

## SEMESTER AT SEA COURSE SYLLABUS



**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

**ISBN-13:**978-0-691-12543-5

**DATE/EDITION:**1<sup>st</sup> edition, 2007

AUTHOR: Steven Postua  
TITLE: *Don't Panic: The Procrastinator's Guide to Writing an Effective Term Paper*  
PUBLISHER: Bandanna Books  
ISBN-10: 0942208420; ISBN-13:978-0942208429  
DATE/EDITION: 1<sup>st</sup> 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?*

Georgina Waylen, 1998, "Gender, Feminism and the State: an Overview," in Vicky Randall and Georgina Waylen, eds., *Gender, Politics and the State*, London and New York: Routledge, pp. 1-17.

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

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

James N. Sater, 2007, "Changing Politics from Below? Women Parliamentarians in Morocco," *Democratization* 14 (4): 723-742.

Aili Tripp, "Do Arab Women Need Electoral Quotas?" *The Middle East Channel*, January 19, 2012.

"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?*

Sadiqi, Fatima and Moha Ennaji, 2006, "The Feminization of Public Space: Women's Activism, the Family Law, and Social Change in Morocco," *Journal of Middle East Women's Studies* 2 (2): 86-114.

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"](#)

Sharif Nashashibi, ["Arab Spring 2013: Revolutionary Wave Enters a Third Year,"](#) *Al Arabiya News*, December 31, 2012.

Laura Dimon, ["Is Morocco an Exception to the Arab Spring?"](#) *Moroccan World News*, January 26, 2013.

FIDH (Federation International des Droits de l'Homme), 2012, ["Women and the Arab Spring: Taking Their Place?"](#) Morocco: 70-77.

["Morocco Update: Women's Rights and the New Government,"](#) *Karama Stands for Dignity and Equality*.

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?*

Lisa Baldez, 2003, "Women's Movements and Democratic Transition in Chile, Brazil, East Germany and Poland," *Comparative Politics* 35 (3): 253-272.

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**

Sarah E. Gilman, 2007, “[Feminist Organizing in Tunisia: Negotiating Transnational Linkages and the State](#),” in Val Moghadem, ed., *From Patriarchy to Empowerment: Women’s Participation, Movements, and Rights*, Syracuse University Press: 97-119.

Film Clip: [“Women’s Rights: The Tunisian Experience, Thus Far”](#)

**Group B: Egypt**

Nadje Al-Ali, 2000, *Secularism, Gender and the State in the Middle East: The Egyptian Women’s Movement*, Cambridge University Press: Ch. 2.

Film Clip: [Gamal 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?*

Everyone reads: Michelle Chen, “[Women Unionists of the Arab Spring Battle Two Foes: Sexism and Neoliberalism](#),” *In These Times*, March 30, 2013.

**Group A: Tunisia**

FIDH (Federation International des Droits de l’Homme), 2012, “[Women and the Arab Spring: Taking Their Place?](#)” Tunisia: 8-14.

Lisa Bryant, “[Tunisian Women Fight New ‘Sexist’ Constitution](#),” October 22, 2012.

Kristine Goulding, “Tunisia: Women’s Winter of Discontent” Parts [II](#) and [III](#), October 25, 2011.

Robert Mackey, “[Tunisian Women March to Defend Equality](#),” *New York Times*, August 15, 2012 (details on the protest in the film clip below).

Film Clip: [Tunisia: Women Fight to Keep 50 Years of Equality](#)

**Group B: Egypt**

FIDH (Federation International des Droits de l’Homme), 2012, “[Women and the Arab Spring: Taking Their Place?](#)” Egypt: 16-25.

Carolyn Barnett, “[Egypt: Fighting for Women’s Rights in the Aftermath of the Revolution](#),” *Women Living under Muslim Law*, June 2011.

al Jazeera, [Egypt’s feminists prepare for a long battle](#), February 7, 2012.

[Egyptian Women's Charter](#), The Alliance for Arab Women and the Egyptian Women's Coalition, 2011.

Zaid Al-Ali, "[The New Egyptian Constitution: An Initial Assessment of its Merits and Flaws](#)," *Open Democracy*, December 26, 2012.

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?*

Mounira Charrad, 2007, "Contexts, Concepts and Contentions: Gender Legislation as Politics in the Middle East," *Hawwa* 5: 55-72.

### **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, n.d., "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?*

Yakin Erturk, 2006, "Turkey's Modern Paradoxes: Identity Politics, Women's Agency, and Universal Rights," in Mayra Marx Ferree and Alli Mari Tripp, eds., *Global Feminism: Transnational Women's Activism, Organizing, and Human Rights*, New York University Press: Ch. 4.

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?*

Valentine Moghadam, 2011, "Women, Gender, and Economic Crisis Revisited," *Perspectives on Global Development and Technology* 10 (11): 30-40.

Rochelle Jones, "[The Word on Women – The Gendered Dimensions of the Eurozone Economic Crisis – An Update](#)," *TrustLaw*, October 5, 2012.

Niki Kitsantonis, "[Greek Women Try to Soften the Blow of Austerity](#)," *The New York Times*, June 6, 2011.

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?*

Lourdes Beneria, Carment Diana Deere, and Naila Kabeer, 2012, "Gender and International Migration: Globalization, Development, and Governance," *Feminist Economics* 18 (2): 1-33.

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?*

Rhacel Salazar Parrenas, 2008, "Perpetually Foreign: Filipina Migrant Domestic Workers in Rome," in Helma Lutz, ed. *Migration and Domestic Work: A European Perspective on a Global Theme*, Ashgate Press: 99-112.

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?*

Jennifer K. Lobasz, 2009, “Beyond Border Security: Feminist Approaches to Human Trafficking,” *Security Studies* 18: 319-344.

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?*

Siddharth Kara, 2009, *Sex Trafficking: Inside the Business of Modern Slavery*, “Italy and Western Europe,” New York: Columbia University Press: Ch. 2.

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?*

Joan Wallach Scott, 2007, *The Politics of the Veil*, Princeton University Press: Ch. 1 and 4.

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?*

Joan Wallach Scott, 2007, *The Politics of the Veil*, Princeton University Press: Ch.5 and Conclusion.

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?*

Marta Perez, 2012, "Emergency Frames: Gender Violence and Immigration Status in Spain," *Feminist Economics* 18 (2): 265-290.

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]."