Voyage: Summer 2013  
Discipline: Political Science and Women’s Studies  
PLCP 3350: Gender Politics in Comparative Perspective  
Division: Upper  
Faculty Name: Denise Walsh  
Time: 9:20-10:35  

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  
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?*


“What Does Egypt’s Parliament Look Like?”

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

Discussion of Field Lab in Morocco.

_required: Attend US “North Africa, the Middle East, and the Arab Spring” @ 20:00_
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 Women’s Rights in Morocco
How has the Arab Spring altered women’s organizing and women’s rights in Morocco?

“Timeline: The Major Events of the Arab Spring”


In-class Film Clip: “LivePulse: Morocco”

Instructor assigns groups for C6 & C7

Required: Attend the CPP “Morocco/Casablanca” @ 20:00

June 23-June 26: Casablanca

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


In-class Film Clip: “Because our Cause is Just”
Required: Attend US “What is Globalization?” @ 20:00

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?

Group A: Tunisia

Film Clip: “Women’s Rights: The Tunisian Experience, Thus Far”

Group B: Egypt

Film Clip: Gamel Abdel Nasser on the Muslim Brotherhood

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?


Group A: Tunisia


Film Clip: Tunisia: Women Fight to Keep 50 Years of Equality

Group B: Egypt


Film Clip: After the Arab Spring, A Feminist Summer?

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?


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”

Required: Attend CCP “Turkey/Istanbul” @ 20:00

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

8 July -11 July Istanbul, Turkey

C12- July 12: Student Field Lab Presentations

Required: Attend CPP “Greece/Pireaus/Athens”

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” (0:00-1:20 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?


In-class Film Clip: Headscarves -- France

Required: Attend CPP “France/Spain/Marseilles/Barcelona”

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


In-class Film Clip: France Starts Ban of Full-Face Veils in Public

Instructor circulates Final Short Essay questions and discusses writing partner activities.

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 an essay?

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

See the “Writing Tips” folder on the course website.

Students will write a thesis statement and outline for the take-home exam questions.

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

C23- August 17: Drafting your essay
Why do good writers need writing workshops?

Students will work with a writing partner and give one another feedback for improvements on their take-home exam thesis statement and outlines.

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.)
*Participation is mandatory.

Students will travel to Rabat, Morocco’s capital to visit two women’s organizations, the Royal Palace, and the Mausoleum of Mohammad V. The morning of the field lab we will meet briefly on the ship as a group before disembarking. We will then take a bus to Rabat. Students will visit the Women’s Action Union (UAF) and the Democratic Association of Moroccan Women (ADFM). Both women’s organizations play an important role in advancing women’s rights in Morocco. Students will tour each organization’s offices, meet with board members, and have a
question and answer session. Students also will tour the Mausoleum of Mohammad V, which conveys the supreme power of Morocco’s kings and includes the remains of the late King Hassan II (1961-1999), father of the current king. Hassan’s legacy includes a host of human rights abuses that prompted the creation of an Equity and Reconciliation Commission from 2004-2005. Although King Muhammad VI has been less draconian, even consenting to advances in women’s rights, royal rule persists. We will also view the outside of the Royal Palace and government buildings (no inside visitors permitted). Plan to have lunch near the Andalusian gardens, and if time permits, a stroll and tea at a café in the Kasbah des Oudais.

*Dress and Conduct:* Casual business dress is required. This means no shorts, t-shirts, flip-flops, short skirts, jeans, revealing or tight clothing, sweatpants, or sweatshirts. Plan to wear neat and clean long pants or a skirt/dress below the knee, a top that covers the collarbone or has a collar, and closed shoes or sandals.

Bring a camera, notebook for taking notes throughout the lab, and a modest sized bag to retain pamphlets and other materials that you can use for your presentation. A field lab is an extension of class, meaning conduct and classroom rules apply, including use of cell phones, headphones, and other electronics. Active participation during the lab is expected and will be part of student assessment. Only serious student illnesses will be marked as excused. All other student absences will result in a zero for the field lab assignment.

**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, students will ask questions and take notes. They will obtain contact information with experts for future exchanges via email and gather pamphlets and other handouts related to their theme. Students are encouraged to take pictures, and make video and audio recordings while in Morocco to add to their field lab presentation (where applicable get permission first, particularly during the field lab).

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 or imovie 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/imovie) 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
that includes the required US and CPPs indicated on the syllabus.

Teaching Presentations (10%).
For two class sessions, students will present material on either Egypt or Tunisia, as assigned by the instructor. 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., powerpoint, imovie music, class activity, 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. No more than 3 sentences (for questions) and one paragraph (for comments). Quality matters more than quantity. Homework submission 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 Exam (35%).
Students will write one essay of their choice in response to two questions posed by the instructor, and one short answer in response to two short 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].”