2 UNWomen, 2 SDG videos; Gender Quotas Database Week 7: 2 Goetz videos Week 8: Lecture & 4 women, peace, security videos Week 9: Liberian and Palestine videos Week 10: Lecture & 3 econ/enviro videos Week 11: 3 econ/enviro videos	Week 7: DBF 4 Week 9: DBF 5 Week 11: DBF 6		
Module 3 4/3-4/23	Week 12: Runyan 6 Weeks 13/14: Enloe, Seriously 8, Parashar Week 15: Enloe 9 in Bananas, Beaches, Bases	Week 12: Lecture and 4 activist videos Weeks 13/14: 4 INGO videos and 3 websites Week 15: Concluding video	Weeks 13/14: DBF 7 (due end of Week 14)	Week 15: Global organizing/policy essay (due 12/9)	

****all discussion board forum (DBF) postings on Always UC due by 11:55 PM (EST) on Sundays at the end of each week (FUE students, if join, submit by 8am Cairo time of the Mondays immediately following each of those Sundays). Final assignment for UC students due at 11:55 on 12/9 (for FUE students, 8am on 12/10).**

Any alerts about new course information/instructions will be done through Always UC announcements and/or email.

WEEK 1

Course Introduction: Taking Women and Gender Seriously in Global Politics

8/27-9/2: Why Women and Gender Matter in Global Politics

Learning Objectives

Challenge gender-blind and gendered approaches to global politics

Learning Activities and Assignments

Read

Enloe, Chapter 1 in *Seriously!*

View and/or Listen

See Professor's Welcome and Week 1 Kaltura videos

Videos: Laura Shepherd on "(Why) Gender Matters in Global Politics"

<https://www.youtube.com/watch?v=Av0uI8MkiQ8>

Cynthia Enloe on "Taking Women's Lives Seriously to Tally the Costs of the Iraq War"

<https://www.youtube.com/watch?v=BUVPm0vJINA>

Activity: Visit the #WomenAlsoKnowStuff website (<https://womenalsoknowstuff.com/>) dedicated to politics experts around the world who identify as women. Click on the Scholar Search tab and peruse lists of some of these experts under topics of interest to you.

Discussion Board Forum Assignment 1

Through Always UC (for this and all other DBF assignments), post an introduction of yourself (about 100 words), which includes the name you would like to be called, your preferred pronouns (he/she/they, etc), your major area of study at UC or FUE, why you are interested in taking this course, and something about yourself that you'd like to share with (such as where you are from, career aspirations, international experiences or language skills, international and/or gender politics background, etc.). Just to make sure you are not having technical/access problems, you have 2 weeks to post this (end of Week 2), but do so as soon as you can so we can get to know each other some. Feel free to also include a picture of yourself! (5 points or 5%).

Note: There is also an Open Discussion Board Forum for student-to-student informal sharing of ideas, resources, or experiences.

Module 1
Gender in Global Politics and International Relations
9/4-9/30

Learning Objectives

Understand the landscape of feminist international relations thought

- Identify the relationship between global crises and global gendered divisions
- Complicate understandings of global politics through feminist lenses that reveal the power of gender to order the world, particularly in increasingly patriarchal authoritarian times
- Critically engage with readings through responses to key course questions

Learning Activities and Assignments

Read

Week 2 (9/3-9/9—Happy Labor Day on 9/3): Gender, Global Divisions, and Global Crises

Reading: Runyan, Chapter 1

Week 3 (9/10-9/16): Feminism in the Age of Rising Patriarchal Authoritarianism

Readings: Enloe, Chapter 1 in *The Big Push*

Week 4 (9/17-9/23): Feminist Lenses in International Relations

Reading: Runyan, Chapter 2

Week 5 (9/24-9/30): Feminist Research Orientations in International Relations

Reading: Tickner, Chapter 2 and Wibben, Chapter 9 in *Handbook on Gender and World Politics*

View and/or Listen

Week 2 (9/3-9/9)

Lecture: See Week 2 Powerpoint

Video: “The Secret Treaty”

<https://www.youtube.com/watch?v=bbarsPSwM1Q&feature=youtu.be>

See also “Cities for CEDAW” <http://citiesforcedaw.org/>

Week 3 (9/10-9/16)

Video: Cynthia Enloe on “Feminism in the Age of Trump”

<https://www.youtube.com/watch?v=NfRgsKz2kdk>

Week 4 (9/17-9/23)

Lecture: See Week 4 Powerpoint

Video: Kimberly Hutchings on “Feminism and International Relations”

<https://www.youtube.com/watch?v=ajAWGztPUiU>

Week 5 (9/24-9/30)

Videos: Ann Tickner on “What Feminism has done for International Relations”

https://www.youtube.com/watch?v=B33FkDx4_k

“A Three Question Interview with Marysia Zalewski”

<https://www.youtube.com/watch?v=SbQE5DZuJqU>

Activity: Check out and play with the WomanStats Project Database

(<http://www.womanstats.org/>)

Discussion Board Forum Assignments

Week 3 (9/10-9/16)

Discussion Board Assignment 2: Respond to Question 4 in Runyan, Chapter 1 (see below) in about 300 words (10 points or 10%).

4. What are the relationships between gendered divisions of power, violence, labor and resources and the crises of representation, insecurity, and sustainability?

Week 5 (9/24-9/30)

Discussion Board Assignment 3: Respond to Question 3 in Runyan, Chapter 2 (see below) in about 300 words (10 points or 10%).

3. How do feminist lenses differ and why is it useful to mix them?

Module 2
Gender in Global Governance, Security, and Political Economy
10/1-11/11

Learning Objectives

Know an array of gender analyses of global political processes

- Compare women's roles in governance around the world
- Analyze the gendered nature and effects of war and peace
- Evaluate the gendered nature and effects of the global political economy
- Collaborate through online discussions

Learning Activities and Assignments

Read

Week 6 (10/1-10/7): Gender and Global Governance

Readings: Runyan, Chapter 3

Week 7 (10/8-10/14—Happy Reading Days, 10/11-12) Women's Rights and Gender Mainstreaming

Reading: Caglar, Prugl and Zwingel chapter in *Handbook on Gender in World Politics*

Week 8 (10/15-10/21): Gender and Global Security

Reading: Runyan, Chapter 4

Week 9 (10/22-10/28) Women, War, and Peace

Reading: Enloe, Chapter 2 in *The Big Push*

Week 10 (10/29-11/4) Gender and the Global Political Economy

Reading: Runyan, Chapter 5

Week 11 (11/5-11/11) Gendered and Sexualized Economic Violences

Readings: True and Tanyag chapter in *Routledge Handbook of Gender and Security* and Smith chapter in *Handbook on the International Political Economy of Gender*

View and/or Listen

Week 6 (10/1-10/7)

Lecture: See Week 6 Powerpoint

Global Gender Politics

Videos: “What UN Women Means to Me” and “One Woman”

<https://www.youtube.com/watch?v=Znh7Dt08Reo> and

<https://www.youtube.com/watch?v=Dnq2QeCvwpw>

Transitioning from the MDGs to the SDGs

https://www.youtube.com/watch?v=5_hLuEui6ww

Sustainable Development Goals Explained: Gender Equality

<https://www.youtube.com/watch?v=ZGNsldobnR4&index=6&list=PLBu9R9C-zSzHrKvj-je4E7OmJM3bNnrUF>

Activity: Explore the Gender Quotas Database at <https://www.idea.int/data-tools/data/gender-quotas>

Week 7 (10/8-10/14)

Videos:

Anne Marie Goetz on “Gender and Development”

<https://www.youtube.com/watch?v=yjy-GuTsfx8>

Anne Marie Goetz on “The New Cold War on Women’s Rights”

<https://www.youtube.com/watch?v=10i3f3pRzEI>

Activity: See also CSW 2015 website at <http://www.unwomen.org/en/csw/csw59-2015> and UN Sustainable Development Goals at

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Week 8 (10/15-10/21)

Lecture: See Week 8 Powerpoint

Videos: Women, War, and Peace PBS series trailer;

<https://www.youtube.com/watch?v=tgm-EvXaYCU>

Gender, Civilian Security, and the Paradox of War Norms”

https://www.youtube.com/watch?v=zyh_noIpITs

“Side by Side: Women, Peace and Security” <http://www.unwomen.org/en/digital-library/videos?videoid=a2Br8DCRxME>

Taking the Agenda Further: 15th Anniversary of 1325”

[http://www.unwomen.org/en/digital-](http://www.unwomen.org/en/digital-library/videos?videoid=MH2hKXZe2m0&keywords=peace%20and%20security&pageNumber=1)

[library/videos?videoid=MH2hKXZe2m0&keywords=peace%20and%20security&pageNumber=1](http://www.unwomen.org/en/digital-library/videos?videoid=MH2hKXZe2m0&keywords=peace%20and%20security&pageNumber=1)

Week 9 (10/22-10/28)

Videos: “Pray the Devil Back to Hell” trailer

<http://www.forkfilms.net/pray-the-devil-back-to-hell/>

“Israeli Women Take a Stand Over Palestine”

<https://www.youtube.com/watch?v=oJPhBn7AjbE>

Week 10 (10/29-11/4)

Lecture: See Week 10 Powerpoint

Videos: “Maquilapolis” <https://www.youtube.com/watch?v=WUQgFzkE3i0>
WEDO “Women’s Delegates Fund: Women’s Leadership in Climate Democracy”
<https://www.youtube.com/user/WEDOworldwide>
“Vandana Shiva on Ecofeminism” <https://www.youtube.com/watch?v=fM8TLXjpWk4>

Week 11 (11/5-11/11)

Videos:

Ananya Roy “Can We Shop to End Poverty?” <https://www.youtube.com/watch?v=mpuf-N66CGI>
“Vandana Shiva on Earth Democracy” <https://www.youtube.com/watch?v=8zGIN39VUo4>

Discussion Board Forum Assignments

Week 7 (10/8-10/14)

Discussion Board Assignment 4 : Respond to Question 2 in Runyan, Chapter 3 (see below) in about 300 words and respond to one other student’s post in about 100 words (15 points or 15%).

2. What does “global governance” refer to, what are its features, and how does it open up but also circumscribe women’s and other marginalized actors’ political participation at the global level?

Week 9 (10/22-10/28)

Discussion Board Assignment 5: Respond to Question 4 in Runyan, Chapter 4 (see below) in about 300 words and respond to one other student’s post in about 100 words (15 points or 15%).

4. Why is there such resistance to “adding women” to both military and peace structures, and how are such structures, beyond their minimalist inclusion of women, reproductive of the crisis of insecurity for the majority of the world’s people?

Week 11 (11/5-11/11)

Discussion Board Assignment 6: Respond to Question 3 in Runyan, Chapter 5 (see below) in about 300 words respond to one other student’s post in terms of the what their response helped you to think about more in about 100 words (15 points or 15%).

3. What is the relationship between the neoliberalization of the labor of women and other marginalized peoples and the neoliberalization of nature? How does this relationship result in the crisis of sustainability?

Module 3
Transnational Feminist Resistances to World Politics-as-Usual
11/12-12/9

Learning Objectives

Appreciate that the international is personal and the personal is international

- Understand transnational feminist resistances to global politics-as-usual
- Research individuals and organizations contributing to global gender policy and politics
- Recognize the necessity and complexity of the taking women and gender issues seriously in global politics

Learning Activities and Assignments

Read

Week 12 (11/12-11/18-Happy Veteran’s Day, 11/12): Transnational Feminist Theories and Practices

Readings: Runyan, Chapter 6

Weeks 13-14 (11/19-12/2—Happy Thanksgiving, 11/22-25): Transnational Feminist Organizing

Readings: Enloe, Chapter 8 in *Seriously!* and Parashar, Chapter 15 in *Handbook on Gender and World Politics*

Week 15 (12/3-12/9): The International is Personal

Reading: Enloe, Chapter 9 in *Bananas, Beaches and Bases*

View and/or Listen

Week 12 (11/12-11/18)

Lecture: See Week 12 Powerpoint

Videos: “Four Women, One Revolution” at <https://www.youtube.com/watch?v=-EWThbC5eG4>

“The Women of Greenham Common Taught a Generation How to Protest” (story and embedded video clips) <https://www.theguardian.com/uk-news/2013/sep/02/greenham-common-women-taught-generation-protest>

“The Women of Occupy Wall Street” <https://www.youtube.com/watch?v=8nkpaRZ0e2w>

Cynthia Enloe on domestic worker activism
<https://www.youtube.com/watch?v=JDwlQE2gDxQ>

Weeks 13-14 (11/19-12/2)

Videos:

“Women’s March” (2017), Wall Street Journal

<https://www.youtube.com/watch?v=LRK1X-mpbVg>

“Women’s March 2018,” Time Magazine

<https://www.youtube.com/watch?v=QMy1Tvco21s>

“It’s Time to Stand Up, Sisters and Brothers,” WILPF

<https://www.youtube.com/watch?v=7Lq6MkMRko0>

“Meet the Women Climate Defenders,” Madre

<https://www.madre.org/climatedefenders#wcdvideo>

Activity: Peruse such websites as Women’s March at <https://www.womensmarch.com/> ;

WILPF at <https://wilpf.org/>, Madre at <https://www.madre.org/>

Week 15 (12/3-12/9)

See Professor’s Class Conclusion and Farewell Kaltura Video

Discussion Board Forum Assignment

Weeks 13-14 (11/19-12/2)

Discussion Board Assignment 7: Respond to Question 4 in Runyan, Chapter 6 (see below) in about 150 words and respond to one other student’s post in terms of the what their response helped you to think about more in about 100 words (10 points or 10% due 12/2).

4.How might you become involved in the global justice movement to counter the crises of representation, insecurity, and sustainability? How would you employ an intersectional feminist lens in doing so?

Final Assignment

Week 15 (12/3-12/9)

By the end of this module and course, you are to submit a final written project in Word: A three-page (double-spaced, 1-inch margins) essay in which you respond to either of the following questions (Runyan, Chapter 6, Activities for Further Research #2 or #3—see below). To be submitted via Always UC for UC students (by 11:55pm on 12/9) (and emailed to me by FUE students, if join, by 8am Cairo time on 12/10). (20 points or 20%)

2.Review the websites of such global South-based and global North-based NGOs as

Development Alternatives with Women for a New Era (at

<http://www.dawnnet.org/feminist-resources/>), Madre (<https://www.madre.org/>), Women

Living Under Muslim Laws (at <http://www.wluml.org/>), and Women in Black (at

<http://womeninblack.org/about-women-in-black/>). How are they informed by perspectives of women across the global South and North? How do they interconnect their issues, struggles, and even in some cases organizations? What does this tell us about coalition-building and feminist global justice organizing in practice?

3. Actively participating in global justice movements, actions, and projects broadly-defined can be particularly empowering. Consider the testimonies of women who participated in the Arab Spring protests in Tahrir Square in Cairo, Egypt in “Four Voices, One Revolution” (at <https://www.youtube.com/watch?v=-EWThbC5eG4>), “Women Climate Defenders” from different parts of the world (at <https://www.youtube.com/watch?v=TdzsFdhMMDI>), and women, men, and children at the Washington, DC Women’s March in “Why I March” (at <https://www.youtube.com/watch?v=oc2GepjIWLQ>). How is this kind of empowerment different from market-based or power-over empowerment? How can it inform and bring about alternative relations at local, national, and global level? Why is it just as important to study global justice movements as the actions of states and IGOs to understand and to change global politics?