

Global Feminisms
WMNST 200
Spring 2016
Tuesday/Thursday 2:30pm to 3:45pm
151 Willard Building

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Departments of Political Science and Women's, Gender, and Sexuality Studies

Office: 117 Willard

Virtual Office Hours: 1:00-2:15pm on Tuesdays (Find me in the chatroom on ANGEL!)

In-Person Office Hours: 3:45pm to 5:15pm on Thursdays

**Individual assistance is also always available by appointment. I look forward to seeing you during those hours.*

Email: sarah.liu@psu.edu

**You may contact me at any time, but please note that I check email between 8AM and 5PM, Monday through Friday. I try to have a life like you all do, so please be encouraging by noting my email availability and planning accordingly!*

Course Description

Feminist activism has long been a global phenomenon. How do we understand feminist theories and practices in various locations as well as the relationships between feminisms in the north and the south, the east and the west, and the local and global? When racial relations, sexuality, and reproductive rights dominate the feminist discourse in the U.S., are they also issues that concern feminists and how are they approached in other countries? Without assuming a universal course of feminism, this course adopts a comparative approach in investigating the complexity of contemporary feminisms from around the world by engaging with global politics, teasing out theoretical path stemming from histories, differences, and concurrences that frame contemporary feminist thinking. Focusing on the ways in which systems of power are interrelated, we will examine theoretical texts, empirical studies, films/videos, performing and visual arts, and blogs.

Course Goals

The main goal of this course is to explore key global debates regarding contemporary feminism in a variety of areas, ranging from women's movements, women's reproductive rights, women's political representation, transnational migration, labor, the politics of the body, violence and war, and other such concerns. This course aims to cultivate collaboration in the learning process. We will create a space in which students will take an active role in the learning/teaching process. During the process, we will enact a model of education in which students are also active, critical, and engaged participants in the classroom. This course is an exercise in both critical pedagogy and democratic education. My hope is for you to come away from this class with the ability to evaluate your own position within your community as well as the position that other women assume within the U.S. and transnational contexts.

Course Objectives

After successful completion of this course, you will be able to:

- Explain the cultural parameters of each location that have shaped feminisms
- Develop an ability to articulate a critical analysis of a range of cultural production/reproduction, particularly in relation to the feminist lenses of gender, sexuality, and transnationalism.

- Attain fluency in a range of theoretical, conceptual, and empirical frameworks, which you will utilize in your development of a coherent argument.
- Translate theory into feminist practice on a daily basis with a critical lens

Required Texts and Viewing in Class

- Articles and documents are posted on ANGEL or can be accessed online at Penn State Library.
- *Bend it like Beckham* (course reserve)
- *The Hunting Ground* (on course reserve)
- *Persepolis* (on course reserve)
- *Maquilapolis* (online at Penn State Library)
- *In the Name of Love* (on course reserve)
- *Pussy Riot: A Punk Prayer* (on course reserve)

Course Requirements and Expectations

This course will be in a semi-seminar format where lectures will be given in the first half of the class and followed by discussions and various activities. In this course, I will be facilitating an open, respectful, and informed class setting that considers differences in identity, opinion, experience, and analysis as a fertile space for learning. Such an environment takes effort by both students and the instructor.

For students, your responsibilities are:

- **Preparation:** Complete the required readings before coming to class. We go into details of the assigned reading in class – please also bring the readings of the day to class.
- **Participation:** Participation in class is based on participation in class lecture and discussion, as well as group activities. (See details in the course component section below.)
- **Respect:** Throughout the course, I would like everyone to feel free to share her/his opinion with one another. In order to do so, we must maintain a civil environment, even when we are discussing controversial topics. You are responsible to actively listen to others and treat others' contributions respectfully, even if you share disagreements. I will not tolerate any language or acts of discrimination and intimidation.

I will contribute to this environment by:

- Treating all students with respect.
- Welcoming diverse viewpoints, experiences, and interpretations of the class materials.
- Challenging your thinking, beliefs, and analysis of issues, concepts, and ideas in this class.
- Making sure every student has the opportunity to speak at least once before allowing students to speak multiple times.

Electronic Devices

There are some occasions where you may need to use computer, cellphone, etc. in class. However, you will not need them most of the time, so please turn off your electronic devices or put them away. While open laptops and other similar devices may be used for note-taking and reading texts, I would rather have you listening to one another with attention. I'm as addicted to social media as anyone, but please do your email/Facebook/Twitter, etc. in your own time.

Academic Integrity

Grades in this class are based on mastery of the class material. This doesn't just mean attending class and reading the material; it means analyzing and understanding the material—and being able to articulate the material thoughtfully and precisely through assignments, discussion, and exams. At the end of the semester, I do not allow extra credit, “round up,” barter, to improve your final grade. The Department of Political Science and the Department of Women's Studies, along with the College of the Liberal Arts and the University, takes violations of academic dishonesty seriously. Observing basic honesty in one's work, words, ideas, and actions is a principle to which all members of the community are required to subscribe. All course work by students is to be done on an individual basis unless an instructor clearly states that an alternative is acceptable. Any reference materials used in the preparation of any assignment must be explicitly cited. Students uncertain about proper citation are responsible for checking with their instructor. In an examination setting, unless the instructor gives explicit prior instructions to the contrary, whether the examination is in-class or take-home, violations of academic integrity shall consist but are not limited to any attempt to receive assistance from written or printed aids, or from any person or papers or electronic devices, or of any attempt to give assistance, whether the one so doing has completed his or her own work or not. Lying to the instructor or purposely misleading any Penn State administrator shall also constitute a violation of academic integrity. In cases of any violation of academic integrity it is the policy of the Department of Women's Studies to follow procedures established by the College of the Liberal Arts. More information on academic integrity and procedures followed for violation can be found at: <http://laus.la.psu.edu/current-students/academics/academic-integrity/college-policies>

Disability Services

People with disabilities will be fully included in this course. Please inform me if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. Confidentiality of the shared information will be strictly maintained. Penn State also welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services. For further information regarding policies, rights and responsibilities please visit the Office for Disability Services (ODS) Web site at: www.equity.psu.edu/ods/. Please contact me early in the semester—I am happy to work with you regarding accommodations.

Course Components

I. Participation (20%)

Your participation grade is based on two components: attendance and participation in class. I will pass around a sign in sheet for you to sign at the beginning of every class.

You should attend every class. I understand that extenuating circumstances arise that can make this difficult. I understand that extenuating circumstances arise that can make this difficult, but if circumstances make you miss more than three classes, you may have overextended yourself and you may fail this course. There are days where we will be discussing topics that may be a little difficult or sensitive, you may choose to be absent or leave early on those days. However, your absence will be counted as one of the three circumstances in which your attendance is not required.

Unless you are missing an exam, an assignment, or are absent due to a long-term illness or issue, you do NOT need to notify me if you need to miss class.

In addition to showing up for class, active participation in class is essential to your learning and performance in the course. Participation in class includes participating in group activities and classroom discussions, e.g. speaking up in class, sharing your thoughts, responding to my questions, etc. Thoughtful participation requires that you complete all of the course readings on time and to

reflect on them enough to bring something cogent to class meetings. “Good” class participation is not just a function of quantity, but also quality. Simply coming to class does not guarantee a high participation grade; the frequency and quality of your comments also matter. You can earn maximum participation points by participating regularly and respectfully. Here are some things you can do to earn maximum credit for participation:

- Attend class
- Participate openly and regularly in discussions
- Ask questions when you have them – no matter how big or small
- Always consider and question but never disrespect others’ contributions
- Try not to interrupt or monopolize the conversation
- Help create discussion openings by which other students may participate
- Stay on topic

If you have difficulty speaking in public or for some other reason do not feel comfortable participating in the manner described above, please speak with me within the first few days of class so that we can brainstorm ways for you to be more actively involved in class.

II. Five Multimedia/Performance/Speech Discussions (15%; each discussion 3%)

We will view six films/videos and two performances/speeches throughout the term. The best learning takes place when a student like yourself engages in the films you watch and the events you attend, asks questions, mounts objections to ideas, tries to figure out why the filmmaker/performer/speaker made the film, etc. the way s/he did—and what relation this film, etc. has to your own experiences and perceptions. In this class discussion forum, you may offer your responses, questions, confusions, recognitions. You only need to discuss **five** out of the films, performances, etc. we participate in. You may complete six discussions and your lowest grade will be dropped. Every discussion beyond your sixth entry will NOT be counted or graded. Your responses are due by **11.59pm on ANGEL on the Friday** of the week a film is watched during class or an event is attended.

To receive a perfect score, your discussions must be well-developed, thoughtful, and drawing references from course materials. You should write *at least* one to two paragraphs in response to the film, etc. This portion of your assessment will address the *quality*, not simply the quantity of your weekly posts. Follow the guidelines below in your discussions:

- Avoid *absolute* statements unless you have empirical evidence to support them. For example, Parents exert ~~the greatest~~ influence on children’s understanding of gender.
- Provide *specific* examples, using anything you could relate to in real life, e.g. film, TV, personal experiences, etc.
- Think about various types of social and political institutions, e.g. law, legislatures, universities, work place, religious organizations, media, etc.
- Share your personal experiences and candid thoughts.
- Draw from and connect with course materials.

****Late assignments** will be penalized five points each calendar day after the due date and time.

III. One Mid-Term Exam (20%) *There is no final examination.

The exam will cover all of the materials from 1/12 to 3/1. I will provide a study sheet and a practice quiz to help you prepare for the exam. Exam will take place at any location you desire on 3/3.

****Missed Exams:** *Illness, death in the family, or other traumatic events unfortunately is part of life. A makeup exam will be given if you contact me within 24 hours and provide explanation.*

IV. Group Leadership in Class Discussion (20%)

With a group, you will lead one classroom discussion on a topic of your choice. You will open the class by delivering a presentation on the articles assigned for that specific topic. You will then lead the class discussion for the day. I will moderate and intervene as necessary. The topics available for group leadership are noted as “group leadership” in the class schedule. You will decide in the early on in the semester which date/topic you choose to complete. You will receive a collective grade, but your contribution will be evaluated by your peers, which will be considered as part of your participation in class.

- Your task is to get the class thinking and talking about a theme or issue related to that week’s readings. Presentations should be energetic, interesting and engaging and last around 20-30 minutes.
- Presentations should not seek to cover everything about a topic. Instead, focus your presentation on a key issue, problem, or question people can engage with. It’s useful to use multimedia (video, music, image) or draw your experiences.
- Alternatively, students may organize an activity for the group which promotes thinking or discussion about key questions or issues related to that class. In short: Don’t be boring!
- Please use props, handouts, etc. Prepare any materials or technology well ahead of time and time your presentation carefully!
- The timing, format and purpose of presentation are very flexible as long as you consult with me in well in advance. I’m open to (almost) any format that gets students engaged with or excited about a problem, idea or issue. Again, don’t be boring!
- In preparing for the class discussion, you will write five to ten discussion questions per reading and post them on ANGEL (**due at 2:30pm before class begins**).
- You should ground your discussion in the text, citing specific passages to support your discussion. You should demonstrate both a critical engagement with the text, as well as your understanding of the broader argument of the text. You should be prepared to answer your own questions.

V. One Paper (20%)

You will have a choice to complete either ONE of the two following papers. You will inform me which assignment you decide to complete on the second day of the class. Once you have chosen a topic, you may not change it unless you have attained my approval. Grading rubrics will be provided as the due date approaches.

*Short papers should be 4 pages, **single spaced** with one-inch margins. Font: Times New Roman; font size: 12.*

****Late assignments will be penalized five points each calendar day after the due date and time.**

Topic 1: Social Location (Individual paper due at 2:30pm Feb. 4)

This paper gives you the opportunity to explore and explain who you are in terms of the larger forms of difference we will study, such as gender, race/ethnicity, class, sexuality, religion, and nationality. You may add others that you find important. This four-page paper requires that you do some research. First, you will research the place (town, city, rural area) that most formed you growing up. If you moved around, explore the causes and effects of your migration. To answer the following questions, you will need to look at government documents such as the census and other sources such as the Chamber of Commerce for your hometown, if there is one. You should consider the following questions:

- What are the demographics of your hometown in terms of race and class?

- What are the major sources of jobs?
- How has this changed over your lifetime?
- How did these forces shape your family?
- How do gender and sexuality inform the experiences of you and your family?

The second part of your paper will include interviewing one family member to explore questions of culture, race/ethnicity, citizenship, and nationality, etc. You may ask the following questions: What citizenship do you carry? What citizenship do your family members carry? What does your relative/interview subject see as the chief external factors shaping your family's history? If you are a U.S. citizen or your family lives in the U.S., the interview will help you determine where your family immigrated from and when that took place. If you are a citizen of another country and/or your family lives in another country, how long have they been in that country? How does your family fit into class and race/ethnic frameworks in that country? In writing this paper, you are encouraged to express yourself in a personal voice. Nevertheless, you are also expected to have a clear thesis and sound structure and organization.

Topic 2: Creativity as a Feminist Theory and Practice (Group paper due at 2:30pm April 28)

Write a four-page paper about the role of creativity in feminist theory, practice, and activism. This paper requires that you do the following:

- Identify the feminist ideas, practices, sites, and initiatives that you find most illuminating, interesting, energizing, and inspiring
- Draw up an annotated bibliography of 3 readings/sites on creative and activist feminist projects, spaces, and initiatives that you would like to share with the class.

The second part of your paper will include interviewing at least one feminist activist to explore questions of combining feminist theory with practice. You may ask the following questions: How did you become a feminist? What do you do for a living? How do you engage feminist theory with practice in your career? How do you engage in feminist activism outside of your workplace? How does your organization contribute to feminism? What issues does your organization work on? How does your organization prioritize these issues? How are women with various identities represented by your organization (is intersectionality considered)? In providing the responses from your interviewee, you should also critically analyze and offer your own thoughts on the ways s/he engages in feminism. You will receive a collective grade on this group assignment; however, you will be able to provide evaluations on your peers, which will be taken into account of their participation grade.

VI. Presentation (5%)

You will be presenting the short paper you complete in class on the day that the assignment is due. The presentation should focus on your argument, findings, and implications for global feminisms. If you are presenting your paper on "social location," your *solo* presentation should last no longer than 3 minutes. If you are presenting on "feminist theory and practice," your *group* presentation should last no longer than 10 minutes.

VII. Extra Credit

Extra credit opportunities will be available periodically during the semester and will be added to the participation grades. These opportunities will be announced in class and/or via email. No late extra credit will be accepted.

Class Grade Scale

A: 94—100%

A-: 90—93%

B+: 87—89%

B: 83—86%
B-: 80—82%

C+: 77—79%
C: 70—76%

D: 60-69%
F: 59% and Below

Grades in this class are based on mastery of the class material. This doesn't just mean attending class and reading the material; it means analyzing and understanding the material—and being able to articulate the material thoughtfully and precisely through assignments, discussion, exams, and essays. At the end of the semester, I do not allow late work or extra credit, "round up," barter, or allow you to do extra work to improve your final grade.

Important Dates

February 4	Student Presentation on Social Location
February 11	No Class (or make up day)*
February 12 and 13	Vagina Monologues
March 3	Mid-Term Exam
March 28	Eve Ensler's Talk
March 29	No Class (or make up day)*
April 28	Student Presentation on Creativity as a Feminist Theory and Practice

*Please don't make any plans to leave town on these two days. We're saving them to be our make-up day in the event of a make-up class needs to occur.

Class Schedule: **SUBJECT TO CHANGE**

INTRODUCTION TO GLOBAL FEMINISMS

T 1/12: Introduction

Discussion of class expectations, assignments, exam, and reading schedule

TH 1/24: Under Western Eyes: What is Global Feminisms?

Mohanty, Chandra Talpade. "Under Western eyes: Feminist scholarship and colonial discourses." *Feminist Review* (1988): 61-88.

INTERSECTIONALITY

T 1/19: Ain't I a Woman?

Sojourner Truth, 1851. "Ain't I a Woman?" Speech at the Women's Convention in Akron, Ohio.

Sandberg, Sheryl. 2013. "Why I Want Women to Lean In." Excerpt from *Lean In. Time*

hooks, bell. 2013. "Dig Deep: Beyond Lean In." October 28, 2013. *Feminist Wire*.

<http://thefeministwire.com/2013/10/17973/>

OPTIONAL: Crenshaw, Kimberle. "Mapping the margins: Intersectionality, identity politics, and violence against women of color." *Stanford law review* (1991): 1241-1299.

TH 1/21: Intersectionality: Concepts and Methodologies

Crenshaw, Kimberle. "Intersectionality: The Double Bind of Race and Gender. An Interview with Kimberley Crenshaw" *Perspectives* (Spring 2004): 4-7

Emba, Christine. "Intersectionality." September 21, 2015. *The Washington Post*.

Peterson, Latoya. "Intersectionality is Not a Label." September 21, 2015. *The Washington Post*.

Rosenberg, Alyssa. "How 'Orange is the New Black' Wins at Illustrating Identity." September 22, 2015. *The Washington Post*.

Cooper, Brittney. "Black Lives Matter – All of Them." September 23, 2015. *The Washington Post*.

Lucas, Lauren. "Here's Why Equal Protection May Not Protect Everyone Equally." September 23, 2015. *The Washington Post*.

Crenshaw, Kimberle. "Why Intersectionality Can't Wait." September 24, 2015. *The Washington Post*.

OPTIONAL: Hancock, A.M., 2007. When multiplication doesn't equal quick addition: Examining intersectionality as a research paradigm. *Perspectives on politics*, 5(01), pp.63-79.

T 1/26: The Matrix of Domination

Collins, Patricia Hill. "It's all in the family: Intersections of gender, race, and nation." *Hypatia* 13, no. 3 (1998): 62-82.

TH 1/28: The Global Stage and the Politics of Location

Lorde, Audre. "The master's tools will never dismantle the master's house." *Feminist postcolonial theory: A reader* 25 (2003): 27.

El Saadawi, Nawal. 1997. *The Nawal E. Saadawi Reader*. Zed Books. Chapter 2

OPTIONAL: Tripp, Aili Mari. "Rethinking difference: Comparative perspectives from Africa." *Signs* (2000): 649-675.

T 2/2: From Margin to Center

Film in class: *Bend it like Beckham*

TH 2/4: Social Location: Student Presentation

If you have chosen to complete the Social Location assignment, you will be presenting your paper during class. Your paper must be uploaded on ANGEL by 2:30pm, February 4.

WOMEN, SEXUALITY, AND NATION-STATES

T 2/9: Women's Rights are Human Rights

The Universal Declaration on Human Rights (1948). Available at:
www.un.org/en/documents/udhr/index.shtml

Hillary Rodham Clinton, "A Human Rights Agenda Must Include Women's Rights," Remarks to the UN 4th World Conference on Women Plenary Session, delivered 5 September 1995 in Beijing, China. Reprinted in *Human Rights Opposing View Points*, pp. 44-50

Mallika Dutt, "Some Reflections on U.S. Women of Color and the United Nations Fourth World Conference on Women and NGO Forum in Beijing, China" *Feminist Studies*, 22:3 (1996), pp.519-528

TH 2/11: No class today

You are expected to attend one of the performances of the *Vagina Monologues*, sponsored by IOTA IOTA IOTA (Triota), the Penn State Women Studies' Honor Society. You may find the updates on <https://www.facebook.com/vmpsu/>

Dates: Friday 2/12 or Saturday 2/13 (Time: TBA)

Location: Schwab Auditorium

F 2/12 or SAT 2/13: Vagina Monologues by Triota

Your attendance for this event is mandatory.

T 2/16: Women's Rights and Citizenship

Yuval-Davis, Nira. 1997. "Women, citizenship and difference." *Feminist review*: 4-27.

OPTIONAL: Caraway, Teri L. "Inclusion and democratization: class, gender, race, and the extension of suffrage." *Comparative Politics* (2004): 443-460.

TH 2/18: Gender, Citizenship, and Nationalism

Yuval-Davis, N., 1996, April. Women and the biological reproduction of "the nation". In *Women's studies international forum* (Vol. 19, No. 1, pp. 17-24). Pergamon.

Dowler, Lorraine. 2012. "Gender, Militarization, and Sovereignty." *Geography Compass* 6(8): 490-499.

OPTIONAL: Dowler, Lorraine. "Women on the frontlines: Rethinking war narratives post 9/11." *GeoJournal* 58.2-3 (2002): 159-165.

F 2/19 and S 2/20: Crossing Borders, Building Bridges (Annual WSGO Conference at the Nittany Lion Inn) Information will be provided as the date approaches.

T 2/23: Sexuality and Citizenship

Spike, Peterson. 1999. "Sexing Political Identities/ Nationalism as Heterosexim." *International Feminist Journal of Politics*. 1:34-65.

THE POLITICS OF VEILING

TH 2/25: The US Election and Transnational Feminist Politics

Katherine Viner, "Feminism as Imperialism," *The Guardian*, September 21, 2002, www.guardian.co.uk/world/2002/sep/21/gender.usa

Cinar, A. 2008. "Subversion and subjugation in the public sphere: Secularism and the Islamic headscarf." *Signs* 33 (4):891-913.

OPTIONAL: Marshall, Gül Aldikaçti 2005. "Ideology, Progress, and Dialogue: A Comparison of Feminist and Islamist Women's Approaches to the Issues of Head Covering and Work in Turkey." *Gender and Society* 19 (1):104-20.

T 3/1: The Politics of the Veil

Film in Class: *Persepolis*

TH 3/3: Exam on ANGEL (No class)

- You will take this exam online on the ANGEL course site.
- Go to the Lessons tab, find the "Exam" folder. The exam is inside.
- The exam has a time limit of 1 hour and 15 minutes once you begin the exam.
- You may only submit the exam once.

- The exam will “open” at 6am EST and is due by 11.59pm EST.

T 3/8: Spring Break

TH 3/10: Spring Break

ECONOMICS AND GLOBALIZATION: LABOR, MARRIAGE, MIGRATION

T 3/15: Labor and Migration

Film in Class: *Maquilapolis*

TH 3/17: Labor and Migration

Lan, Pei-Chia. 2003. “Maid or Madam? Filipina Migrant Workers and the Continuity of Domestic Labor”. *Gender and Society* 17 (2). Sage Publications, Inc.: 187–208.

Manalansan, I. V., and F. Martin. "Queering the chain of care paradigm." *The Scholar and Feminist Online* 6.3 (2008): 1-5.

T 3/22: Cross-Border Marriages

Constable, N., 2005. A tale of two marriages: International matchmaking and gendered mobility. *Cross-border marriages: Gender and mobility in transnational Asia*, pp.166-186.

Lan, Pei-Chia. 2008. "Migrant women’s bodies as boundary markers: Reproductive crisis and sexual control in the ethnic frontiers of Taiwan." *Signs* 33.4: 833-861.

TH 3/24: Cross-Border Marriages

Film in Class: *In the Name of Love*

I will be traveling out of town for the annual Western Political Science Association meeting on this date; my office hours will be cancelled and resumed on Tuesday 3/28 at 1:00pm.

SEXUALITY, POWER, AND VIOLENCE

M 3/28: Eve Ensler’s talk as part of the Penn State Sexual Violence Awareness Week

Your attendance for this event is mandatory.

T 3/29: No class today

You are expected to attend Even Ensler’s talk on Monday, March 28 as part of the Penn State Sexual Violence Awareness Week. As the creator of Vagina Monologues and International V-Day, Eve Ensler will be speaking about violence against women and men and specifically how this relates to college students.

Date: 7:00pm on Monday 3/28

Location: HUB Alumni Hall

For more information about Eve: <http://www.eveensler.org/about-eve/>

TH 3/31: Power and Violence

Smith, Andrea. 2003. “Not an Indian Tradition: the Sexual Colonization of Native Peoples.” *Hypatia* 18(2): 70-84.

OPTIONAL: Wright, Melissa W. "Necropolitics, narcopolitics, and femicide: Gendered violence on the Mexico-US border." *Signs* 36.3 (2011): 707-731.

T 4/5: Contesting Approaches to Rape

Dowler, Lorraine, Dana Cuomo, and Nicole Laliberte. 2014. "Challenging 'The Penn State Way': a feminist response to institutional violence in higher education." *Gender, Place & Culture* 21.3: 387-394.

OPTIONAL: Htun, Mala and Laurel Weldon. 2012. "The Civic Origins of Progressive Policy Change: Combating Violence against Women in Global Perspective, 1975-2005." *American Political Science Review* 106: 548-569.

TH 4/7: Rape Culture on Campus

Film in Class: The Hunting Ground

I will be traveling out of town for the annual Midwest Political Science Association meeting on this date; my office hours will be cancelled and resumed on Tuesday 4/12 at 1:00pm.

REPRESENTATION OF WOMEN

T 4/12: Representation of Women: Which Women?

Gayatri Spivak "Can the Subaltern Speak?"

Naples, Nancy A. 2004. "To Interpret the World and to Change It: An Interview with Nancy Fraser" *Signs: Journal of Women in Culture and Society* 29 (4): 1103-1124.

OPTIONAL: Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Reresent Women? A Contingent "Yes."" *Journal of Politics* 61(3): 628-657

TH 4/14: Representation of Women: Is Such Representation Effective?

Wolbrecht, Christina and David E. Campbell. 2007. "Leading by Example: Female Members of Parliament as Political Role Models." *American Journal of Political Science* 51(October):921-39.

Strolovitch, D.Z., 2006. Do interest groups represent the disadvantaged? Advocacy at the intersections of race, class, and gender. *Journal of Politics*,68(4), pp.894-910.

T 4/19: Women's Movements and Organizations

Blaydes, Lisa and El Tarouty, Safinaz. 2009. Women's Electoral Participation in Egypt: The Implications of Gender for Voter Recruitment and Mobilization. *Middle East Journal* 63(3): 364-380.

Basu, Amrita. 2000 "Globalization of the Local/Localization of the Global Mapping Transnational Women's Movements." *Meridians*: 68-84.

TH 4/21: Women's Movements and Organizations

Film in class: Pussy Riot: A Punk Prayer

T 4/26: Under the Western Eyes Revisited

El Saadawi, Nawal. 1997. *The Nawal E. Saadawi Reader*. Zed Books. Chapter 1

Chandra Mohanty, "Under Western Eyes Revisited: Feminist Solidarity Through Anti-Capitalist Struggles" *Signs: Journal of Women in Culture and Society*, 28:2, 2003.

TH 4/28: New Directions in Global Feminism: Student Presentation

If you have chosen to complete the Creativity as a Feminist Theory and Practice assignment, you will be presenting your paper during class. Your paper must be uploaded on ANGEL by 2:30pm, April 28.