SEMESTER AT SEA COURSE SYLLABUS

**Voyage:** Summer 2013  
**Discipline:** Political Science and Women’s Studies  
**PLCP 3350:** Gender Politics in Comparative Perspective  
**Upper Division**  
**Faculty Name:** Denise Walsh  

**Pre-requisites:** At least one course in comparative politics or women’s studies.

**COURSE DESCRIPTION**  
This course investigates the role of the state in constructing gender, how power is gendered, and the resulting inequalities in the Mediterranean basin. Topics of study include past, present, and future prospects for women’s rights in Morocco, Tunisia and Egypt; nationalism, Islam, and gender politics in Turkey; the global economic crises in Greece, sex trafficking in Italy, and migrant women’s rights in France and Spain. Readings from political science are complemented by selections from history, political economy, and women's studies.

**COURSE OBJECTIVES**  
The purpose of this course is to introduce students to the field of comparative politics and gender. Students will develop skills in comparative political analysis and gain a deeper understanding of politics in the Mediterranean basin, and how these states construct and reproduce gender.

**REQUIRED TEXTBOOKS**  
**AUTHOR:** Joan Wallach Scott  
**TITLE:** The Politics of the Veil,  
**PUBLISHER:** Princeton University Press  
**ISBN-13:** 978-0-691-12543-5  
**DATE/EDITION:** 1st edition, 2007

**AUTHOR:** Steven Postua  
**TITLE:** Don’t Panic: The Procrastinator’s Guide to Writing an Effective Term Paper  
**PUBLISHER:** Bandanna Books  
**DATE/EDITION:** 1st edition, 1996

All other readings and film clips will be available on the intranet.

**Class Policies**  
No computers, cell phone, ipads, etc. should ever be used during class.  
Follow the [honor code](#). If you have a question about [plagiarism](#), ask. 
For information about my research, courses, advising, and letters of recommendation,
please consult my [webpage](#).

All students are expected to attend every class session, with the exception of illness or an emergency. All other absences will be unexcused and detract from your participation grade. In the event of illness, please arrange to get notes from another student in the class.

**TOPICAL OUTLINE OF COURSE**

Please note: readings on contemporary events are likely to be updated before we disembark and will be announced in advance.

**C1- June 19: A Comparative Politics of Gender**

*What is a comparative politics of gender and why do we need it?*


**C2- June 20: Women in Politics in North Africa**

*Do quotas make a difference in Morocco? Should quotas be adopted in North Africa?*


Browse the pages posted on the intranet from the [Inter-Parliamentary Union](#) website. Which country rankings are most surprising and why?

**C3- June 21: Women’s Rights and Organizations in Morocco**

*What was the status of women’s rights and organizing in Morocco prior to the Arab Spring? Why?*


Homework film clip: [“Morocco Model for Women”](#)

In-class film clip: [“Morocco Leads Muslim World in Women’s Rights”](#)

**C4- June 22: The Arab Spring and Gender in Morocco**

*How has the Arab Spring altered women’s organizing and women’s rights in Morocco?*

Timeline: [Key Moments in the Arab Spring](#)
Maya Mikdasi, “The Uprisings Will be Gendered,” Jadaliyya (Feb 28 2012).

FIDH (Federation International des Droits de l'Homme), 2012, “Women and the Arab Spring. Taking Their Place?” Read the country pages on Morocco.

Association of Democratic Moroccan Women (ADMW), 2011, Women's Rights in the Draft Constitution

UN OHCHR, February 2012, “On mechanisms for parity between men and women: “No delays!”: the Working group ends its visit to Morocco

June 23-June 26: Casablanca

C5- June 27: Women's Movements and Democratization
What factors facilitate a women's movement during democratization?


C6- June 28: Women's rights and organizing in Tunisia and Egypt
What was the status of women's rights and organizing in Tunisia and Egypt prior to the Arab Spring? Why?

*Students will be divided into groups and will teach the class about either Tunisia or Egypt June 28 and 29.

Group A=Tunisia:

Group B Egypt:

In-class Film Clip: Gamel Abdel Nasser on the Muslim Brotherhood
In-class Film Clip: “Women’s Rights: The Tunisian Experience, Thus Far”

C7- June 29: The Arab Spring and Gender in Tunisia and Egypt
How has the Arab Spring altered women’s organizing and women’s rights in Tunisia and Egypt?

Everyone watches this homework clip: Why Arab Women still have no Voice (first 6 minutes).
**Group A Tunisia:**
FIDH (Federation International des Droits de l'Homme), 2012, “Women and the Arab Spring, Taking Their Place?” Read the introduction and country pages on Tunisia.


**Group B Egypt:**
FIDH (Federation International des Droits de l'Homme), 2012, “Women and the Arab Spring, Taking Their Place?” Read the introduction and country pages on Egypt.


al Jazeera, Egypt’s feminists prepare for a long battle, February 7, 2012.


Vivienne Walt, Women’s Rights at Odds in Egypt’s Constitution Wars, December 9, 2012

In-class Film Clip: After the Arab Spring, A Feminist Summer?
In-class Film Clip: Tunisia: Women Fight to Keep 50 Years of Equality

**July 30 NO CLASSES**

**C8- July 1: Kinship and Gender in North Africa**
*Why do women’s rights in North Africa vary across countries?*


**C9- July 2: Religion and Women’s Rights**
*What is the relationship between women’s rights and religion, and why?*

Mala Htun and Laurel Weldon, under review, “Religion, the State, and Women’s Rights: Comparative Analysis of Sex Equality in Family Law.”

3 July – 5 July Antalya, Turkey

**C10- July 6: Women’s Rights in Turkey (4 homework entries due today)**
*What is the status of women’s organizing and women’s rights in Turkey today? Why?*

In-class film clip: “Power Struggle around the Scarf – Turkey”

C-11 July 7: Group work on Field Lab Presentations

8 July -11 July Istanbul, Turkey

C12- July 12: Student Field Lab Presentations

C13- July 13: Gender and the Global Economic Crisis in Greece

How and why is the global economic crisis gendered?


In-class Film clip: “Life and Debt”
In-class Trailer: “Inside Job”
In-class Film clip: “Greek Economic Crisis”
In-class Film clip: “Zenophobic Violence in Greece”

July 14-17: Piraeus

C14- July 18: Gender and Global Migration

How and why is migration gendered?


Homework film clip: “International Migration”

In-class film clip: “Racism Rising in Europe”

C15– July 19: Transnational Families in Italy

What factors create and perpetuate transnational families?

In-class film Clip: “Modern Heroes, Modern Slaves”
In-class film clip: “Italy’s Brewing Anti-Immigrant Climate”

C16- July 20: Migrant Domestic Workers and Masculinity
How do Europeans use race and gender to marginalize male migrants?

Francesca Scrinzi, 2010, “Masculinities and the International Division of Care: Migrant Male Domestic Workers in Italy and France,” Men and Masculinities 13: 44-64.

Homework film clip: “Tough Guise: Violence, Media & the Crisis in Masculinity”
Homework film clip: “Mirrors of Privilege: Making of Whiteness” (watch beginning to 1:20 only).

21 July-23 July Livorno, Italy
24 July-26 July Civitavecchia, Italy

C17- July 27: Gender and Human Trafficking
How and why is trafficking gendered, and what can we do about it?


In-class Film Clip: Italian Sex Trade Fueled by Human Trafficking

C18- July 28: Sex Trafficking in Italy
What is the status of sex trafficking in Italy and why? What is being done about it?


Homework clip: “Italy: Legal Prostitution, Illegal Human Sex Trafficking, & the Vatican”

In-class Film Clip: “Child Migrants Detained in Malta”; “Malta Offers Migrants Money to Leave”

29 July-31 July Malta

C19-August 1: Immigration and Women's Rights in France, I
How and why does immigration shape women’s rights in France?

Film clip in class: [Headscarves -- France](#)

**C20-August 2: Immigration and Women’s Rights in France, II**  
*How and why does immigration shape women’s rights in France?*


Film clip in class: [France Starts Ban of Full-Face Veils in Public](#)

3 August-5 August   Marseilles, France
6 August-8 August   Barcelona, Spain

**C21- August 9: Immigration and Gender-based Violence in Spain (4 homework entries due today)**  
*How and why does immigration shape women’s rights in Spain?*


In-class film clip: [“Spain Domestic Violence”](#)

**C22– August 10: Writing Skills**  
*What is the best way to write a long essay?*

Steven Postua, *Don’t Panic: The Procrastinator’s Guide to Writing an Effective Term Paper*

See the “Writing Skills” folder on the course website for additional tips.

11 August-13 August Cadiz, Spain
14 August- 16 August Lisbon, Portugal

**C23- August 17: Drafts Due**  
*Why do good writers need writing workshops?*

Students will exchange a draft essay with a writing partner and give one another feedback for improvements.

**August 18: Study Day**

**C24-August 19: Essays Due at the end of class time.**

August 20: Reflection/Reentry
August 21: Convocation/Packing

August 22: Southampton, UK

FIELD WORK
FIELD LAB (At least 20 percent of the contact hours for each course, to be led by the instructor.) Students will visit 4 organizations that play a leading role in addressing women’s rights in Morocco. They will visit the Justice and Development Party (PJD), a conservative religious party and winner of the most recent election; the Democratic Association of Moroccan Women (ADFM), the most powerful women’s rights organization in the country; and the Ministry of Social Development, Family and Solidarity, a bureaucratic agency in the national government.

FIELD ASSIGNMENTS
At the beginning of the course students will be assigned to work in groups that will make a prediction of the future of women’s rights in Morocco. Each group member will focus on a specific topic drawn from the core themes of the course: women’s movements and organizations, women’s participation in politics, the role of religion and kinship groups in the state, and the effects of the Arab Spring on women’s rights. During the field lab in Rabat, Morocco students will ask questions about and take notes related to their theme. They will obtain contact information with experts for future exchanges via email. Students will then work together in their groups over the next few weeks to discuss their findings and follow up with their contacts for additional information as they learn the core analytical concepts and causal claims of the course. Their final task will be to come up with predictions for the future of women’s rights in Morocco that they will present in a powerpoint on July 18. Their aim will be to persuade other students that their predictions about women’s rights in Morocco are correct. The group that has the most compelling and persuasive presentation (facts, causal logic, expert sources, clarity of exposition, team work, engaging powerpoint) will be the winner and receive the highest grade. May the best team win!

METHODS OF EVALUATION / GRADING RUBRIC
Daily Participation (10%).
All students are expected to come to every class, to have done the reading with care, and to participate in class discussions. The instructor will keep a daily attendance and participation log.

Teaching Presentations (10%).
For two class sessions, students will present material on either Egypt or Tunisia, as assigned by the instructor. The one grade for each group will be based on how well each group communicates the key ideas from the readings, relates them to previous readings in the course, and the group’s integration of creative components and activities in the presentation (e.g., videos, powerpoints, debate).

Homework (20%).
Students will write a question or a comment about the readings for one session (which may include how her/his experiences in port directly related to the assigned course reading) for a total of 8 class sessions. Length should be approximately 3 sentences (for questions) to one paragraph (for comments). Quality matters more than quantity. Homework will be collected at the beginning of each class session and retained by the instructor. Each student’s file will be graded twice during the trip: 4 entries are due by C11 July 7; 4 additional entries are due by C21 August 9.

Take-home Essays (35%). Students will write two essays of their choice in response to three questions posed by the instructor.

Field Lab (25%)  
See above under “Field Lab Assignment”

**HONOR CODE**  
Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”